



**IMPLEMENTING COLLABORATIVE STRATEGIC READING (CSR) TO
HELP SENIOR HIGH SCHOOL STUDENTS GAIN READING
COMPREHENSION ACHIEVEMENT**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2020



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department, Faculty of
Teacher Training and Education, Jember University

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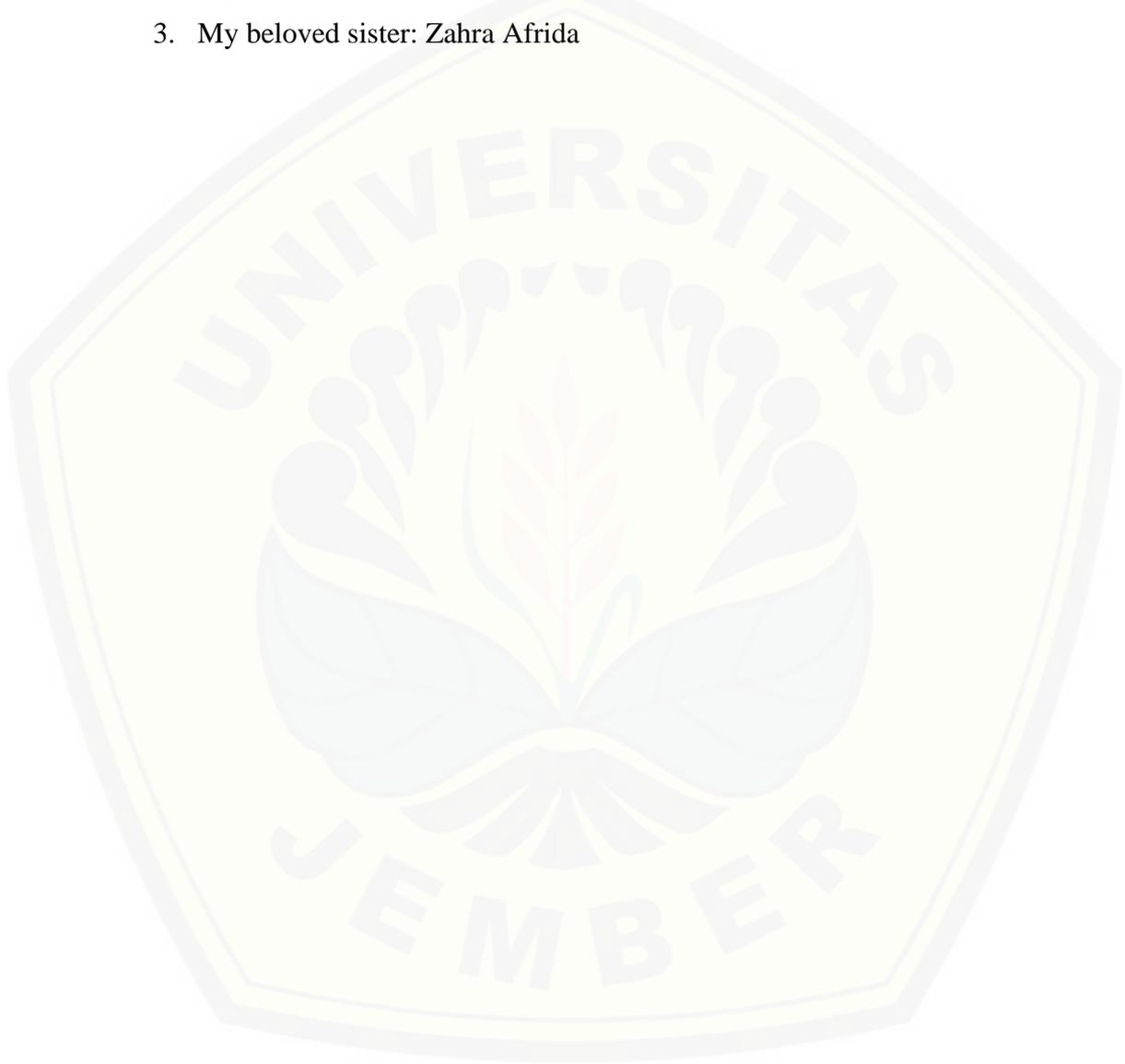
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2020

DEDICATION

This thesis is dedicated to:

1. My beloved parents: Asik and Siswati.
2. My beloved brother: Candra Hermawan
3. My beloved sister: Zahra Afrida



MOTTO

“The more you read, the more things you’ll know. The more you learn, the more places you’ll go.”

(Dr. Seuss)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic pieces of work by the author herself. All materials incorporated from secondary sources have been fully acknowledge and referenced.

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Jember, 8 January 2020

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CONSULTANT APPROVAL

**IMPLEMENTING COLLABORATIVE STRATEGIC READING (CSR) TO
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THESIS

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ACKNOWLEDGEMENT

Firstly, I would like to express my deepest gratitude to Allah SWT who always leads and grants me His blessing and guidance so that I am able to finish my thesis entitled “Implementing Collaborative Strategic Reading (CSR) to Help Senior High School Students Gain Reading Comprehension Achievement”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Department Program;
4. The Consultants Eka Wahjuningsih, S.Pd., M.Pd. and Dra. Wiwiek Eko Bindarti, M.Pd. for the time, knowledge, guidance, advice and motivation in accomplishing this thesis;
5. The Principal of SMA Muhammadiyah 3 Jember, the English Teacher, the Administration Staff, and the Students of XI IPS 2 who are involved in this research;

Lastly, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism would be appreciated.

Jember, 8 January 2020

The Writer

TABLE OF CONTENTS

COVER PAGE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANT APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	x
LIST OF TABLE	xi
LIST OF FIGURES	xii
SUMMARY	xiii
CHAPTER 1. INTRODUCTION	1
1.1 Research Background	1
1.2 Research Questions.....	4
1.3 Research Contributions.....	4
1.3.1 Practical Contribution.....	4
1.3.2 Empirical Contribution	4
CHAPTER 2. RELATED LITERATURE	5
2.1 Theoretical Framework.....	5
2.1.1 Reading Comprehension	5
2.1.2 Collaborative Strategic Reading (CSR).....	5
2.1.3 The Advantages and Disadvantages of Collaborative Strategic Reading (CSR).....	6
2.2 Conceptual Framework.....	8
2.2.1 Reading Comprehension Achievement	8
2.2.2 Collaborative Strategic Reading (CSR) in Reading Comprehension...	9
2.2.3 The Steps of Teaching Reading by Using Collaborative Strategic Reading (CSR).....	10

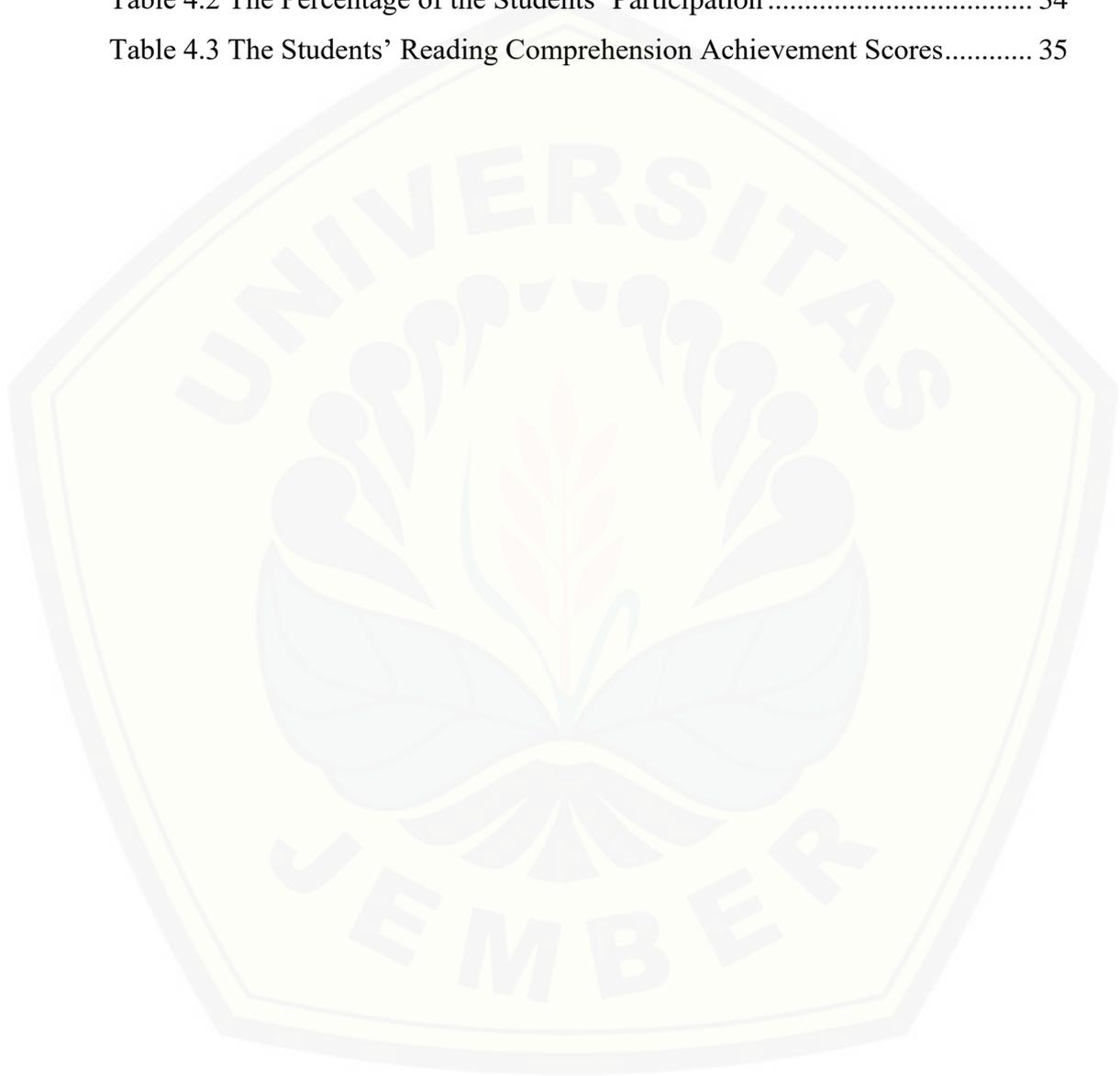
2.2.4 The Implementation of Collaborative Strategic Reading (CSR).....	13
2.3 Previous Research Review	18
CHAPTER 3. RESEARCH METHODOLOGY.....	23
3.1 Research Design	23
3.2 Research Context.....	24
3.3 Research Participants.....	25
3.4 Data Collection Method.....	25
3.4.1 Reading Comprehension Achievement Test	25
3.4.2 Observation.....	25
3.5 Research Procedures	26
3.5.1 Planning of the Action.....	26
3.5.2 The Implementation of the Action	27
3.5.3 Evaluation.....	27
3.5.4 Reflection	27
3.6 Data Analysis.....	28
CHAPTER 4. RESULT AND DISCUSSION	30
4.1 The Result of the Action in Cycle 1	30
4.1.1 The Implementation of the Action in Cycle 1	30
4.1.2 The Result of the Observation in Cycle 1.....	31
4.1.3 The Result of the Reading Comprehension Achievement Test in Cycle 1	34
4.1.4 The Result of Reflection in Cycle 1	36
4.2 The Discussion.....	38
CHAPTER 5. CONCLUSION	40
5.1 Conclusion	40
5.2 Suggestion	40
5.2.1 The English Teacher.....	40
5.2.2 The Future Researchers	41
REFERENCES.....	42

LIST OF APPENDICES

APPENDIX 1 Research Matrix	47
APPENDIX 2 Data Instruments	49
APPENDIX 3 The Students' Previous Reading Scores of XI MIPA 1 and XI MIPA 2	50
APPENDIX 4 The Students' Previous Reading Scores of XI MIPA 3 and XI MIPA 4	51
APPENDIX 5 The Students' Previous Reading Scores of XI MIPA 5 and XI IPS 1	52
APPENDIX 6 The Students' Previous Reading Scores of XI IPS 2 and XI IPS 3	53
APPENDIX 7 The Students' Previous Reading Scores of XI IPS 4	54
APPENDIX 8 The Observation Checklist for the Students' Participation	55
APPENDIX 9 Lesson Plan in Meeting 1	56
APPENDIX 10 Lesson Plan in Meeting 2	69
APPENDIX 11 Post-Test of Reading Comprehension	82
APPENDIX 12 The Result of the Observation in Cycle 1	89
APPENDIX 13 The Result of the Students' Reading Comprehension Achievement Scores	90
APPENDIX 14 Permission Letter for Conducting the Research	91
APPENDIX 15 Statement Letter for Accomplishing the Research from SMA Muhammadiyah 3 Jember	92

LIST OF TABLE

Table 3.1 The Observation Checklist.....	26
Table 4.1 The Result of the Observation in Cycle 1	32
Table 4.2 The Percentage of the Students' Participation	34
Table 4.3 The Students' Reading Comprehension Achievement Scores.....	35



LIST OF FIGURES

Figure 2.1 Diagram of CSR Technique for Strategic Reading which Includes
Before, During, and After..... 10

Figure 2.2 Leader’s Cue Card 16

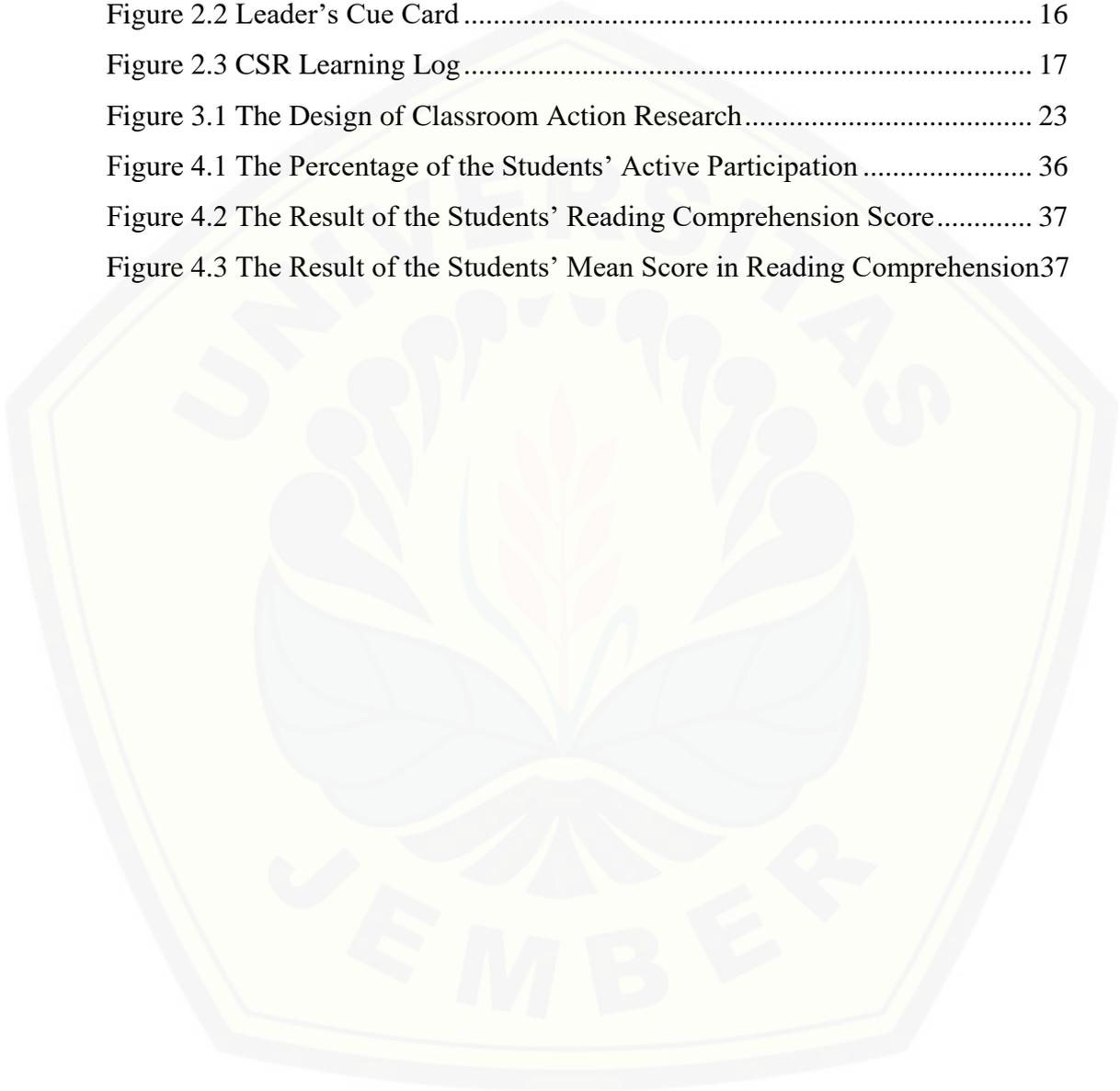
Figure 2.3 CSR Learning Log..... 17

Figure 3.1 The Design of Classroom Action Research..... 23

Figure 4.1 The Percentage of the Students’ Active Participation 36

Figure 4.2 The Result of the Students’ Reading Comprehension Score..... 37

Figure 4.3 The Result of the Students’ Mean Score in Reading Comprehension37



SUMMARY

Implementing Collaborative Strategic Reading (CSR) to Help Senior High School Students Gain Reading Comprehension Achievement; Elok Faiqoh, 150210401010, 2020; 109 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

One of the basic English skills that students must master is reading as it is an activity to get meaning of what is written in a text in order to understand what the author means. The complexity of learning processes in reading comprehension requires proper instructors and reading strategies to gain the best results. Furthermore, the students tend to have difficulty in finding the main ideas of paragraphs, the meaning of words or sentences and the conclusion of a text. They also lack of motivation in comprehending the text. Due to those conditions, the use of appropriate teaching strategy in teaching reading comprehension is expected to help the students gain better reading comprehension achievement. One of the efforts to improve the students' learning outcome is applying Collaborative Strategic Reading (CSR). In doing CSR, students are engaged to apply these reading comprehension strategies; *preview* (before reading), *click and clunk* (during reading), *get the gist* (during reading), and *wrap up* (after reading). CSR engages students to work collaboratively in small groups to discuss and share ideas as well as develop their social skills. This research was a classroom action research that aimed at helping the students to gain better reading comprehension achievement by implementing CSR in teaching reading at SMA Muhammadiyah 3 Jember. The area of this research was SMA Muhammadiyah 3 Jember. This school was purposively chosen because the eleventh grade students still had problem in reading comprehension. The students were found having difficulties in finding the main ideas, in making conclusion, and in finding the meaning of unfamiliar English words.

This classroom action research was done in one cycle. The cycle consisted of three meetings. The first and the second meetings were intended to implement

the action and the third meeting was intended to administer the reading comprehension achievement test. The success of this research was seen by the improvement of the students' reading comprehension achievement scores and also the students' active participation in the teaching and learning process. The result of the observation in Cycle 1 showed that the students' active participation increased from 81,84% in Meeting 1 to 85,71% in Meeting 2. Then, the students' score in reading comprehension also showed a significant improvement. Before the students were taught by using CSR strategy, only 10% of them could achieve the passing grade of reading comprehension achievement. However, after the researcher implemented CSR strategy, the total number of the students who got score ≥ 75 on their reading comprehension achievement test improved to 76,67%. Moreover, the students' mean score also improved from 63,03 to 77,83. This research was conducted in one cycle, as the target of this research was already achieved, so that, Cycle 2 was not conducted.

Based on the result of observation and reading comprehension achievement test, it can be concluded that the use of CSR could improve the students' achievement in reading comprehension. Thus, it is expected for the English teachers to use CSR strategy in teaching reading comprehension. Moreover, it was proved that CSR strategy could improve the students' reading comprehension achievement and motivates the students to be more interested in learning reading comprehension activity. For future researches, it is expected that the result of this research can be a reference to conduct a research that has similar problem dealing with improving the students' reading comprehension achievement by choosing different school, different students' level, different types of text or different meetings.

CHAPTER 1. INTRODUCTION

This chapter presents the introduction of the action consisting of research background, research question, and research contribution.

1.1 Research Background

One of the basic English skills that students must master is reading as it is an activity to get the meaning of what is written in a text in order to understand what the author means. According to Rasinsky & Padak (2000:17), reading refers to a thinking process that requires an active interaction with the text. It means that when the students are reading a text they should make an active interaction with the text to trigger their prior knowledge. They can ask and answer questions, summarize the text, identify the writer's purpose and so on. Students can also get new information and transfer that information to others.

The complexity of learning processes in reading comprehension requires the instructors to pick up various means of teaching and assessment to gain the best results (Heron, 1988, as cited in Kardegar, 2014), and it seems that one of the effective means is using proper reading strategies (Pasquella, Gottardo, & Grant, 2012). It means that learning reading comprehension is a complex activity that needs proper instructors and reading strategies to gain the best results.

However, there are some problems arise from the students. They tend to have difficulty in finding the main ideas of paragraphs, the meaning of words or sentences and the conclusion of a text. They also lack of motivation in comprehending the text. It happens because the teacher only asks the students to read the text aloud and do the exercise and it makes the students get low scores in reading comprehension. Therefore, an effective reading comprehension strategy needs to be used by the English teacher to overcome those problems. It means that strategy is one of the effective ways to make the students more involved in learning reading comprehension.

Based on the preliminary study that was conducted by interviewing the English teacher of SMA Muhammadiyah 3 Jember, it was found that the problem in reading class was the students' difficulty in comprehending the text. The

students of XI IPS 2 mostly had difficulty in finding the main ideas, in making conclusion, and finding the meaning of unfamiliar English words. The teacher taught reading by asking the students to read aloud and did the exercises individually. However, it did not seem to be effective to be implemented during reading activity because the students were still not enthusiastic during reading activity. It became the main reason why the students of XI IPS 2 got low scores in reading comprehension achievement. Its percentage and mean score in achieving the passing grade was also the lowest among the other classes. The result showed that only 3 of 30 students or 10% achieved the passing grade that is 75. Besides, 27 of 30 students or 90% obtained less than 75. The students of XI IPS 2 also got the low mean score (63,03) in reading comprehension achievement. In other words, the students did not achieve the minimum passing grade of English lesson.

To solve the problem, the researcher taught reading comprehension using a teaching strategy to be implemented in teaching reading activity to help the students gain better reading comprehension achievement. One of the efforts to improve the students' learning outcomes is applying Collaborative Strategic Reading (CSR) (Harjasujana and Damaianti, 2013). Through collaborating, the students are able to work with others actively, participate in the learning process, to be brave in showing their ideas, evaluate others' ideas, monitor other's work, and avoid wasting time. By applying the collaborative strategy emphasized on Collaborative Strategic Reading (CSR), students' learning is supported by both teachers and the group (Vaughn et al, 2011).

CSR was found and developed by Klingner & Vaughn (1996). According to Klingner & Vaughn (2000), CSR is a set of instructional strategies to improve students' reading comprehension. It is designed to facilitate reading comprehension for students who have different reading problems. Moreover, Twining (1991), notes that comprehension problems might be related with: a) failure to understand a word, b) failure to understand a sentence, c) failure to understand how sentences relate to one another, d) failure to understand how the information fits together in a meaningful way (organization), and e) lack of interest and concentration. Due to those conditions, the researcher implemented

CSR strategy which is appropriate for teaching reading comprehension. In doing CSR, students are engaged to apply these reading comprehension strategies; preview (before reading), click and clunk (during reading), get the gist (during reading), and wrap up (after reading). CSR engages students to work collaboratively in small groups to discuss and share ideas as well as develop their social skills.

During the past few years, the previous studies examining Collaborative Strategic Reading (CSR) and reading comprehension were investigated by previous researchers in different contexts. The first one was conducted by Anas (2017) entitled “The Use of Collaborative Strategic Reading (CSR) to Improve Students’ Reading Comprehension”. The result of the research showed that CSR strategy could improve students’ reading comprehension achievement as high as 9,2% in Cycle 1 and 12,1% in Cycle 2. The other study was conducted by Lustyantje (2017) entitled “Improvement of French Text Reading Comprehension through Collaborative Strategic Reading (CSR)”. The result indicated that students’ comprehension improved from 62,5 in Cycle I to 77,37 in Cycle II. The percentage of comprehension level was satisfying because from 48 students there were no students who got D or E which means that all the students could pass the test. In addition, Subekti et.al., (2006) conducted a classroom action research to improve the students’ reading comprehension to the eleventh grade students. Based on the result, the mean score of the students’ reading comprehension achievement improved from 76,2 in Cycle I to 88 in Cycle II. It means that CSR could improve the students’ reading comprehension achievement for the eleventh grade students. The last was Gani et. al (2016) who reported that the students who were taught reading using CSR got mean score of 80,06 which was better than those who were taught by using non-CSR strategy (74,42).

Some researches above were conducted to prove the effectiveness of CSR in reading comprehension achievement. CSR appears to be an effective strategy to apply at SMA Muhammadiyah 3 Jember because the English teacher of the eleventh grade students at SMA Muhammadiyah 3 Jember has never applied CSR. Moreover, CSR could help students understand and comprehend the text

easily. Thus, the researcher conducted a research entitled, “Implementing Collaborative Strategic Reading (CSR) to Help Senior High School Students Gain Reading Comprehension Achievement.”

1.2 Research Questions

Based on the background of the research above, the problems of the research are as follows:

1. can Collaborative Strategic Reading (CSR) help Senior High School students gain reading comprehension achievement?
2. can Collaborative Strategic Reading (CSR) help Senior High School students gain active participation in the teaching and learning process of reading comprehension achievement?

1.3 Research Contributions

1.3.1 Practical Contribution

The result of this research can be used as a consideration for the English teachers, especially the English teachers of SMA Muhammadiyah 3 Jember to apply CSR to improve the students’ reading comprehension achievement.

This research is also expected to be helpful to improve students’ reading comprehension achievement. Hopefully, they are able to have an experience dealing with CSR to help them comprehend the text more easily.

1.3.2 Empirical Contribution

The result of this research is expected to help future researchers as a reference to conduct a research that has similar problem dealing with the improving the students’ reading comprehension achievement by choosing different school, different students’ level, different types of text or different meetings.

CHAPTER 2. RELATED LITERATURE

This chapter deals with some theories related with the research problems. They are theoretical framework, conceptual framework, and previous research review.

2.1 Theoretical Framework

2.1.1 Reading Comprehension

Grabe et.al (1991:377) state that reading is an active process of comprehending what has been read. It can be said that reading is the process of making the readers able to understand the information of the text. Moreover, Grellet (1996:8) adds that reading is an active skill. It involves guessing, predicting, checking, and asking oneself question. It means that the students should explore themselves to understand the text.

According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is also said to be a “building bridges between the new text and the known by means of a dialogue between the writer and the reader” (Pearson & Johnson, 1978, cited in Salinger, 1988:24). The “known” includes all what the reader knows about the topic. The “new” means the information of the text and concept that readers can learn to add their knowledge. However, if the learners lack of ability to interact with the new information, they will find difficulties to understand the new material.

2.1.2 Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) was found and developed by Klingner & Vaughn in 1996. It is one of the strategies to help the students comprehend a text. Based on Vygotsky’s theories (1978), CSR is a combination of two instructional approaches of reciprocal teaching and cooperative learning. It is aimed at teaching students to use comprehension strategies while working cooperatively. According to Klingner et al. (2001),

students are engaged to work in small cooperative groups and they learn four strategies in CSR: (a) *preview* (before reading), (b) *click and clunk* (during reading), (c) *get the gist* (during reading), and (d) *wrap up* (after reading).

Klingner et al., (2012) also divided CSR into three phases: before, during, and after reading activities. These phases aim to activate students' background knowledge, to identify the most important idea in the passage, to monitor students' comprehension, and to identify confusing words. Furthermore, CSR can help the students improve their reading strategy in large class settings and provide opportunities for them to take more responsibility for their own learning (Klingner et al., 1998). Thus, it can be said that CSR is a strategy that can improve students' reading strategy in class and to make them take responsibility for their learning.

CSR teaches the students to use comprehension strategies while working cooperatively. According to Klingner et al. (2001), in CSR the teacher explicitly taught the CSR strategies (*preview, click and clunk, get the gist, and wrap up*) to the whole class by using modelling or role playing. Each strategy is presented by giving examples. CSR also engages students to work collaboratively in small groups so that they have the opportunity to discuss and share their ideas as well as develop their social skills.

Furthermore, Klingner & Vaughn, (1999) state that CSR was designed to facilitate reading comprehension for students with reading difficulties. Thus, it can be said that CSR is used to make teaching reading more effective and efficient to encourage students' interest and at the same time it is beneficial for the learners. Based on the theories above, it can be concluded that CSR is a strategy that enables each student to work in small cooperative groups and activate students' interest and background knowledge.

2.1.3 The Advantages and Disadvantages of Collaborative Strategic Reading (CSR)

According to Johnson & Johnson (1987, Slavin 1995) CSR engages students to work in small group cooperatively, so that they have the

opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills. Johnson & Johnson (1987:28) added that cooperative learning techniques have benefited on the following points.

1. Promoting students' academic achievement including reading.
2. Increasing students' retention.
3. Enhancing students' satisfaction with their learning experience.
4. Helping students develop skills in oral communication.
5. Developing students' social skills.
6. Promoting students' self-esteem.
7. Helping to promote positive race relation.

From the benefits above, the advantage of cooperative learning techniques in CSR serves the students with different learning experience that can enhance their desire to learn English. With the experience of learning in group, all students are actively involved and it will help them to develop their oral and social skills because they can share ideas with their group.

Cooperative learning concept in CSR promotes students to be active, collaborative as well as cooperative in achieving similar learning goals. On the other hand, Middlecamp (2000) stated that there are some disadvantages of CSR as follows.

1. Sometimes there are some people who cannot learn as quickly as the others. The students who need more time to understand may feel frustrated at being left behind. To overcome this disadvantage the teacher needs to explain the strategies clearly when the students do not understand and the students who learn faster should help the members who learn more slowly or those who are left behind.
2. Quiet people may not feel comfortable. For some cases, it will be difficult for some students to work with the others. To overcome this disadvantage, the teacher should manage the class and make the environment as comfortable as possible for all the participants. For example, offering individual coaching in a friendly way.

3. Sometimes people just do not get along.

Sometimes the personalities of the students might lead to arguments which waste the time in doing the task. To overcome this problem, the teacher can have timer and let the students know the time limit in doing their task.

These were the activities the researcher also did to anticipate the disadvantages.

2.2 Conceptual Framework

2.2.1 Reading Comprehension Achievement

According to Burns et al., (2004), reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension and text comprehension test. Woodcock et al., (2001) state that reading comprehension achievement test is in which children silently read short passages and the teacher provides a missing word to demonstrate the students' comprehension. Leslie & Caldwell (2001) add that comprehension is assessed by giving short answer comprehension questions. In other words, reading comprehension achievement can be defined as the students' reading comprehension scores that they get from doing the reading comprehension test. Reading comprehension achievement covers the achievement on the following aspects:

1. Word Comprehension

To understand the whole text, it is important for us to know the meaning of words. Grellet (1996:15) states that the inability to understand the meaning of unknown elements often causes discouragements and apprehension for the students when they face a reading text. It can be said that comprehending the meaning of the word is very important in reading comprehension.

2. Sentence Comprehension

Sentence comprehension means that the students are able to understand the information of some words constructing the sentences. Grellet (1996:15) suggests that it is better to understand the meaning of some words by

constructing sentences than to understand the meaning of word by word. Thus, it can be said that the readers must understand the information of the sentences, not the meaning of each word.

3. Paragraph Comprehension

It is important for the students to get the information of a paragraph because every paragraph has a key concept or main idea. Lunsford (2011:75) defines a paragraph as a series of sentences that must have one focus as controlling idea. In other words, the information of each sentence must be connected to the other ideas. So, it is easy for the readers to understand the information of a paragraph.

4. Text Comprehension

Text comprehension means that students know the writer's information of the text. It is in line with Grellet's idea (1996:15) which states that a text is not made up from independent sentences or clauses but it is built from related ideas to be unity throughout the passage. Thus, the students must be able to comprehend the text to know what the text tells them about and to know what kind of information the author wants to deliver to the reader.

2.2.2 Collaborative Strategic Reading (CSR) in Reading Comprehension

According to Hitchcock et. al., (2011) Collaborative Strategic Reading (CSR) is a useful strategy which employs explicit strategy instruction to improve students' reading comprehension because the teacher explicitly teaches CSR through four sessions. CSR can be put into action in two stages: (a) training the students to deal with the different reading strategies and (b) having the students work in cooperative learning groups (Bremer et al., 2002). The authors claimed that making students work collaboratively can be beneficial in reading comprehension because the students can spend more time to be engaged in academic behavior and support one another while trying to read the text using the steps given. In other words, by implementing CSR the students will get positive result in reading comprehension such as spending more time in active academic behavior and discussing what they

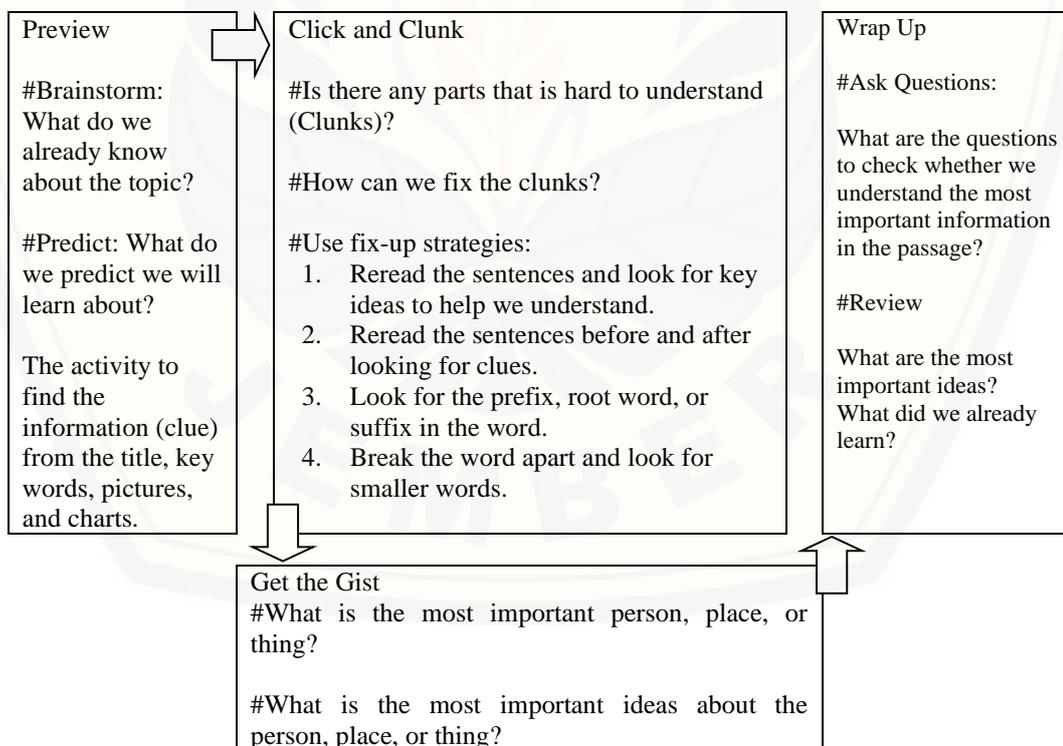
have read while assisting one another to make sure they understand the text using the steps given.

The implementation of the Collaborative Strategic Reading (CSR) followed the four stages stated by Klingner and Vaughn (1998) namely: preview, click and clunk, get the gist, and wrap up. In the beginning, all the four stages of CSR are taught to the students. When they become proficient, they are divided into small groups consisting of 3-5 persons each to practice the strategies.

2.2.3 The Steps of Teaching Reading by Using Collaborative Strategic Reading

The diagram below describes the four steps of CSR as follows:

Figure 2.1 Diagram of CSR Technique for Strategic Reading which Includes Before, During, and After Reading



(Klingner et al., 2010).

The implementation of CSR steps described below was developed through a series of research studies (Bryant et al., 2000; Klingner and Vaughn, 1998, 1999; Vaughn et al., 2000; Vaughn, Klingner, & Bryant, 2001).

Strategy 1: **Preview**

In this strategy, students preview the entire passage before they read each section. It is to activate the students' prior knowledge, to facilitate their predictions about what they will read, and to generate interest. "Preview" consists of two activities: (a) brainstorming and (b) making prediction. According to Klingner and Vaughn (1998:33) the goals of previewing are: (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. The teacher helps the students when they preview before reading by asking them to see all of the clues in the text, such as pictures, words that are bolded or underlined, and other key information. Thus, "preview" helps the students to do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about the topic.

Strategy 2: **Click and Clunk**

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their understanding during reading and to use fix-up strategies when they realize their failure to understand the text. The teacher describes a click as something when students understand the information, it clicks; when it does not make sense, it clunks. Fix-up strategies are the strategies to figure out the clunks and to help them understand the word or concept. The strategies for figuring out a clunk word, concept, or idea are printed out on the clunk cards. The difficult vocabulary (clunk) can be solved by following fix-up strategies:

1. Reread the sentences and look for key ideas to help them understand.
2. Reread the sentences before and after looking for clues.

3. Look for the prefix, root word, or suffix in the word.
4. Break the word apart and look for the smaller words.

To teach this strategy, the teacher reads a short piece of text aloud and asks the students to work together to identify the clunks and use fix-up strategies to help them understand the word and concept.

Strategy 3: **Get the gist**

Students learn to get the gist by identifying the most important idea in a section of a text (usually a paragraph). The goal of getting the gist is to teach students to re-state the most important point in their own words. This strategy can improve students' understanding and memory of what they have learned (Klingner and Vaughn, 1998:34). It means that getting the gist is a way to make sure that the students have understood what they have read. This strategy can be taught by focusing on one paragraph at a time. In this strategy, the teacher assigns the students to identify the most important person, place, or thing in the paragraph they have read. Then, the students are asked to tell the content of the text in their own words (about the most important idea, person, place, or thing (Bremer et.al, 2002:3). The teacher assigns the students to limit their response to ten words or less, so that their gist can convey the most important ideas.

Strategy 4: **Wrap up**

The teacher teaches "wrap up" to the students by formulating questions and answering about what they have learned and by reviewing key ideas. "Wrap up" consists of two activities: (a) formulating questions, and (b) reviewing. The goals are to improve students' knowledge, understanding, and memory of what is read. The teacher encourages the students to generate some questions about important information in the text they have just read. The best way to teach "wrap up" is to tell students to wh-word questions (who, what, when, where, why, and how) to begin their question (Klingner and Vaughn, 1998:34). To review, the teacher asks the students to write down

the most important ideas from the reading's assignment. Then, the students take turns to share what they have learned with the class.

2.2.4 The Implementation of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) can be implemented in two phases: (a) teaching the strategies and (b) cooperative learning group activity (Bremer et.al, 2002:3-4). It is important for the teacher to teach the strategies well to the students first, to enable them to be familiar with the strategies. The teacher needs to give the explanation clearly until the students understand the instructions. After that, it can be followed by the cooperative learning group activity phase, which are teaching the strategies and cooperative learning group.

*Phase 1. Teaching the Strategies

In this phase, the teacher teaches students the strategies of CSR in a whole class setting (Bremer et.al, 2002:3). The goal is to develop students' ability in applying the strategies in CSR by using modelling before letting them work in a cooperative group. The teacher gives a clear explanation and model about the strategy to make the students understand the four CSR's strategies: preview, click and clunk, get the gist, and wrap up. The students' role is as the observer. They have to learn the strategies well through teacher-led activities and follow the instructions given by copying what the teacher said. It can be said that in this phase, the students have to learn four strategies: preview, clink and clunk, get the gist, and wrap up well.

*Phase 2. Cooperative Learning Group

Once students have learned the four strategies (preview, click and clunk, get the gist, and wrap up) and have developed proficiency in applying them in teacher-led activities, they are ready to apply CSR in their peer-led cooperative learning groups. This is the phase when CSR is fully implemented. Some teachers find it easier to have students work in groups and that has also proven to be a successful practice. Furthermore, Johnson et

al., (2014) explain cooperative learning as positive interdependence and argue that this type of cooperative learning tends to result in learners promoting each other's success. Procedures for using CSR in groups are outlined below.

A. Set the stage. First, the teacher assigns students to groups. Each group should include four students of various ability by dividing the students into group with different level of the students consist of high achiever and low achiever. To make the group heterogeneous, each group should consist of at least one high achiever student. The teacher can give an assistance to the group because the teacher knows their ability well. Then, the teacher assigns roles to students. Roles should rotate on a regular basis or regularly so that students can experience a variety of roles. Possible roles include the followings.

1. Leader: Telling the group what to read next and what strategy to use next.
2. Clunk Expert: Using clunk cards to remind the group of the steps to follow when trying to figure out the meaning of their clunks.
3. Gist Expert: Guiding the group toward getting the gist and determines that the gist contains the most important ideas briefly.
4. Announcer: Calling on group members to read a passage or share an idea and make sure that everyone participates and only one person talks at a time.
5. Reporter: During the whole class wrap up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.
6. Encourager: Giving feedback and encourages all group members to participate and assist one another.
7. Timekeeper: Letting group members know how much time they have to write in learning logs or complete a section of the text they are reading; keeps track of time and reminds the group to stay focused.

Bremer (2002:4) suggests that each group may consist of four students including leader, clunk expert, gist expert, and announcer. This research used

four students' role consisting a leader, a clunk expert, a gist expert, and an announcer. The leader was also responsible as the reporter and encourager while the announcer was also responsible as the timekeeper. The reasons to choose the four-role students group were for the effectiveness of the classroom management and it was also based on the teacher's suggestion.

B. Select the materials. The following materials are used to assist students to use CSR and cooperative learning techniques (Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001).

1. Reading materials.

It is important for the teacher to choose the appropriate reading materials to be used for CSR. When selecting reading materials for CSR, the following factors are recommended for consideration:

- (a) Providing clues that help students predict what they will learn,
- (b) Having themes and supporting details,
- (c) Providing context that helps students connect information.

2. Clunk Card. Each of four clunk cards contains one fix-up strategy. Fix-up strategies included in the clunk card are:

- (a) Reread the sentences and look for key ideas to help them understand,
- (b) Reread the sentences before and after looking for clues,
- (c) Look for the prefix, root word, or suffix in the word,
- (d) Break the word apart and look for the smaller words.

3. Cue Cards. Cue cards outline the procedures to be followed in a cooperative learning group and provide structure and support for the students while they are learning CSR. Cue cards will help the students to stay focused and on task. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role.

Figure 2.2 Leader's Cue Card

Before Reading	During Reading	After Reading
<p>Preview Today's topic is_____.</p> <p>Let's brainstorm everything we already know about the topic and write it on your learning logs.</p> <p>Who would like to share their best ideas?</p> <p>Now let's predict. Look at the title, pictures, and headings and think about what you think we will learn today. Write your ideas in your learning logs.</p> <p>Who would like to share their best ideas?</p>	<p>Read Who would like to read the next section?</p> <p>Click and Clunk Did everyone understand what we read? If you did not, write your clunks in your learning logs. (If someone has a clunk) Clunk Expert, please help us out.</p> <p>Get the Gist It's time to Get the Gist. Gist Expert, please help us out.</p> <p>Go back and repeat all of the steps in this column over for each section.</p>	<p>Wrap Up Now let's generate some questions to check if we really understand what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone, write your questions in your learning logs.</p> <p>Who would like to share their best question?</p> <p>In your learning logs, let's write down as much as we can about what we learned today.</p> <p>Let's go around the group and each share something we learned.</p> <p>Compliments and Suggestions The Encourager has been watching carefully and will now tell us two things we did really well as a group today.</p> <p>Is there anything that would help us do even better next time?</p>

Cue Cards outline above is the procedures to be followed by the students in CSR cooperative learning groups. It provides structure and support for students while they learn CSR. Cue cards will help the students to stay focused, on task, and increase their confidence.

4. Learning Log. CSR learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) study guides for students.

Figure 2.3 CSR Learning Log

Name: _____ Date: _____

Brainstorm: What do you already know about this topic?	Predict: What do you think you will learn by reading this passage?
Clunks: Please list your Clunks.	
The Gist (main idea): Write the Gist of the section you read.	
Make questions: Make questions about main ideas.	Review: Write something important they learned.

Klingner et al.,2007

5. Timer (optional). Timers that students set by themselves can help groups to remain on task.
6. Score card (optional). The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.

The implementation of CSR steps described below were developed through a series of research studies (Bryant et al., 2000; Klingner & Vaughn, 1998, 1999; Vaughn et al., 2000; Vaughn, Klingner, & Bryant, 2001).

C. Process. The basic steps to apply CSR in a cooperative learning group are as follows:

Step 1: Whole class instruction. The teacher introduces the topic, teaches key vocabulary, and provides instructions.

Step 2: Cooperative group activity during preview, click and clunk, get the gist, and wrap up. Each group member plays an assigned role and fills out a CSR learning log during the activity.

Step 3: Whole class wrap up strategy. The teacher discusses the day's reading passage, reviews clunks, answers questions, or shares some review ideas.

Thus, in CSR each student in each group has different role in each meeting, so that besides learning to motivate students, they also implement the independent learning. It can also make students actively involved and everyone has the opportunity to understand the text through CSR. CSR also encourages students to be responsible in learning group. In other words, by implementing CSR, all students will know about their role and their responsibility in their group. So, it encourages all group members to have responsibility for their group success.

2.3 Previous Research Review

The first research was conducted by Vaughn S., et. al (2013) who examined the effects of Collaborative Strategic Reading (CSR) implemented by experienced CSR teachers on reading comprehension outcomes of students in English/Language Arts (ELA). This study was conducted by incorporating fidelity into multilevel analyses to more fully explore and document the relationship between the implementation of CSR strategies by experienced teachers and middle school students' reading comprehension. The result of the data in ELA classrooms or experimental group showed that the post-test group means was 100.71, while the reading classroom or control group was 99.19. It indicated that CSR was associated with a greater effect when implemented in ELA classrooms compared to reading classrooms.

Other study was conducted by Subekti et.al. (2006) who examined the use of CSR in reading comprehension achievement. They conducted a classroom action research to improve the students' reading comprehension of descriptive text for the eleventh grade students at SMAN 1 Singkawang. Based on the result, the mean score of the students' reading comprehension achievement improved from 76,2 in Cycle I to 88 in Cycle II which was categorized as excellent. It means that CSR could improve the students' reading comprehension achievement for the eleventh grade students at SMAN 1 Singkawang.

The next research was conducted by Khonamri and Karimabadi (2015), who examined how Collaborative Strategic Reading (CSR) had a great effect on critical reading of EFL students at the intermediate level. This study used a quasi experimental design to explore the effect of CSR on EFL students' critical reading and their attitude both qualitatively and quantitatively. The data in this study were collected and analyzed both quantitatively and qualitatively. The pre-test mean score of the experimental group was 2.6 with standard deviation .94032; and the mean score of control group was 2.5 with standard deviation 1.192. The gained t value was $-.295$ and p value was $.770 > .05$. Besides, the post-test mean score of the experimental group was 3.55 with the standard deviation 0.887, and the mean score of the control group was 2.88, with standard deviation 1.281. The t value was -2.151 and the p value according to equal variances was $.038 < .05$. The result of the analysis of the students' pre-test and post-test scores derived from both the experimental and control groups indicated that CSR was found to be an effective strategy to help students on their ability in critical reading. The findings of previous studies by Klingner (2004), Fan (2009), Ziyaeenmehr (2012), and Novita (2012) also confirmed that CSR strategy had a positive effect on the reading comprehension. The study above concerned to discover the students' attitude toward this strategy; an attitude questionnaire as well as a semi-structured interview were conducted to reveal how students themselves felt about CSR as a new activity in a reading class. The result of questionnaire indicated that students in total had a positive attitude toward their reading course during this term. The

students believed that their engagement in group work activity enabled them to grasp the author's purpose better.

Another research was conducted by Mendieta et. al (2015), who examined whether the use of collaborative strategic reading (CSR) could foster learners' reading comprehension and at the same time help them become self-directed learners. The data were collected by using pre and post questionnaires, reading tests and learning logs. The result of the pre-questionnaire showed there were less than five students who replied "always" and "usually" about their use of the underlining strategy. These numbers, however, showed an upward trend in the post-questionnaire with more students replying "always" and "usually". Besides, the result showed that 40% of the 1st year college students, 21% of the ninth grade students, 39 % of the fifth grade students passed the pre-test. Furthermore, the result of post-test showed that 75% of the 1st year college students, 89% of the ninth grade students, and 55 % of the fifth grade students passed the post-test. It indicated that the use of CSR impacted participant's learning attitudes and habits positively. More than 15 students who replied "always" in the post-questionnaire could also be seen to indicate positively habits that these young learners had started to use the strategy in most, if not all, L2 reading situations. In addition, it also showed an increasing interest and commitment towards their own learning. An increasing interest could be seen by the comments that the students wrote in the independent logs they filled out weekly. The finding suggested that by being able to manage, monitor, and assess their own reading process, students not only learned how to comprehend text better, but they also challenged their beliefs and misconceptions about reading and learning of English in general.

An experimental study conducted by Boardman et. al (2015) investigated the efficacy of a multi-component reading comprehension instructional approach, CSR, compared to business as usual instructional method in the middle school social studies and science classroom in a large urban district. They conducted a multi-site cluster randomized trial in which social studies and science sections made the students be randomly assigned to condition. Half of each teacher's sections were randomly assigned to the CSR condition and the other half were

randomly assigned to the business-as-usual (BAU) condition. The results indicated that students who were taught CSR earned significantly higher reading comprehension mean scores that was 93,07 rather than students in BAU classes without CSR, that is, 92,38.

Another research by Nosratinia et. al (2017) examined an attempt to compare the effect of teaching CSR and content based instruction (CBI) on reading comprehension of English as a Foreign Language (EFL) learners. The study was conducted by using experimental groups. The result concluded that the participants in the two experimental groups demonstrated the same quality in reading comprehension. Based on the result, the score of pre-test levels of CBI and CSR group was $U = 436$, $z = -.208$, $p = .835$, $r = -.0268$. Besides, the post-test score was $U = 423.5$, $z = -.401$, $p = .688$, $r = -.0517$. Furthermore, the pre-test and post-test scores were analyzed using the Mann-Whitney U test revealed no significant difference. In addition, the study indicated that CSR and CBI could have similar significant effects on EFL learners' reading comprehension.

The other article by Lustyantje (2017) examined how far CSR could improve the ability of students on reading comprehension on French text and identify the condition of teaching and learning process. The data were collected qualitatively and quantitatively. The result indicated that the percentage of students' French text comprehension level was very satisfying which means that all students could pass the subject. Based on the result of mid term test of 48 students; 12 students (25%) were in the 70-79 mastery level; 17 students (34,5%) were in the 60-69 mastery level, 6 students (12%) were in the 55-59% mastery level and there were still 13 students (27%) who did not pass because they were in the <55% mastery level. Moreover, for the final term test of 48 students there was improvement; 18 students (37%) reached 80-100 mastery level. Meanwhile, 22 students (46%) reached 70-79 mastery level and the remaining 8 students (17%) reached 60-69 mastery level. The implementation of CRS is expected to inspire French lecturers to use CSR in the French learning process as a foreign language in other lectures.

The last research was conducted by Anas (2017), who examined students' activity and the improvement of students' reading comprehension through CSR. It was conducted to class X-B of accounting as the subjects of the research. In this research, the researcher used Classroom Action Research (CAR). The data were collected by implementing observations, interviews, and documentation analysis. The findings of the research showed that the students' reading comprehension pre-test mean score was 55,3, while the mean post-test score was 90,6. Thus, it could be concluded that CSR improved the students' reading comprehension achievement.

Based on the previous studies above, it can be shown that applying CSR in teaching reading comprehension gives positive effect and improvement on students' reading comprehension achievement. It says so because all the results showed great significance or could improve dealing with the implementation of this technique. Therefore, it can be said that CSR is a strategy that is able to be used to help or improve students' reading comprehension achievement.

There are two differences between the previous researches above and the research conducted by the researcher. The first is about the research context, most of the researches were conducted at University while this present research was conducted at Senior High School level, that is SMA Muhammadiyah 3 Jember. The second is research participants, most of them conducted CSR to University students. Besides, the eleventh grade students of SMA Muhammadiyah 3 Jember involved in this present research as the research participants.

CHAPTER 3. RESEARCH METHODOLOGY

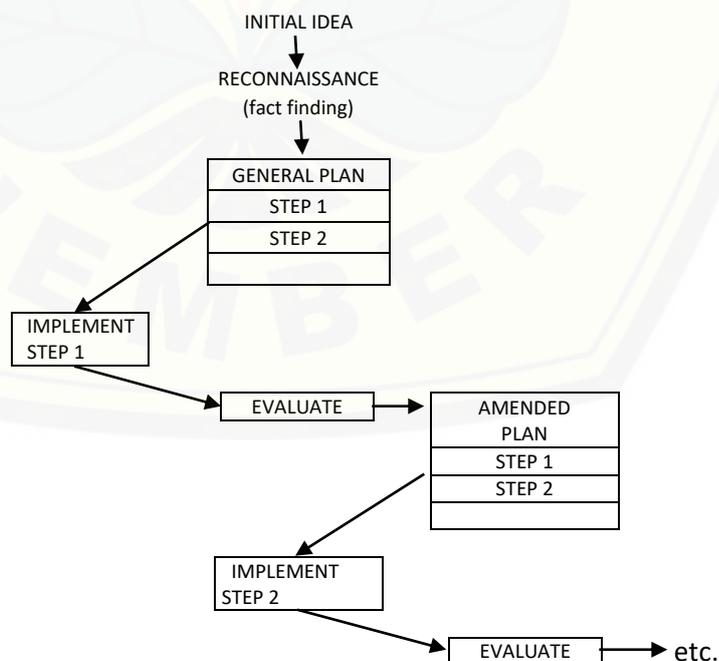
This chapter presents the research method applied in this research. It involves research design, research context, research participants, data collection method, the research procedures and data analysis.

3.1 Research Design

This research applied a classroom action research because it aimed at helping the students gain their reading comprehension by implementing Collaborative Strategic Reading (CSR) in teaching reading at SMA Muhammadiyah 3 Jember. According to Elliot (1991:69), classroom action research is the study of a social situation that is suitable in the educational field with a view to improve the quality of the action.

This present study followed the cycle model of action research proposed by consisting of four stages covering (1) plan of the action, (2) implementation of the action, (3) observation and evaluation of the action, and (4) reflection of the action. The design of this classroom action research can be seen in the following diagram:

Figure 3.1 The Design of Classroom Action Research



(Elliot, 1991:70)

The procedures of this action research are described as follows.

1. Interviewing the English teacher of SMA Muhammadiyah 3 Jember to identify the research problem.
2. Determining the class and the students' problem(s) in reading comprehension.
3. Planning the action by designing the lesson plans for the first cycle (meetings 1 and 2).
4. Implementing the action in the first cycle by using Collaborative Strategic Reading (CSR) in teaching reading collaboratively with the English teacher. In this activity, the researcher was the teacher who did the action in the first meeting, while the English teacher was the observer. In the second meeting, the English teacher was the teacher and the researcher was the observer.
5. Administering reading comprehension test after the action in the first cycle was done.
6. Analyzing the results of the reading comprehension test in the first cycle.
7. Reflecting the result of classroom observation and the result of the reading comprehension test in the first cycle.

3.2 Research Context

This study was conducted at SMA Muhammadiyah 3 Jember. The area of this research was determined by using purposive method. According to Fraenkel and Wallen (2006:112) a purposive method means a method in choosing research area by considering a certain reason. This school was chosen based on some reasons. First, the eleventh grade students still had problem in reading comprehension. Second, the English teacher never applied the Collaborative Strategic Reading (CSR) as a strategy in teaching reading comprehension. Third, the headmaster and the English teacher of SMA Muhammadiyah 3 Jember gave permission to the researcher to conduct a classroom action research collaboratively in grade XI IPS

2.

3.3 Research Participants

The participants of this research were the XI IPS 2 students at SMA Muhammadiyah 3 Jember. The reason of choosing this class as the research participants was that the XI IPS 2 class had the lowest percentage of previous score and the lowest mean score in reading comprehension as informed by the English teacher. Based on the percentage of students' score given by the English teacher, only 3 of 30 students or 10% of the students in this class got score ≥ 75 and the mean score was 63,03 in reading comprehension achievement.

3.4 Data Collection Methods

In this research, there were two kinds of data collection methods used. They were: reading comprehension achievement test and observation.

3.4.1 Reading Comprehension Achievement Test

According to Hughes (2003:13), achievement test is used to measure how successful individual students, group of students or the course themselves in achieving objective(s). The researcher administered an achievement test to measure the eleventh IPS 2 grade students' reading comprehension achievement, so that the researcher knew how successful the students achieve the goal.

The researcher decided to give an objective test in the form of multiple choices. The objective test has no judgment required on the part of the scorer (Hughes, 2003:9). Moreover, the objective test is easier because the scoring is done by comparing the students' answers with the scoring key (Ary, *et al*, 2010:201). In other words, the objective test was more practical because it was only had one correct answer, so it did not take much time to assess the students' work.

The total number of the reading test was 20 items in the form of multiple choices. Dealing with the scoring system, the correct answer was scored 5 while the incorrect one was 0. Moreover, the time allocation for doing the test was 45 minutes. The test items were constructed by the researcher and they were consulted to the researcher's supervisors and the English teacher.

3.4.2 Observation

According to Creswell (2012:213), the process of gathering information by observing people and places at research site is called observation. It aims at making a record on the students' participation in the teaching and learning process by implementing CSR. An observation checklist was used as the instrument to record the students' participation whether they were active or passive in the teaching and learning process. The following table is the observation checklist for students' participation.

Table 3.1 The Observation Checklist

No.	The Students' Initial Names	Indicators				Active	Passive
		1	2	3	4		

The indicators of observation were:

1. The students brainstormed and predicted the topic (preview)
2. The students found the meaning of unfamiliar vocabulary by using fix-up strategies (click and clunk)
3. The students found the main ideas (got the gist), and
4. The students generated questions and reviewed key ideas (wrapped up)

Note:

- The students were categorized as active students when they could fulfill at least 3 indicators.
- The students were categorized as passive students if they fulfilled less than 3 indicators.

3.5 Research Procedures

There were four steps done in this research. They were as follows:

3.5.1 Planning of the Action

There were some steps done by the researcher to get the best result while implementing the actions. The steps could be stated as follows.

1. Choosing the topics and materials based on the genre and the 2013 Curriculum for the eleventh IPS grade students.

2. Designing the lesson plans for the first cycle (meetings 1 and 2)
3. Preparing the students' material for CSR.
4. Preparing the guide of observation in the form of checklist containing the indicators of the students' participation in the teaching and learning process of reading using CSR.
5. Designing reading test to measure the students' reading comprehension in the first cycle.

3.5.2 The Implementation of the Action

The implementation of the action was done based on the English schedule of the eleventh IPS 2 students of SMA Muhammadiyah 3 Jember. In this action, the researcher and the teacher collaboratively taught reading by using CSR to help the students gain their reading comprehension achievement. The researcher collaborated with the English teacher to apply the action of the cycle during the school hours based on the schedule of the English subject. Cycle 1 was done in 3 meetings. The first and the second meetings were used to do the actions and the third meeting was used for reading comprehension achievement test.

3.5.3 Evaluation

The evaluation was conducted to know whether the use of Collaborative Strategic Reading (CSR) could improve the students' reading comprehension achievement or not. In this action research, the evaluation consisted of process and product evaluations. Process evaluation was done by conducting an observation and follow up activity in the form of open-ended questions. It was done in every meeting in each cycle to know the students' performance. Meanwhile, product evaluation was conducted by giving reading comprehension achievement test after the action was over. The criteria to determine the success of the action were as follows.

1. 75% of the students got the score of at least ≥ 75 .
2. 75% of the students were active.

3.5.4 Reflection

Reflection was conducted to know the result of the actions from the classroom observation and the reading comprehension achievement test. It was used to analyze the strength and weakness of the actions to solve the problems that might be faced by the students.

3.6 Data Analysis

Data analysis is a way to analyze the obtained data. In this research, the data covered the students' scores of reading comprehension test and the result of observation in the teaching and learning process. The collected data from each cycle were analyzed statistically to answer the research problem.

The collected data in the form of the students' reading comprehension scores were analyzed statistically to find the mean score. The formula is stated as follows:

$$M = \frac{\sum x}{N}$$

Notes:

M : the students' mean score

$\sum x$: the total score of students' reading comprehension test

N : the total number of students doing the test

(Cohen, 2000:326)

In addition, the result of the reading comprehension achievement test was analyzed statistically. This was used to know the number of the students who got the score ≥ 75 in the reading comprehension test. The following formula is used:

$$S = \frac{R}{N} \times 100\%$$

Notes:

S : the percentage of the total number of the students whose score was ≥ 75

R : the total number of the students whose score was ≥ 75

N : the total number of the students doing the test

(Purwanto, 2009:112)

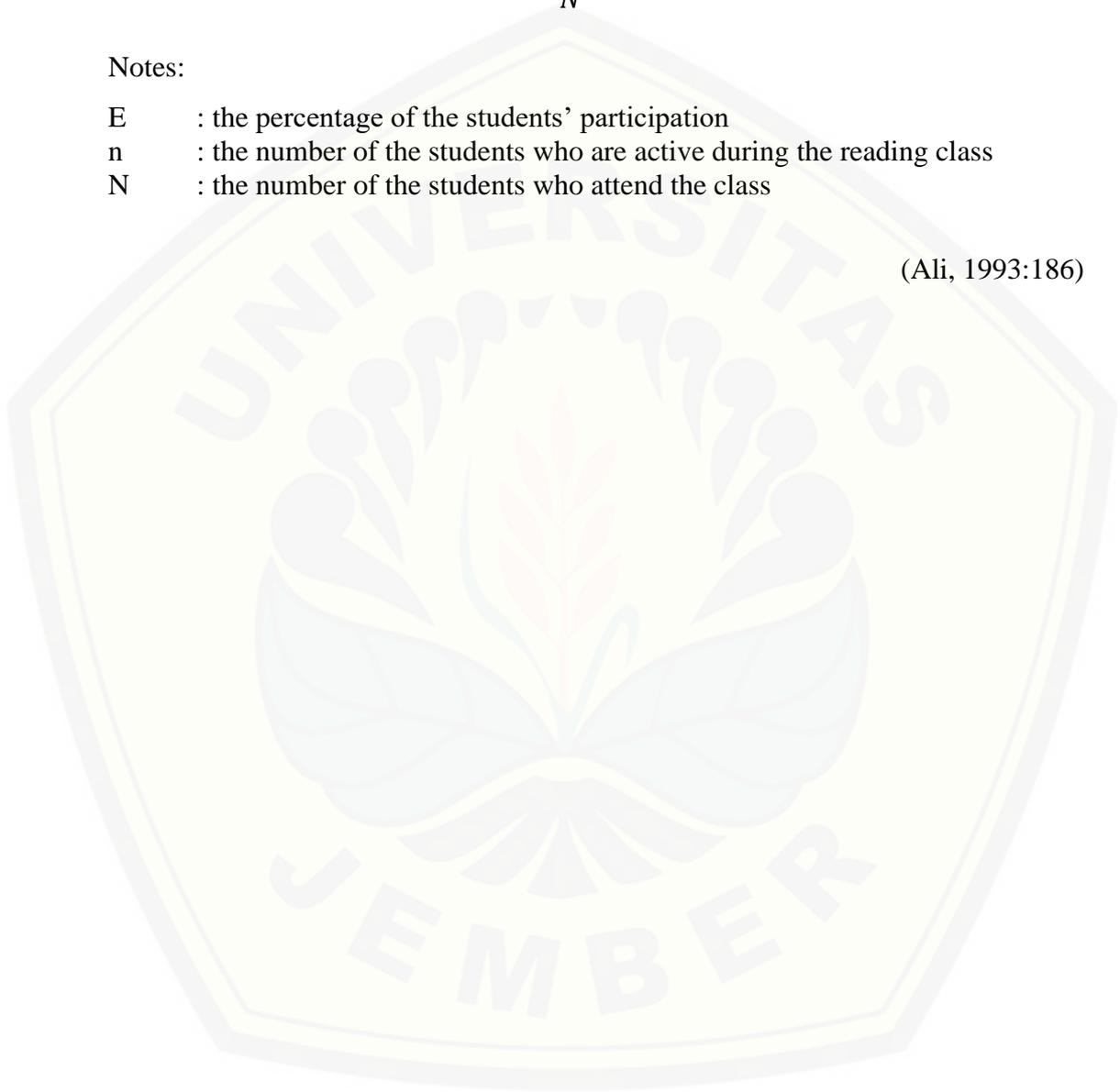
The result of the observation was analyzed by using the following formula to know the percentage of the students who actively participate during the teaching and learning process. The formula was as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E : the percentage of the students' participation
- n : the number of the students who are active during the reading class
- N : the number of the students who attend the class

(Ali, 1993:186)



CHAPTER 5. CONCLUSION

This chapter presents the conclusion of the findings and suggestions for the English teachers and future researchers.

5.1 Conclusion

Based on the result of the data analysis and the discussion from the previous chapter, it can be concluded as follows.

1. The use of Collaborative Strategic Reading (CSR) could improve the students' active participation during the teaching and learning activity at SMA Muhammadiyah 3 Jember. The result showed that the students' active participation improved from 81,84% in Meeting 1 to 85,71% in Meeting 2.
2. The use of Collaborative Strategic Reading (CSR) could improve the students' reading comprehension achievement. It could be seen from the reading comprehension achievement test administered by the researcher. The percentage of the students who got score ≥ 75 improved from 10% prior to 76,67% in Cycle 1. Moreover, the students' mean score also improved from 63,03 to 77,83.

5.2 Suggestions

Considering the result of the research that the use of CSR strategy could improve the students' reading comprehension achievement, some suggestions are proposed for English teachers and future researchers.

5.2.1 English Teachers

English teachers are suggested to use CSR strategy in teaching reading comprehension because this strategy significantly improves the students' reading comprehension achievement and motivates the students to be more interested in learning reading comprehension activities.

5.2.2 The Future Researchers

Future researchers are suggested to conduct relevant research dealing with the use of CSR strategy to improve the students' achievement in reading comprehension. In conducting CSR, the future researcher should be able to handle students who do not learn as quickly as the others. To overcome this condition, the future researcher needs to explain the strategies clearly when the students do not understand and the students who learn faster should help the members who learn more slowly. It can be applied on a research that has similar problem dealing with improving the students' reading comprehension achievement by choosing different school, different students' level, different types of text or different meetings.

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APPENDIX 1

Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Methods
<p>Implementing Collaborative Strategic Reading (CSR) to Help Senior High School Students Gain Reading Comprehension Achievement</p>	<ol style="list-style-type: none"> 1. Can Collaborative Strategic Reading (CSR) help Senior High School students gain their reading comprehension achievement? 2. Can Collaborative Strategic Reading (CSR) help Senior High School students gain active participation in the teaching and learning process of reading? 	<p>• Independent: The use of Collaborative Strategic Reading (CSR) in reading comprehension</p> <p>• Dependent: 1. The students' reading comprehension achievement</p>	<ol style="list-style-type: none"> 1. The use of Collaborative Strategic Reading (CSR) in teaching reading comprehension covers the elements of: <ol style="list-style-type: none"> a. Preview b. Click and Clunk c. Get the Gist d. Wrap Up (Klingner and Vaughn, 1998) 2. The students' reading comprehension achievement that consist of: <ol style="list-style-type: none"> a. Word comprehension, b. Sentence comprehension, c. Paragraph comprehension, and d. Text comprehension 3. The students' participation in reading class which consists of: <ol style="list-style-type: none"> a. The students brainstorm and predict the topic (preview), 	<ol style="list-style-type: none"> 1. Participants: The XI IPS 2 grade students at SMA Muhammadiyah 3 Jember. 2. Informant: The English teacher of the XI IPS 2 grade students at SMA Muhammadiyah 3 Jember. 3. Documents: <ol style="list-style-type: none"> a. The list of the initial names of the participants b. The list of the participants' previous reading scores. 	<ol style="list-style-type: none"> 1. Research Method: CAR with the cycle model. Each cycle consists of: <ol style="list-style-type: none"> a. The planning of the actions. b. The implementation of the actions. c. The class observations. d. Reflection of the actions and evaluations. (Elliot, 1991:70) 2. Area Determination Method: Purposive method 3. Participants Determination Method: Purposive Method 4. Data Collection Method: <ol style="list-style-type: none"> a. Reading Comprehension Achievement Test b. Observation 5. Data Analysis Method: <ol style="list-style-type: none"> a. Reading comprehension scores is analyzed with this following formula to find the mean score: $M = \frac{\sum x}{N}$ <p>Notes: M : the students' mean score</p>

		<p>2. The students' active participation in teaching and learning reading comprehension</p>	<p>b. The students find the meaning of difficult vocabulary (click and clunk), c. The students find the main ideas (get the gist), and d. The students generate questions and review key ideas (wrap up)</p> <p>1. The students brainstorm and predict the topic (preview) 2. The students find the meaning of difficult unfamiliar vocabulary by using fix-up strategies (click and clunk) 3. The students find the main ideas (get the gist), and 4. The students generate questions and review key ideas (wrap up)</p>		<p>$\sum x$: the total score of the students' reading comprehension test N : the total number of students doing their test (Cohen, 2000:326)</p> <p>b. Reading comprehension test is analyzed with this following formula to find the percentage of students who get the score ≥ 75:</p> $S = \frac{R}{N} \times 100\%$ <p>Notes: S : the percentage of the total number of the students whose score ≥ 75 R : the total number of the students whose score ≥ 75 N : the total number of the students doing the test (Purwanto, 2009:112)</p> <p>c. The data of the observation checklist is analyzed with this following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes: E : the percentage of students' who participate actively n : the number of the students who are active during the reading class N : the number of the students who attend the class (Ali, 1993:186)</p>
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APPENDIX 2

DATA INSTRUMENTS

1. Interview Guides

No.	Questions	Answers
1.	What curriculum does this school use for the eleventh grade students?	The curriculum used for the eleventh grade is Curriculum 2013.
2.	How many students are there in each class of the eleventh class?	There are about 30-36 students in each class.
3.	How many times do you teach English in a week for each class?	I teach English for about five times a week.
4.	How many times do you teach reading comprehension in a week?	At least once a week.
5.	Do you always use textbook in teaching reading comprehension?	Yes, I do. But sometimes I use my own material such as video.
6.	What are the students' difficulties/problems in reading comprehension?	It is difficult for them to understand the meaning of English words, to find the main ideas, and to focus on the reading passage.
7.	What strategy do you usually use in teaching reading comprehension?	Reading aloud and sometimes asks question and answer.
8.	What do you think about the advantages and the disadvantages of your strategy?	Reading aloud is good to build students' confidence and pronunciation skill while question and answer can help the students to get the information from the text.
9.	Have you ever used Collaborative Strategic Reading (CSR) in teaching reading comprehension?	No, I haven't.
10.	Why you did not apply CSR strategy?	I didn't apply CSR because I think CSR going to take a lot of time.

APPENDIX 3

The Students' Previous Reading Scores of XI MIPA 1

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	AKH	72		√
2.	AR	60		√
3.	AZEH	60		√
4.	AF	74		√
5.	AH	58		√
6.	AZL	70		√
7.	ANF	66		√
8.	AFA	66		√
9.	CDYA	70		√
10.	DEN	52		√
11.	DR	76	√	
12.	DHA	64		√
13.	EM	70		√
14.	ETW	54		√
15.	HP	68		√
16.	LBA	70		√
17.	LSW	70		√
18.	LA	66		√
19.	MFIA	54		√
20.	MAY	60		√
21.	MAS	68		√
22.	NRDJ	70		√
23.	MRM	58		√
24.	NPM	76	√	
25.	NIRN	78	√	
26.	QDR	76	√	
27.	RIG	70		√
28.	RAD	68		√
29.	RAC	54		√
30.	TAPD	62		√
31.	SABVP	58		√
32.	SSS	56		√
33.	TAESA	70		√
34.	VAAP	72		√
35.	YHS	66		√
36.	BAF	58		√
Total			4	32
Percentage			11,11%	88,89%
Mean Score			65,55	

The Students' Previous Reading Scores of XI MIPA 2

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	AAS	68		√
2.	AMP	68		√
3.	AFEP	60		√
4.	AS	56		√
5.	ADN	78	√	
6.	AMF	60		√
7.	DPA	60		√
8.	DAS	66		√
9.	ESH	54		√
10.	FAM	70		√
11.	FW	74		√
12.	FN	82	√	
13.	GMF	66		√
14.	JF	70		√
15.	LS	70		√
16.	MDM	68		√
17.	MIZ	72		√
18.	MRR	80	√	
19.	MFA	76	√	
20.	MF	60		√
21.	NPN	52		√
22.	ONP	66		√
23.	PT	58		√
24.	PAR	54		√
25.	PM	58		√
26.	RKB	60		√
27.	RANAA	78	√	
28.	RRA	66		√
29.	RA	56		√
30.	SED	64		√
31.	STBF	64		√
32.	SN	58		√
33.	TW	62		√
34.	VSD	70		√
Total			5	29
Percentage			14,70%	85,30%
Mean Score			65,41	

APPENDIX 4

The Students' Previous Reading Scores of XI MIPA 3

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	ATBP	52		√
2.	AP	60		√
3.	ARCR	56		√
4.	AFRM	70		√
5.	ASW	58		√
6.	ABK	66		√
7.	ARN	72		√
8.	ATYR	68		√
9.	ANT	56		√
10.	BP	70		√
11.	BDA	68		√
12.	DA	76	√	
13.	EQR	78	√	
14.	EDR	70		√
15.	FDM	66		√
16.	IBP	58		√
17.	IJ	76	√	
18.	K	56		√
19.	LM	60		√
20.	MSBR	56		√
21.	MADS	64		√
22.	MANK	62		√
23.	MARA	62		√
24.	MH	70		√
25.	MN	60		√
26.	NW	78	√	
27.	NAS	70		√
28.	PEY	70		√
29.	RDS	64		√
Total			4	25
Percentage			13,79%	86,21%
Mean Score			65,24	

The Students' Previous Reading Scores of XI MIPA 4

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	AU	60		√
2.	AP	54		√
3.	ALQ	76	√	
4.	APK	52		√
5.	AA	60		√
6.	ADS	66		√
7.	AEA	54		√
8.	ANS	52		√
9.	BDS	68		√
10.	BM	64		√
11.	ATW	78	√	
12.	CEL	66		√
13.	DKN	66		√
14.	DFIM	76	√	
15.	EDN	68		√
16.	GELQ	60		√
17.	HAF	62		√
18.	HUA	60		√
19.	LDW	60		√
20.	MAP	60		√
21.	MHA	70		√
22.	MKJC	78	√	
23.	MH	78	√	
24.	MLF	62		√
25.	NPM	60		√
26.	PRU	60		√
27.	PFM	70		√
28.	RSA	66		√
29.	SHP	62		√
30.	SWN	62		√
31.	VCO	58		√
32.	VFS	60		√
33.	YDG	62		√
Total			5	28
Percentage			15,15%	84,85%
Mean Score			63,39	

APPENDIX 5

The Students' Previous Reading Scores of XI MIPA 5

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	APPI	68		√
2.	ASS	62		√
3.	AAS	70		√
4.	AN	62		√
5.	AW	62		√
6.	AFFH	64		√
7.	AAD	70		√
8.	BS	58		√
9.	DVA	52		√
10.	DSR	52		√
11.	DH	58		√
12.	EDS	76	√	
13.	FSA	64		√
14.	FNFA	64		√
15.	HAM	66		√
16.	ILT	58		√
17.	LISJ	66		√
18.	LS	76	√	
19.	MKD	64		√
20.	MARBG	60		√
21.	NPDC	54		√
22.	RCH	60		√
23.	RRRK	76	√	
24.	RF	78	√	
25.	RAZ	68		√
26.	SMH	64		√
27.	SNA	58		√
28.	SW	58		√
29.	SAP	60		√
30.	VWSP	60		√
31.	WFF	58		√
32.	WRS	60		√
Total			4	28
Percentage			12,5%	87,5%
Mean Score			63,31	

The Students' Previous Reading Scores of XI IPS 1

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	APAW	76	√	
2.	APDY	64		√
3.	ARM	62		√
4.	ATF	70		√
5.	ABUH	64		√
6.	ASAB	64		√
7.	AAR	68		√
8.	ASF	66		√
9.	BSN	62		√
10.	FAN	66		√
11.	HAR	68		√
12.	IM	68		√
13.	KVR	76	√	
14.	MIMF	60		√
15.	MFAN	62		√
16.	MRZ	58		√
17.	MA	76	√	
18.	MWS	66		√
19.	MRM	60		√
20.	MRF	58		√
21.	NAF	60		√
22.	NAF	54		√
23.	OAP	54		√
24.	PBG	56		√
25.	RPK	60		√
26.	RAP	58		√
27.	RDP	62		√
28.	RA	62		√
29.	RK	60		√
30.	RHRP	78	√	
31.	SCR	64		√
32.	WAA	60		√
33.	ZTA	62		√
34.	ZWN	58		√
35.	MZAM	58		√
Total			4	31
Percentage			11,43%	88,57%
Mean Score			63,42	

APPENDIX 6

The Students' Previous Reading Scores of XI IPS 2

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	ABP	58		√
2.	ADP	60		√
3.	ALK	62		√
4.	BNP	58		√
5.	DBT	-	-	-
6.	DS	62		√
7.	DWF	58		√
8.	DN	72		√
9.	EKY	74		√
10.	GYW	70		√
11.	GPRT	62		√
12.	HAHP	50		√
13.	IDSJ	80	√	
14.	IEF	50		√
15.	IWS	60		√
16.	IM	52		√
17.	MDA	58		√
18.	MAZA	50		√
19.	MDANA	70		√
20.	MRA	66		√
21.	MFA	62		√
22.	MAW	58		√
23.	MAS	60		√
24.	NH	56		√
25.	RAV	72		√
26.	RAS	74		√
27.	RBP	56		√
28.	RSK	76	√	
29.	SIS	66		√
30.	SAWK	76	√	
Total			3	27
Percentage			10%	90%
Mean Score			63,03	

The Students' Previous Reading Scores of XI IPS 3

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	AFAN	66		√
2.	ASSS	58		√
3.	ARN	64		√
4.	ADSDP	64		√
5.	ANAWP	60		√
6.	AIA	58		√
7.	BBA	56		√
8.	BPM	60		√
9.	DK	76	√	
10.	DFS	58		√
11.	DAS	60		√
12.	FNM	78	√	
13.	FAE	60		√
14.	FVP	68		√
15.	FR	60		√
16.	HS	58		√
17.	HNA	66		√
18.	IP	60		√
19.	JSA	76	√	
20.	MCS	72		√
21.	MRMN	58		√
22.	MIM	56		√
23.	NDP	60		√
24.	NSM	68		√
25.	OAP	66		√
26.	RSA	60		√
27.	RR	60		√
28.	RH	66		√
29.	THFT	58		√
30.	TWA	64		√
31.	VDS	76	√	
32.	YDO	68		√
33.	ZAC	74		√
Total			4	29
Percentage			12,12%	87,88%
Mean Score			64	

APPENDIX 7

The Students' Previous Reading Scores of
XI IPS 4

No.	Students' Initial Names	Scores	Category	
			A	NA
1.	AMS	76	√	
2.	APNA	64		√
3.	AEY	64		√
4.	ANS	68		√
5.	AF	64		√
6.	ADA	70		√
7.	BFB	74		√
8.	DMS	66		√
9.	DRPS	60		√
10.	FD	58		√
11.	FS	58		√
12.	FYR	52		√
13.	GDMD	58		√
14.	INQ	60		√
15.	M	76	√	
16.	MAK	78	√	
17.	MAW	66		√
18.	MASP	60		√
19.	MFKF	58		√
20.	PAD	76	√	
21.	RAPF	62		√
22.	RS	68		√
23.	RZA	68		√
24.	RZ	66		√
25.	RJG	60		√
26.	RFF	66		√
27.	SDR	58		√
28.	TP	66		√
29.	WS	60		√
30.	YIM	56		√
31.	ZF	68		√
Total			4	27
Percentage			12,91%	87,09%
Mean Score			64,65	

APPENDIX 8**The Observation Checklist for the Students' Participation**

No.	The Students' Initial Names	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
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24.							
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26.							
27.							
28.							
29.							

Indicators:

1. The students brainstorm and predict the topic (preview)
2. The students find the meaning of difficult unfamiliar vocabulary (click and clunk)
3. The students find the main ideas (get the gist), and
4. The students generate questions and review key ideas (wrap up)

Notes:

- The students are categorized as active students when they can fulfill at least 3 indicators.
- The students are categorized as passive students if they fulfill less than 3 indicators

APPENDIX 9**LESSON PLAN
(CYCLE 1 MEETING 1)**

Level	: Senior High School (SMA)
Subject	: English
Grade/Semester	: XI/Odd
Text type	: Explanation Text
Theme/Sub-theme	: Natural Disaster Phenomenon/Earthquake
Language skill	: Reading
Time allocation	: 2 x 45 minutes

A. Core Competence

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari Bahasa Inggris.	1.1.1	Following the teaching and learning activity.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1	Showing polite behavior in carrying out communication with teachers and friends.
	2.1.2	Demonstrating a caring attitude in communicating with teachers and friends.		
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Showing honest behavior and discipline in carrying out communication with teachers and friends.
	2.2.2	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends.		
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing

				functional communication with teachers and friends.
3.	3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa text explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran di kelas XI, sesuai dengan konteks penggunaannya.	3.8.1	Mentioning the social function, generic structure, and language features of explanation text.
4.	4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan text explanation lisan dan tulis terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	4.8.1	Finding the word meaning of an explanation text by answering question based on the text.
			4.8.2	Finding the sentence meaning of an explanation text by answering question based on the text.
			4.8.3	Finding the paragraph meaning of an explanation text by answering questions based on the text.
			4.8.4	Finding the whole text meaning of an explanation text by answering questions

				based on the text.
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C. Learning Objectives

Students are able to:

- 1.1.1.1 Be grateful for the opportunity of learning English by following all the teaching and learning process well.
- 2.1.1.1 Show polite behavior in carrying out communication with teachers and friends.
- 2.1.2.1 Demonstrate caring attitude in communicating with teachers and friends.
- 2.2.1.1 Show honest behavior and discipline in carrying out communication with teachers and friends.
- 2.2.2.1 Show the attitude of confidence and responsibility for implementing communication with teachers and friends.
- 2.3.1.1 Show the behavior of responsibility, caring, cooperation, and peace-loving in implementing functional communication with teachers and friends.
- 3.8.1.1 Mention the social function, generic structures, and language features of explanation text.
- 4.8.1.1 Find the word meaning of an explanation text by answering question based on the text.
- 4.8.1.2 Find the sentence meaning of an explanation text by answering question based on the text.
- 4.8.1.3 Find the paragraph meaning of an explanation text by answering questions based on the text.
- 4.8.1.4 Find the whole text meaning of an explanation text by answering questions based on the text.

D. Media, Instrument, and Learning Resources.

1. Media : Power point presentation, whiteboard, board marker, the outline of Collaborative Strategic Reading (CSR), students' answer sheet and LCD viewer.
2. Learning Sources :
<http://anextraordinarystudent.blogspot.com/p/explanation.html>

E. Teaching and Learning Material

Enclosed

F. Teaching and Learning Strategy

Collaborative Strategic Reading (CSR)

G. Teaching and Learning Activities

Activity	Description	Time Allocation
Set	1. Greeting the students.	1 minute
Induction	2. Starting the lesson by praying together.	1 minute
	3. Checking the students' attendance list.	2 minutes
	4. Showing the picture related with the topic.	2 minutes
	5. Giving leading questions related to the topic.	2 minutes
	6. Stating the learning objectives.	2 minutes
Main Activities	Modelling the use of Collaborative Strategic Reading (CSR)	
	<ul style="list-style-type: none"> • Giving a clear explanation about the strategies in CSR (preview, click and clunk, get the gist, and wrap up.) • Introducing the learning log, cue cards, clunk cards, and fix up strategies. 	8 minutes 5 minutes

	<ul style="list-style-type: none"> • Making a group of four and explaining about each role of the students in their group (leader, clunk expert, gist expert, and announcer) • Giving the students opportunities to ask questions related to the explanation about the strategies in CSR. <p>Preview (Task One)</p> <ul style="list-style-type: none"> • Distributing the learning log, cue cards, clunk cards and the explanation text to the whole class. • Asking the students to read the supporting details of the text only (the title or bolded/underlined words). • Asking the students to write what they already know and what they will learn about the topic in the CSR learning log. • Asking the students to read the text. <p>Clunk and Get the Gist (Task Two)</p> <ul style="list-style-type: none"> • Asking the students to find the clunks (difficult words) in the text and write them down in the CSR learning log. • Asking the students to find the meaning of the difficult unfamiliar words by using fix-up strategies (already written in the clunk cards) and write them down on the CSR learning 	<p>3 minutes</p> <p>4 minutes</p> <p>1 minute</p> <p>2 minutes</p> <p>2 minutes</p> <p>5 minutes</p> <p>3 minutes</p> <p>5 minutes</p>
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	<p>log.</p> <ul style="list-style-type: none"> • Asking the students to find the main idea of each paragraph. 5 minutes • Asking the students to write the gist statement in the CSR learning log. 3 minutes <p>Wrap Up (Task Three)</p> <ul style="list-style-type: none"> • Asking the students to generate questions about the text and to write them on the CSR learning log. 3 minutes • Asking the students to review the important ideas in the text and write down in the CSR learning log. 3 minutes • Discussing with the whole class about the topic of the explanation text, reviewing the students' clunks, answering questions and sharing some review ideas. 5 minutes <p>Task Four</p> <ul style="list-style-type: none"> • Asking the students to do the task with their groups. 10 minutes • Asking the students to discuss the task. 4 minutes • Giving feedback to the students' work. 2 minutes 	
Closure	<ol style="list-style-type: none"> 1. Guiding the students to make a conclusion. 3 minutes 2. Stating the conclusion. 3 minutes 3. Closing the lesson by praying together. 1 minute 	

1. Pre Instructional Activities



Giving leading questions based on the picture:

- a. Do you know what picture it is?
- b. Do you know what video it is?
- c. Do you know what kind of natural disaster this is?

2. Main Activities

a. The definition of Explanation Text

Explanation text is a text which tells the readers about processes related with the forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

b. Social function of Explanation Text

To explain the processes involved in the formation of workings of natural or socio cultural phenomena.

c. The language features of Explanation Text

- Using simple present tense
- Using abstract noun (no visible noun)
- Using passive voice
- Using action verbs
- Containing explanation of the process

d. The generic structure of Explanation Text

- General statement: stating the phenomenon issues which are able to be explained.

- Sequenced of explanation: stating a series of steps which explain the phenomena.
- Closing: to conclude the statement (optional)

3. The Explanation Text

Read the text carefully!

Earthquake

Line 1	Earthquake is one of the most destroying natural disasters . Unluckily it often happens in several regions. Recently a horrible earthquake has shaken West Sumatra. It has brought great damages . Why did it occur? Do you know how an earthquake happens?	General statement	
Line 5	Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves. It makes the ground shake . When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs.		Sequenced of explanation
Line 10	During the earthquake and afterward , the plates or blocks of rock start moving, and they continue to move until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake. The place right above the focus is called the epicenter of the earthquake.		Closing
Line 15	(Adopted from: http://understandingtext.blogspot.com/2009/11/contoh-example-of-explanation-text.html).		

Learning Task

Instructions:

1. Please make a group of four.
2. Choose the leader, the gist expert, the clunk expert and the announcer
3. Do the following tasks to complete your CSR learning log by following this instruction to guide your discussion with your group.

CSR Learning Log

Name: _____

Date: _____

Brainstorm: What do you already know about this topic?	Predict: What do you think you will learn by reading this passage?
Clunks: Please list your Clunks.	
The Gist (main idea): Write the Gist of the section you read.	
Make questions: Make questions about main ideas.	Review: Write something important you learned.

A. Task One (Preview)

1. Do not read the text before the teacher asks you.
2. Read the supporting details of the text only (the title, bolded/underlined word, pictures).
3. Write what you have already known about the topic in the CSR learning log.
4. Write what you think you will learn about the topic in the CSR learning log.
5. Read the text carefully.

B. Task Two (Clunk and Gist)

1. Find the clunks (difficult words) in the text and write them down in the CSR learning log.
2. Find the meaning of the difficult unfamiliar words by using fix-up strategies (in clunk cards) and write them down in the CSR learning log.

3. Find the main ideas of each paragraph and write them down in the CSR learning log.

C. Task Three (Wrap Up)

1. Make 2-3 questions (5W1H) about the text and write them down in the CSR learning log.
2. Write a brief statement about what you have already learned from the text in the CSR learning log.

D. Task Four

Answer these questions correctly on the students' worksheet based on the text given by giving a cross (x) on the letter a, b, c, d, or e.

1. What does the text tell us about?
 - a. It tells us about natural disaster
 - b. It tells us about the effect of earthquake
 - c. It tells us about the definition of earthquake
 - d. It tells us about how an earthquake happens
 - e. It tells us about the dangerous of earthquake
2. "*It* has brought great damages." What does *it* in line 3 refer to?
 - a. Earthquake
 - b. Natural disaster
 - c. Rock
 - d. The ground
 - e. West Sumatra
3. Why does earthquake happen?
 - a. Because the rocks are pushing against each other
 - b. Because the plates or blocks of rock start moving
 - c. Because when the rock underground suddenly breaks along a fault
 - d. Because when the two plates of rock are rubbing against each other
 - e. Because when the two blocks of rock are rubbing against each other
4. "*It* makes the ground shake." What does *it* in line 7 refer to?
 - a. Earthquake
 - b. Rock
 - c. Natural disaster
 - d. The ground
 - e. West Sumatra
5. What is the main idea of the second paragraph?
 - a. Earthquake makes the ground shake

- b. Earthquake has brought great damages
 - c. When the rock breaks, the earthquake occurs
 - d. The rock breaks because of all the pressure that's built up
 - e. Earthquake is usually caused when rock underground suddenly breaks along a fault.
6. According to the text above, what natural disaster is the most destroying?
- a. Tsunami
 - b. Earthquake
 - c. Tornado
 - d. Geyser
 - e. Eruption
7. "The spot underground where the rock breaks is called the focus of the earthquake." What does the underlined word mean?
- a. Soil
 - b. Surface
 - c. Overhead
 - d. Below ground
 - e. Above ground
8. What is the meaning from focus of the earthquake?
- a. The epicenter of the earthquake
 - b. During the earthquake and afterward
 - c. The spot underground where the rock breaks
 - d. When the earthquake continues to move until they get stuck
 - e. When two blocks of rock or two plates are rubbing against each other
9. What will happen during the earthquake and afterward?
- a. The plates or blocks of rock start moving
 - b. The plates or block of rock continue to move until they get stuck again
 - c. The plates or block of rock start moving and they continue to move until they get stuck again
 - d. The rocks are still pushing against each other
 - e. When two blocks of rock are rubbing against each other
10. What is the main idea of the last paragraph?
- a. During the earthquake, the plates or blocks of rock start moving
 - b. During the earthquake, the plates or blocks continue to move until they get stuck again
 - c. During the earthquake, the plates or block of rock start moving and they continue to move until they get stuck again
 - d. The spot underground where the rock breaks is called the focus of the earthquake
 - e. The place right above the focus is called the epicenter of the earthquake

The Answer Key of Task Four

1. D
2. A
3. C
4. A
5. E
6. B
7. D
8. C
9. B
10. C

Test Item Distribution of Reading Comprehension Questions

Kinds of Comprehension	Number of Items
Word Comprehension	2,4,7
Sentence Comprehension	3,6,8,9
Paragraph Comprehension	5,10
Text Comprehension	1

Scoring of the Items

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$

APPENDIX 10**LESSON PLAN
(CYCLE 1 MEETING 2)**

Level	: Senior High School (SMA)
Subject	: English
Grade/Semester	: XI/Odd
Text type	: Explanation Text
Theme/Sub-theme	: Natural Disaster Phenomenon/Tornado
Language skill	: Reading
Time allocation	: 2 x 45 minutes

A. Core Competence

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari Bahasa Inggris.	1.1.1	Following the teaching and learning activity.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1	Showing polite behavior in carrying out communication with teachers and friends.
	2.1.2	Demonstrating a caring attitude in communicating with teachers and friends.		
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Showing honest behavior and discipline in carrying out communication with teachers and friends.
	2.2.2	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends.		
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing

				functional communication with teachers and friends.
3.	3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa text explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran di kelas XI, sesuai dengan konteks penggunaannya.	3.8.1	Mentioning the social function, generic structure, and language features of explanation text.
4.	4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan text explanation lisan dan tulis terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	4.8.1	Finding the word meaning of an explanation text by answering question based on the text.
			4.8.2	Finding the sentence meaning of an explanation text by answering question based on the text.
			4.8.3	Finding the paragraph meaning of an explanation text by answering questions based on the text.
			4.8.4	Finding the whole text meaning of an explanation text by answering questions

				based on the text.
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C. Learning Objectives

Students are able to:

- 1.1.1.1 Be grateful for the opportunity of learning English by following all the teaching and learning process well.
- 2.1.1.1 Show polite behavior in carrying out communication with teachers and friends.
- 2.1.2.1 Demonstrate caring attitude in communicating with teachers and friends.
- 2.2.1.1 Show honest behavior and discipline in carrying out communication with teachers and friends.
- 2.2.2.1 Show the attitude of confidence and responsibility for implementing communication with teachers and friends.
- 2.3.1.1 Show the behavior of responsibility, caring, cooperation, and peace-loving in implementing functional communication with teachers and friends.
- 3.8.1.1 Mention the social function, generic structures, and language features of explanation text.
- 4.8.1.1 Find the word meaning of an explanation text by answering question based on the text.
- 4.8.1.2 Find the sentence meaning of an explanation text by answering question based on the text.
- 4.8.1.3 Find the paragraph meaning of an explanation text by answering questions based on the text.
- 4.8.1.4 Find the whole text meaning of an explanation text by answering questions based on the text.

D. Media, Instrument, and Learning Resources.

1. Media : Power point presentation, whiteboard, board marker, the outline of Collaborative Strategic Reading (CSR), students' answer sheet and LCD viewer.
2. Learning Sources : <https://englishforsma.com/geyser-reading-practice-4-explanation/>

E. Teaching and Learning Material

Enclosed

F. Teaching and Learning Strategy

Collaborative Strategic Reading (CSR)

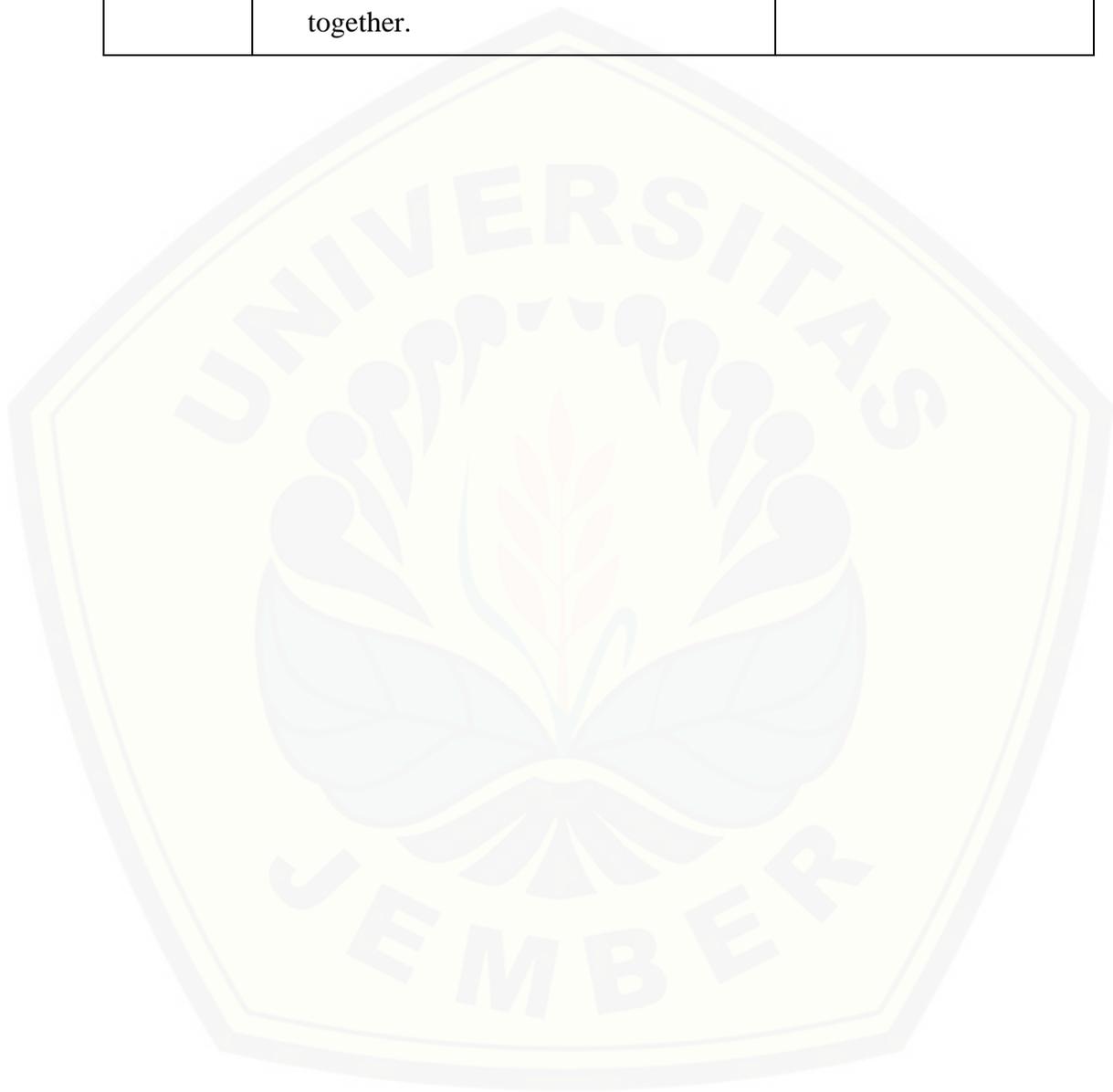
G. Teaching and Learning Activities

Activity	Description	Time Allocation
Set	1. Greeting the students.	1 minute
Induction	2. Starting the lesson by praying together.	1 minute
	3. Checking the students' attendance list.	2 minutes
	4. Showing the picture related with the topic.	2 minutes
	5. Giving leading questions related with the topic.	2 minutes
	6. Stating the learning objectives.	2 minutes
Main Activities	• Giving the students a clear explanation about the instruction of CSR.	5 minutes
	• Asking the students to pay attention to the instruction.	5 minutes
	• Giving the students opportunities to ask questions related to the explanation about the strategies in CSR.	1 minute

	<ul style="list-style-type: none"> • Asking the students to make a group of four and dividing the roles (leader, clunk expert, gist expert, and announcer) <p>Preview (Task One)</p> <ul style="list-style-type: none"> • Distributing the learning log, cue cards, clunk cards and the explanation text to whole class. • Asking the students to scan the explanation text quickly and observe the clues of the text (the title and bolded/underlined words). • Asking the students to discuss what they will learn about the topic with their group, guided by the leader. • Asking the students to write what they already know and what they will learn about the topic in the CSR learning log. • Reading the text carefully. <p>Clunk and Get the Gist (Task Two)</p> <ul style="list-style-type: none"> • Asking the students to find the clunks (difficult words) in the text and write them down in the CSR learning log. • Asking the students to discuss about the meaning of the clunks with the group, guided by the clunk expert and write them down in the CSR learning 	<p>2 minutes</p> <p>1 minute</p> <p>1 minute</p> <p>1 minute</p> <p>1 minute</p> <p>5 minutes</p> <p>3 minutes</p>
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	<p>log.</p> <ul style="list-style-type: none"> • Asking the students to find the main idea of each paragraph with the group, guided by the gist expert. • Asking the students to write the gist in the CSR learning log. 	<p>5 minutes</p> <p>5 minutes</p>
	<p>Wrap Up (Task Three)</p> <ul style="list-style-type: none"> • Asking the students to generate questions about the text and write them down in the CSR learning log. • Asking the students to discuss about the questions and the answers with the group, guided by the leader. • Asking the students to review the important ideas in the text with the group, guided by the announcer and write them down in the CSR learning log. • Discussing about the topic of explanation text, reviewing the students' clunks, answering questions and sharing the result of the review with the students. 	<p>3 minutes</p> <p>3 minutes</p> <p>3 minutes</p> <p>3 minutes</p>
	<p>Task Four</p> <ul style="list-style-type: none"> • Asking the students to do the task with their groups. • Asking the students to discuss the task. • Giving feedback to the students' work. 	<p>10 minutes</p> <p>4 minutes</p> <p>2 minutes</p>

Closure	1. Guiding the students to make a conclusion.	3 minutes
	2. Stating the conclusion.	3 minutes
	3. Closing the lesson by praying together.	1 minutes



1. Pre Instructional Activities



Giving leading questions based on the picture:

- a. Do you know what picture it is?
- b. Do you know what video it is?
- c. Do you know what natural disaster this is?

2. Main Activities

a. The definition of Explanation Text

Explanation text is a text which tells the readers processes related with the forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

b. Social function of Explanation Text

To explain the processes involved in the formation of working of natural or socio cultural phenomena.

c. The language features of Explanation Text

- Using simple present tense
- Using abstract noun (no visible noun)
- Using passive voice
- Using action verbs
- Containing explanation of the process

d. The generic structure of Explanation Text

- General statement: stating the phenomenon issues which are able to be explained.

- Sequenced of explanation: stating a series of steps which explain the phenomena.
- Closing: to conclude the statement (optional)

3. The Explanation Text

Read the text carefully after then answer the following questions!

Tornado

Line 1	<p>The word tornado comes from Spanish language and means to twist or turn. A tornado is a whirl wind produced by atmospheric conditions, mainly extremely low pressure, during a severe thunderstorm.</p>	<p>General Statement</p>
Line 5	<p>Tornadoes usually turn counter clockwise. They appear as a funnel shaped columns of violently rotating winds that reach down from a storm and touch the ground. Although a tornado is not always visible to the eye, tornado conditions can still be picked up on radar, or the tornado may become visible once debris and dirt are pulled into it.</p>	
Line 10	<p>A tornado may also be referred to as a funnel cloud, but this is technically not a correct term. While the two words are sometimes used interchangeably, a funnel cloud is different, not in its make up, but in the fact that it does not touch the ground. Another name that is often used to describe a tornado is twister, due to its violent twisting motion.</p>	<p>Sequenced of Explanation</p>
Line 15	<p>The tornado is one of the most unpredictable and destructive forces of nature, often destroy everything in its path. A tornado is usually preceded by severe storms, which may include lightning, high winds, and frequent hail. It can change course without notice, and is usually accompanied by a roaring sound, or as some describe it, the sound of freight train.</p>	<p>Sequenced of Explanation</p>
<p>(Adopted from: http://samuderabahasainggris.blogspot.com/2016/05/contoh-factual-report-dan-terjemahan.html.)</p>		

Learning Task

Instructions:

1. Please make a group of four.
2. Choose the leader, the gist expert, the clunk expert and the announcer
3. Do the following tasks to complete your CSR learning log by following this instruction to guide your discussion with your group.

CSR Learning Log

Name: _____

Date: _____

Brainstorm: What do you already know about this topic?	Predict: What do you think you will learn by reading this passage?
Clunks: Please list your Clunks.	
The Gist (main idea): Write the Gist of the section you read.	
Make questions: Make questions about main ideas.	Review: Write something important you learned.

A. Task One (Preview)

1. Do not read the text before the teacher asks you.
2. Read the supporting details of the text only (the title, bolded/underlined word, pictures).
3. Write what you have already known about the topic in the CSR learning log.
4. Write what you think you will learn about the topic in the CSR learning log.
5. Read the text carefully.

B. Task Two (Clunk and Gist)

1. Find the clunks (difficult words) in the text and write them down in the CSR learning log.
2. Find the meaning of the difficult words by using fix-up strategies (in clunk cards) and write them down in the CSR learning log.

3. Find the main ideas of each paragraph and write them down in the CSR learning log.

C. Task Three (Wrap Up)

1. Make 2-3 questions (5W1H) about the text and write them down in the CSR learning log.
2. Write a brief statement about what you have already learned from the text in the CSR learning log.

D. Task Four

Answer these questions correctly on the students' worksheet based on the text given by giving a cross (x) on the letter a, b, c, d, or e.

1. What does the word tornado mean?
 - a. Twist
 - b. Twister
 - c. Turn
 - d. Whirl
 - e. Twist or turn
2. What is tornado?
 - a. Tornado is a whirl wind
 - b. Tornado is destructive forces of nature
 - c. Tornado is a whirl wind during a severe thunderstorm
 - d. Tornado appears as a funnel shaped columns of violently rotating winds
 - e. Tornado is a wirl wind produced by atmospheric conditions, mainly extremely low pressure, during a severe thunderstorm
3. How do tornadoes usually turn?
 - a. Tornadoes usually turn to a funnel cloud
 - b. Tornadoes usually turn during high winds
 - c. Tornadoes usually turn counter clockwise
 - d. Tornadoes usually turn during a severe thunderstorm
 - e. Tornadoes usually turn as a funnel shaped columns of violently rotating winds
4. "*They* appear as funnel shaped columns of violently rotating winds that reach down from a storm and . . ." What does *they* in line 4 refer to?
 - a. Storm
 - b. Tornado
 - c. Tornadoes
 - d. Lightning
 - e. Thunderstorm

5. What is the main idea of the third paragraph?
 - a. A tornado may also be referred to as a funnel cloud
 - b. Another name that is often used to describe a tornado is a twister
 - c. The tornado is one of the most unpredictable forces of nature
 - d. A tornado may also be referred to as a funnel cloud, but this is technically not a correct term.
 - e. A tornado is one of the most destructive forces of nature
6. What is the other name of tornadoes?
 - a. Whirl wind
 - b. Twist or turn
 - c. Twister
 - d. Funnel cloud
 - e. High winds
7. Why is a tornado described as a twister?
 - a. Because due to its violent twisting motion
 - b. Because the fact that it does not touch the ground
 - c. Because it is one of the most unpredictable forces of nature
 - d. Because it is one of the most destructive forces of nature
 - e. Because it is usually preceded by severe storm
8. What is the most unpredictable destructive forces of nature based on the text?
 - a. Storm
 - b. Tornado
 - c. Lightning
 - d. High winds
 - e. Thunderstorm
9. "*It* can change course without notice, and . . ." What does *it* in line 16 refer to?
 - a. Storm
 - b. Tornado
 - c. Lightning
 - d. High winds
 - e. Thunderstorm
10. What is the main idea of the last paragraph?
 - a. A tornado is usually preceded by severe storm
 - b. A tornado is usually preceded by severe storm, which may include lightning
 - c. The tornado is one of the most unpredictable forces of nature
 - d. The tornado is one of the most destructive forces of nature
 - e. The tornado is one of the most unpredictable and destructive forces of nature, often destroy everything in its path

The Answer Key of Task Four

1. E
2. E
3. C
4. C
5. D
6. C
7. A
8. B
9. A
10. E

Test Item Distribution of Reading Comprehension Questions

Kinds of Comprehension	Number of Items
Word Comprehension	1,3,6,9
Sentence Comprehension	2,4,7
Paragraph Comprehension	5,10
Text Comprehension	8

Scoring of the Items

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$

APPENDIX 11

Name:

Date:

POST TEST

Subject : English

Class/Semester : XI/1

Language Skill : Reading Comprehension

Text Type : Explanation Text

Time : 45 minutes

Please read the text carefully.

TEXT 1**Geyser**

Line 1	A geyser is a rare kind of hot spring that is under pressure and erupts, sending jets of water and steam into the air.
Line 5	Geysers are made from a tube-like hole in the earth's surface that runs deep into the crust. The tube is filled with water. Near the bottom of the tube is molten rock called magma, which heats the water in the tube.
Line 10	Water in the lower part of the tube, close to the magma, becomes superhot. Gradually, it begins to boil. Some of the water forced upward. The boiling water begins to steam, or turns to gas. The steam jets toward the surface. It is powerful jet of steam ejects the column of water above it. The water rushes through the tube and into the air.
Line 15	The eruption will continue until all the water is forced out of the tube, or until the temperature inside the geyser drops below boiling (100 degrees Celcius, or 212 degrees Fahrenheit, at sea level). After the eruption, water slowly seeps back into the tube. The process begins again. In some small geysers, the eruption process can take just a few minutes. In larger geysers, it can take days. The most famous geyser in the United States, Yellowstone National Park's Old Faithful, erupts about every 50-100 minutes. It is how the geyser occurs. (Adopted from: http://rahayu-junia15.blogspot.com).

Answer questions number 1-10 correctly on the students' worksheet by giving a cross (x) on a letter a, b, c, d, or e based on the text 1!

1. What does the text tell us about?
 - a. Natural disaster
 - b. How a geyser happens
 - c. The effect of earthquake
 - d. The definition of geyser
 - e. The danger of geyser

2. What does paragraph 1 tell us about?
 - a. Natural disaster
 - b. How a geyser happens
 - c. The effect of geyser
 - d. The definition of geyser
 - e. The danger of geyser

3. What is geyser?
 - a. A rare kind of hot spring
 - b. A rare kind of hot spring that is under pressure
 - c. A rare kind of hot spring that erupts and steams into the air
 - d. A rare kind of hot spring that is sending water and steam into the air
 - e. A rare kind of hot spring that is under pressure and erupts, sending jets of water and steam into the air

4. What is the main idea of paragraph 2?
 - a. Geyser is made from a tube-like hole in the earth that is filled with water
 - b. Geysers are made from a tube-like hole in the earth surface that run deep into the crust
 - c. Geysers are made from the tube-like hole in the earth near magma
 - d. Geysers are made from a tube-like hole in the earth surface close to magma
 - e. Geysers are made from a tube-like hole in the earth

5. What will happen if the water in the lower becomes superhot?
 - a. It begins to boil
 - b. It forces upward
 - c. It begins to steam
 - d. It turns to gas
 - e. It rushes through the tube

6. "Gradually, *it* begins to boil". What does *it* in line 8 refer to?
 - a. Geyser
 - b. Water
 - c. Magma
 - d. Gas

- e. Tube
7. What makes the eruption continue?
- Until the boiling water begins to steam
 - Until the boiling water turns to gas
 - Until the water rushes through the tube and into the air
 - Until all the water is forced out the tube
 - Until all the water is forced out the tube or until the temperature inside the geyser drops below boiling
8. “*It* is powerful jet of steam ejects the column of water above it”. What does *it* in line 10 refer to?
- Water
 - Gas
 - Magma
 - Geyser
 - The steam water
9. What will happen after the eruption?
- The process begins again
 - The water slowly seeps back into the tube
 - All the water is forced out the tube
 - The temperature inside the geyser drops below boiling
 - The process stop
10. How long is the eruption process of the large geyser?
- Few minutes
 - Few hours
 - Few days
 - Few months
 - Few years

TEXT 2**Tsunami**

Line 1	A tsunami is a series of waves generated when water in a lake or in the sea is rapidly displaced on a massive scale. Earthquakes, landslides, volcanic eruption and large meteorite impact the potential to generate a tsunami.
Line 5	The term of tsunami comes from Japanese language. Harbour meaning (tsu) and wave (nami). Although in Japanese tsunami is used for both singular and plural, in English “tsunamis” is well established as the plural. The term was created by the fisherman who returned to the port and find the area surrounding the harbour devastated, although
Line 10	they had not been aware of any wave in the upon water. A tsunami is

Line 15	<p>not subsurface event in the deep ocean, it simply has a much smaller amplitude (wave heights) offshore, a very long wave length (often hundred kilometers long), which generally pass unnoticed at the sea, forcing only a passing “hump” in the ocean.</p> <p>Tsunamis have been historically referred to as a “tidal waves” because as they approach land they take on the characteristics of a violent onrushing tide rather than the sort of cresting waves that are formed by wind action upon the ocean (which people are more familiar). However, since they are not related to tides, the term is considered misleading. Its usage is discouraged by oceanographers.</p> <p>(Adopted from: http://www.slideshare.net/mobile/nabilamaharanif/explanation-test-about-tsunami.html.)</p>
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Answer questions number 11-20 correctly on the students' worksheet by giving a cross (x) on a letter a, b, c, d, or e based on the text 2!

11. What does the text tell us about?
 - a. Tsunami
 - b. Natural disaster
 - c. How a tsunami happens
 - d. The effect of tsunami
 - e. The dangerous of tsunami

12. What is tsunami?
 - a. Wave
 - b. Harbour
 - c. Tidal waves
 - d. A series of waves generated when water in a lake or in the sea is rapidly displaced on a massive scale
 - e. A very long wave length

13. What potentially can cause a tsunami?
 - a. Earthquake
 - b. Earthquake and landslide
 - c. Earthquake and volcanic eruption
 - d. Earthquake, landslide, and volcanic eruption
 - e. Earthquake, landslide, volcanic eruption, and large meteorite

14. Where does the term tsunami come from?
 - a. Japanese
 - b. Chinese
 - c. Taiwanese
 - d. Vietnamese
 - e. Philippines

15. "...*it* simply has a much smaller amplitude (wave heights) offshore". Line 11
The word *it* in the sentence above refers to...
- Wave
 - Water
 - Ocean
 - A tsunami
 - Sea
16. What does paragraph 2 tell us about?
- The term of tsunami
 - The term of tsunami comes from
 - The meaning of tsunami
 - The meaning for tsunami comes from
 - The meaning of *tsu* and *nami*
17. "Tsunamis have been historically referred to as a "tidal waves" because as they approach land..."
The underlined word above refers to...
- Waves
 - A tsunami
 - Tsunamis
 - Tidal waves
 - Long waves
18. Why is a tsunami referred to as a tidal waves?
- Because as they approach ashore they take all of the characteristics
 - Because as they approach land they look as a tide which suddenly rushes away and crashes back
 - Because as they approach land they take on the characteristics of violent onrushing tide rather than the sort of cresting waves that are formed by wind action upon the ocean
 - Because the waves is the sea rapidly displaced on a massive scale
 - Because the as they approach harbour they take all of the characteristics
19. What will happen if tsunamis approach land?
- They look as a tide which suddenly rush away
 - They take all of the characteristics
 - They take on the characteristics of violent onrushing tide rather than the sort of cresting waves that are formed by wind action upon the ocean
 - They suddenly rush away
 - They suddenly rush away and crashes back
20. What is the main idea of paragraph 3?
- Tsunamis have been historically referred to as a tidal waves
 - Tsunamis have been historically referred to as a very long waves

- c. Tsunamis have been historically referred to as the sort of cresting waves that are formed by wind action upon the ocean
- d. The usage of the term tsunami is encourage by oceanographers
- e. The usage of the term tsunami is discourage by oceanographers



The Answer Key

No.	Text 1	No.	Text 2
1.	B	11.	A
2.	D	12.	D
3.	E	13.	E
4.	B	14.	A
5.	A	15.	D
6.	B	16.	B
7.	E	17.	C
8.	E	18.	C
9.	B	19.	C
10.	C	20.	A

Test Item Distribution of Reading Comprehension Questions

Kinds of Comprehension	Number of Items
Word Comprehension	6,8,15,17
Sentence Comprehension	5,7,9,10,13,14,18,19
Paragraph Comprehension	2,4,16,2
Text Comprehension	1,3,11,12

Scoring of the Items

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$

APPENDIX 12

The Result of the Observation in Cycle 1

No.	The Students' Initial Names	Meeting 1						Meeting 2					
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	ABP	√	√	√		√		√	√	√	√	√	
2.	ADP		√	√	√	√		-	-	-	-	-	-
3.	ALK	√		√			√	√					√
4.	BNP	√	√	√	√	√		√		√	√	√	
5.	DBT	√		√			√	√	√		√	√	
6.	DS	√	√	√	√	√		√	√	√	√	√	
7.	DWF	√		√	√	√		√	√	√	√	√	
8.	DN	√	√	√	√	√		√	√	√	√	√	
9.	EKY	√	√		√	√		√		√	√	√	
10.	GYW	√		√	√	√		√	√	√	√	√	
11.	GPRT	√	√				√	-	-	-	-	-	-
12.	HAHP	-	-	-	-	-	-	√		√			√
13.	IDSJ	√	√	√		√		√	√	√	√	√	
14.	IEF		√	√	√	√		√	√	√	√	√	
15.	IWS	√		√	√	√		√	√	√	√	√	
16.	IM		√		√		√	√	√		√	√	
17.	MDA	√	√		√	√		√	√	√	√	√	
18.	MAZA	√	√	√	√	√		√	√		√	√	
19.	MDANA	√	√		√	√		√	√	√	√	√	
20.	MRA	-	-	-	-	-	-	√					√
21.	MFA	√			√		√	√		√	√	√	
22.	MAW	√	√	√		√		√	√	√	√	√	
23.	MAS	√	√	√	√	√		√	√	√	√	√	
24.	NH	√		√	√	√		√	√	√	√	√	
25.	RAV	√	√	√		√		√	√	√		√	
26.	RAS	√	√	√		√		√	√	√	√	√	
27.	RBP	-	-	-	-	-	-	√		√			√
28.	RSK	√		√	√	√		√	√	√	√	√	
29.	SIS	√	√	√		√		√	√	√		√	
30.	SAWK	√	√	√	√	√		√	√	√	√	√	
Total		24	19	21	18	22	5	28	22	24	22	24	4

APPENDIX 13

The Result of the Students' Reading Comprehension Achievement Scores

No.	The Students' Initial Names	Scores	Achieved	Not Achieved
1.	ABP	75	√	
2.	ADP	75	√	
3.	ALK	75	√	
4.	BNP	85	√	
5.	DBT	70		√
6.	DS	85	√	
7.	DWF	75	√	
8.	DN	80	√	
9.	EKY	80	√	
10.	GYW	75	√	
11.	GPRT	65		√
12.	HAHP	70		√
13.	IDSJ	90	√	
14.	IEF	75	√	
15.	IWS	85	√	
16.	IM	70		√
17.	MDA	80	√	
18.	MAZA	70		√
19.	MDANA	85	√	
20.	MRA	60		√
21.	MFA	80	√	
22.	MAW	80	√	
23.	MAS	85	√	
24.	NH	75	√	
25.	RAV	80	√	
26.	RAS	90	√	
27.	RBP	65		√
28.	RSK	80	√	
29.	SIS	80	√	
30.	SAWK	95	√	
Total		2.335	23 Students	7 Students
Mean Score		77,83		
Percentage		76,67%		

APPENDIX 14

Group: 6
 Date: 5-11-2019

Brainstorm: What do you already know about this topic? Earthquake.	Predict: What do you think you will learn by reading this passage? reforestation
Clunks: Please list your Clunks. ⊖ disasters = bencana ⊖ horrible = mengerikan ⊖ shaken = mengguncang ⊖ damage = ganti rugi ⊖ occur = terjadi ⊖ plates = piring ⊖ pressure = tekanan ⊖ afterward = kemudian	
The Gist (main idea): Write the Gist of the section you read. paragraph 1 → Earthquake is one of the most destroying natural disasters paragraph 2 → Earthquakes are usually caused when rock underground suddenly breaks along a fault paragraph 3 → During the earthquakes and afterward, the plates or blocks of rock start moving, and they continue to move until they get stuck again	
Make questions: Make questions about main ideas. 1. What is the earthquake 2. Where it happen	Review: Write something important you learned. explanation text about earthquake



APPENDIX 15

Group: <u>Two</u>	
Date: <u>12 November 2019</u>	
Brainstorm: What do you already know about this topic? Tornado	Predict: What do you think you will learn by reading this passage? ✓ Learn about Tornado we will
Clunks: Please list your Clunks. 1. Thunderstorm: hujan badai 2. Funnel: corong 3. Debris: serpihan	4. Whirl: berputar 5. Destroy: menghancurkan
The Gist (main idea): Write the Gist of the section you read. 1. The word tornado comes from Spanish language and means to twist or turn. 2. Tornadoes usually turn counter clockwise. 3. A Tornado may also be referred to as a funnel cloud, but this is technically not a correct term.	
Make questions: Make questions about main ideas. 1. What is the meaning of Tornado? 2. What is causes tornadoes? 3. Why tornadoes can occur?	Review: Write something important you learned. Text explanation of the tornado natural disaster
→ 4. The tornado is one of the most unpredictable and destructive forces of nature. often destroy everything in its path.	

APPENDIX 16

Permission Letter for Conducting the Research

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331)- 330224, 334267, 337422, 333147 * Faksimile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor : 8887UN25.1.5/LT/2019
Lampiran : -
Hal : Permohonan Izin Penelitian

04 NOV 2019

Yth. Kepala Sekolah
SMA Muhammadiyah 03 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember jurusan PBS/Pendidikan Bahasa dan Seni, program studi Pendidikan Bahasa Inggris di bawah ini:

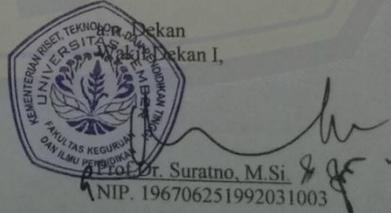
1. Nama : Elok Faiqoh
NIM : 150210401010
Judul : Implementing Collaborative Strategic Reading (CSR) to Help Senior High School Students Gain Reading Comprehension Achievement

~~2. Nama : Ainur Rofiq
NIM : 150210401000
Judul : Using Story Mapping Strategy to Assist Senior High School Students Comprehend Reading Text and Enhance Their Reading Achievement~~

Jadwal Penelitian : November-Desember 2019

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMA Muhammadiyah 03 Jember. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.


Prof. Dr. Suratno, M.Si
NIP. 196706251992031003

APPENDIX 17

Statement Letter for Accomplishing the Research from SMA Muhammadiyah 3 Jember

	MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH SMA MUHAMMADIYAH 3 JEMBER NPSN: 20523799 TERAKREDITASI A Jl. Mastrip No.3 ☎0331-335127 📠 (0331) 325 316 Jember Kp. 68126 Web : www.smamuh3jbr.sch.id	
SURAT KETERANGAN		
Nomor: 189 / SKT / III.4.A / AU / F / 2019		
Yang bertandatangan di bawah ini Kepala SMA Muhammadiyah 3 Jember,		
Nama	: Mohamad Zaenal Mahfud, S.Pd., M.Si	
NUPTK	: 5355749651200013	
Jabatan	: Kepala Sekolah	
Unit kerja	: SMA Muhammadiyah 3 Jember	
Alamat	: Jl. Mastrip No. 3 Telp (0331) 335 127 Jember	
Menerangkan bahwa nama di bawah ini :		
Nama	: ELOK FAIQOH	
NIM	: 150210401010	
Prodi/Universitas	: Bahasa Inggris, FKIP Universitas Jember	
Judul	: "Implementing Collaborative Strategic Reading (CSR) to Help Senior High School Students Gain Reading Comprehension Achievement"	
Benar-benar telah melakukan penelitian mulai bulan November 2019 sampai bulan Desember 2019 bersama siswa-siswi kelas XI (sebelas) di SMA Muhammadiyah 3 Jember Tahun Pelajaran 2019/2020.		
Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.		
		
Jember, 10 Desember 2019 Kepala Sekolah, Mohamad Zaenal Mahfud, S.Pd., M.Si. NUPTK. 5355749651200013		