THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMK NEGERI 4 JEMBER

THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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CONSULTANTS' APPROVAL

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This thesis entitled "The Effect of Using Collaborative Strategic Reading (CSR) on the Tenth Grade Students' Reading Comprehension Achievement at SMK Negeri 4 Jember" is approved by the Examination Committee of the Faculty Teacher Training and Education of the University of Jember.

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mochamad Zainuri (late), Zainal Abidin and Anik Khulkhimama. Thank you for your patience and your support as well as your greatest love to finish my thesis.
2. My beloved grandmather, Siti Asiyah.
3. My beloved brother, Handoko Yuliansyah Putra
4. My beloved sisters, Avisyah Damayanti and Faradilla.
5. My beloved aunty's family.
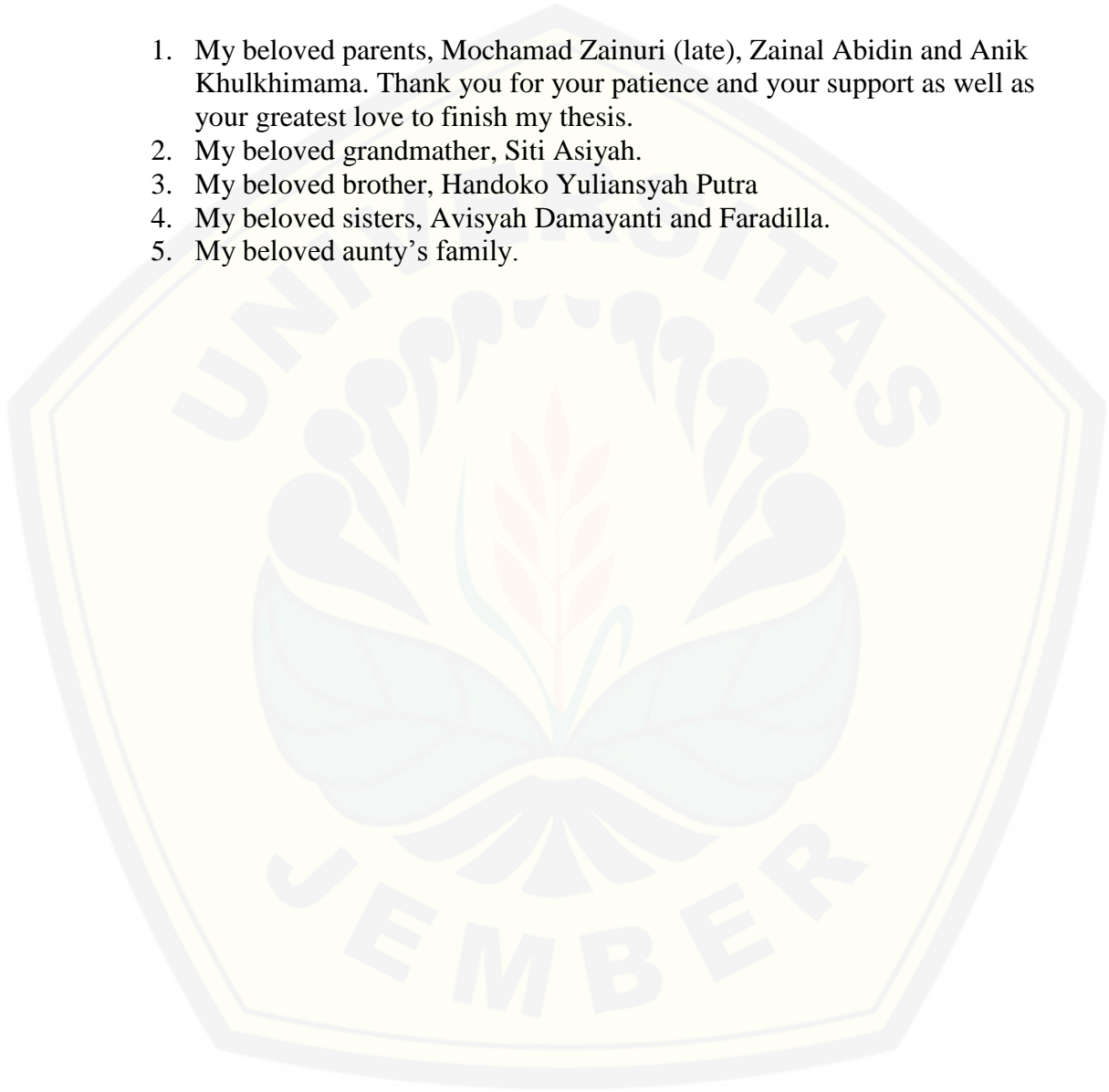
MOTTO

"Reading give us some places to go when we have to stay where we are ."

— Mason Cooley
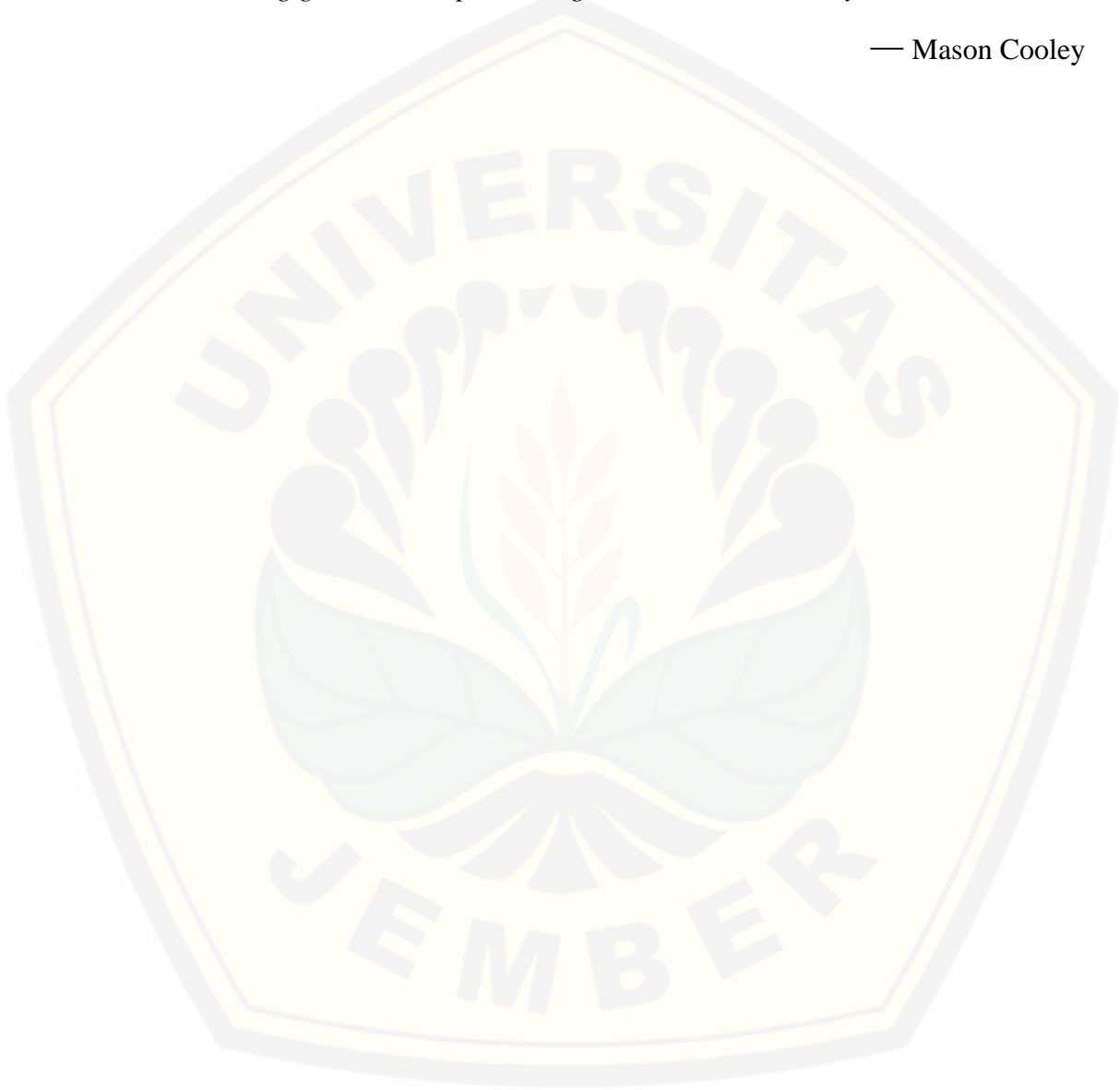
STATEMENT OF THE THESIS AUTHENTICITY

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

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ACKNOWLEDGMENT

By the name of Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing and health to complete this thesis entitled "The Effect of Using Collaborative Strategic Reading (CSR) on the Tenth Grade Students' Reading Comprehension Achievement at SMK Negeri 4 Jember". Salawat and Salam forever to a noble character, the prophet Muhammad SAW who has brought the human beings from the darkness to the lightness.

In this occasion the writer also would like to express her deepest appreciation and sincere thank to the following people:

1. the Dean of the faculty of Teacher Training and Education, Jember University;
2. the Chairperson of the Language and Arts Education Department;
3. the Chairperson of English Education Program;
4. my first consultant, Dr. Budi Setyono, M.A and my second consultant, Eka Wahjuningsih, S.Pd., M.Pd, who had spent much of their time to give me guidance, suggestions, and motivations in accomplishing this thesis. May Allah always bless you;
5. the examination committee and the lecturers of the English Education Program;
6. the principal of SMKN 4 Jember, the English teacher, the administration staff, and the tenth grade students who helped me to obtain the data of the research;

Finally, the writer realizes that there are many weaknesses on this project paper. Therefore, constructions and suggestions are needed very much to improve this project paper. Hopefully, this thesis will be usefull for the readers and writer herself.
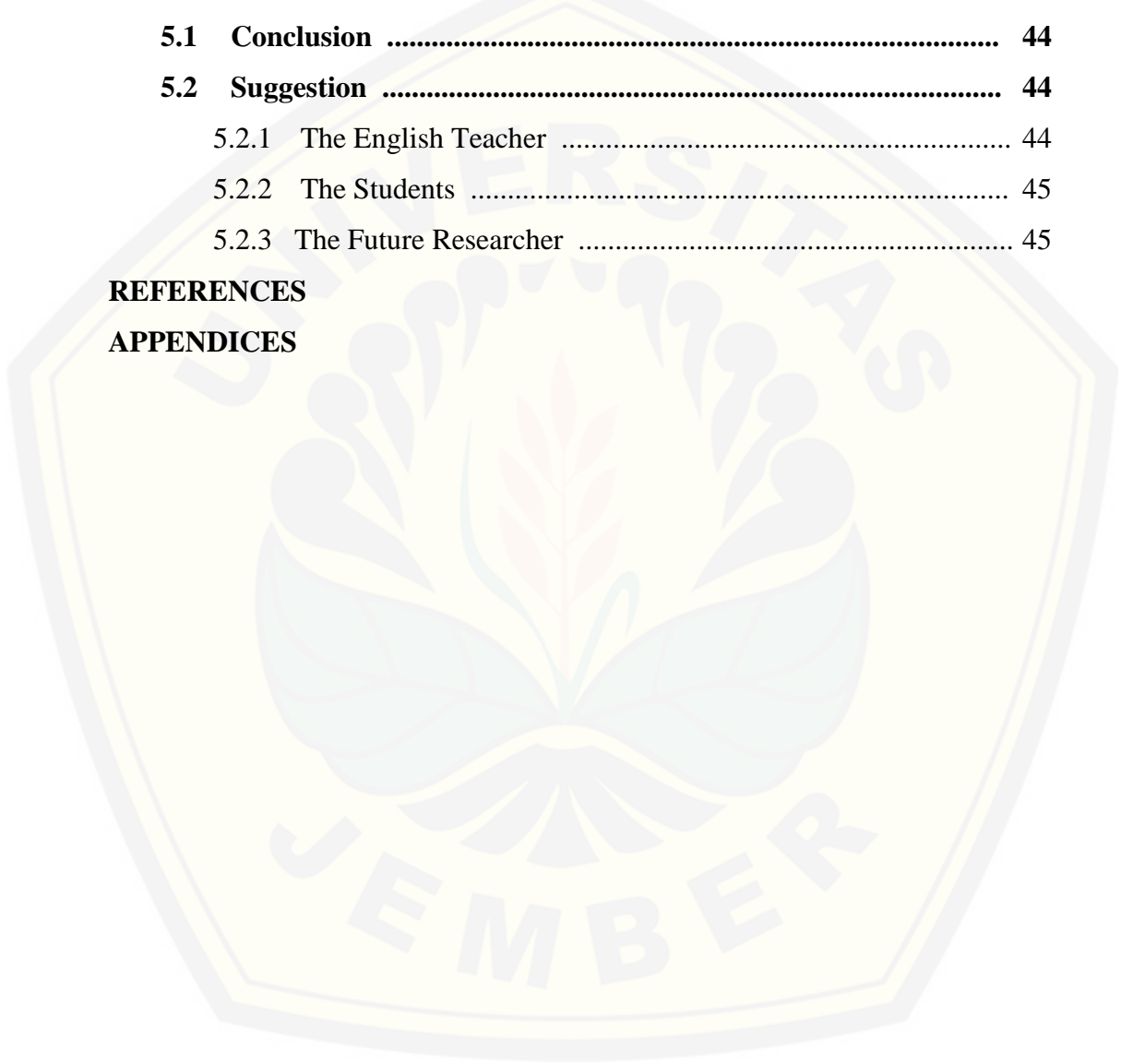
Jember, March 8th, 2017

Nur Andriyantika Putri

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SUMMARY

The Effect of Using Collaborative Strategic Reading (CSR) on the Tenth Grade Students' Reading Comprehension Achievement at SMK Negeri 4 Jember. Nur Andriyantika Putri, 120210401082; 2017; 43 pages; English Education Program; Language and Arts Department; The Faculty of Teacher Training and Education, Jember University.

Reading is one of the ways for gaining information, open our mind and knowledge and also comprehending words and sentence pattern. In fact, reading comprehension is not an easy task. The teacher must find the effective strategy to help the students. One of the strategies that can be used is Collaborative Strategies Reading (CSR), and it is the main concern of this research.

This research was conducted to find the effect of using Collaborative Strategic Reading (CSR) on the tenth grade students' reading comprehension achievement at SMK Negeri 4 Jember in the 2016/2017 academic year. The design of this research was a quasi-experimental reseach. The school was chosen purposively as the research area since the English teacher of SMK Negeri 4 Jember has never applied it. The data of this research were gained by conducting the posttest using a narrative test reading comprehension.

In this research, the result of the ANOVA formula for homogeneity analysis showed that the reseach population was homogeneous since F value was 0.248 which was lower than that of the F table which was 1.9062. So, the researcher determined the experimental group and control group by lottery. Based on the lottery, the class chosen for the experimental group was X Accounting 3 and X Accounting 1 as the control group.

The researcher administered the try out test to one of the classes that was not chosen as the experimental or control groups. There were some important points in constructing the test item, such as the difficulty level, validity and reliability.

After teaching both groups with different methods, the researcher administered the reading posttest. The posttest was in the form of multiple choice. There were 25 test items with 2 different texts in the posttest. In this posttest, the students from both groups were required to find out the information in the form of word, sentence, paragraph, and text comprehension. The first text contained 12 test items and the second text contained 13 test items. To gain the data of this research, the researcher analyzed the scores obtained by the research respondents in the posttest by using Independent sample T-Test of SPSS. The result showed that the value of significant (2-tailed) was 0.026 in the significant lefel of 5%. It means that the value of significance (2-tailed) was less than 0.05 (0.026 < 0.05). It showed that the null hyphothesis (H0) which was formulated "There is no significant effect of using Collaborative Strategic Reading (CSR) on the tenth grade students' reading comprehension achievement at SMK N 4 Jember" was rejected. Then, the alternative hypothesis (Ha) which was formulated "There is a significant effect of using Collaborative Strategic Reading (CSR) on the tenth grade students' reading comprehension achievement at SMK N 4 Jember" was accepted.

Based on the result of the research, since Collaborative Strategic Reading (CSR) can be used to comprehend the text, the English teacher is suggested to apply this strategy in teaching reading, not only in narrative texts but also in expository text. Futhermore, it is suggested to other researchers who want to conduct the other researches about Collaborative Strategic Reading (CSR) should pay attention to the main problem such as time allocation.

CHAPTER 1. INTRODUCTION

In this chapter, the writer discusses some aspects dealing with the research topic and its issue of. This chapter contains background of the research, problem of the research, operational definition of the terms, objective of the research, significances of the research, and a scope and limitation of the research.

1.1 Background of the Research

Reading is one of the language skills which is learnt by students and it is used as one of the ways for gaining information. From reading, we can get information, open our mind and knowledge. Besides, Moreillon (2007:10) states that reading also makes meaning from print and visual information. So, reading is not only a process of transferring letter from printed pages to sound, but also recognizing and comprehending words and sentence pattern. Reading is also the basic instruction of all aspects of language learning and it is the main component of a second language curriculum. Mikulecky (2008:1) claims that reading is the basis of instruction in all aspects of language learning, such as using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs.

According to Harmer (2001:68), reading also provides oppurtunities to study other language skills and components: vocabulary, grammar, punctuation and the way we can construct sentences, paragraphs and texts. So, it can be concluded that reading is the basic skill used to learn English. By reading, students are able to get some information and knowledge from printed and nonprinted material and learn the other language skills or language components. It is in line with what Moreillon (2007:10) states that reading is functioning process that needs a great deal of practice and skill.

According to McNamara (2007:472), the goal of reading is to create coherence from the text. So, reading can help the students to understand,

comprehend, and create coherence from the text. Johnson (2008:3) states that reading is the practice of using text to create a meaning. By reading activities, students are expected to know and create the meaning from the text that they have read and understand what the writer wants to say in the text.

There are many different reading strategies or techniques that can be used by a teacher in teaching learning process that help the students to overcome their difficulties associated with comprehension. One of the stategies that can be used is Collaborative Strategic Reading (CSR). CSR is the reading strategies to help the students to improve their reading comprehension skills while working cooperatively. Collaborative Strategic Reading (CSR) combines reading comprehension strategy instruction and cooperative learning. It is one of the effective strategies that can help students understand and remember the material that they have read, build vocabulary and also work together cooperatively. According to Klingner and Vaughn (1999:285), with collaborative strategic reading (CSR), students learn to use comprehension strategies that support their understanding of expository text. Therefore, it is mostly used with expository text, but it can also be used with narrative text.

Collaborative Strategic Reading (CSR) consists of four reading strategies that students can apply before, during, and after reading activities. Besides, CSR is one of the several multicomponent reading comprehension instruction models that include strategies for summarizing information, asking and answering question, comprehending, monitoring and doing peer discussion. Besides, Klingner (2004:292) states that CSR involves four stategies to help the students to learn specific strategies in comprehending a text: brainstorming and predicting (preview), monitoring understanding (click and clunk), finding the main idea (get the gist), and generating questions and reviewing key ideas (wrap up). So, the procedures applied by CSR are "preview" to activate the students' background knowledge and make same predictions about the text before reading, "click and clunk" (during reading) to monitor reading understanding and enhance students' vocabulary development during

reading, "get the gist" to find and identify main ideas while reading, and "wrap up" is to summarize or review key ideas and to generate questions following reading.

Klingner and Vaughn (2007:142) state that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' participation. CSR helps students to learn specific strategies such as learning in cooperative situation, brainstorming and predicting, monitoring and understanding, finding the main idea, generating questions, and reviewing or summarizing key ideas of the text. Besides, CSR helps the students with learning disabilities become more confident, independent, and competent. CSR makes them become more confident and competent readers in heterogeneous classrooms. They become confident in how to fulfill their roles based on their cue cards. Furthermore, CSR has also proven to be a valuable approach for students at varying achievement levels because it provides students with a more independent way to learn. When they find an unknown word, they can find the meaning independently using a dictionary, word parts or others.

In fact, reading for comprehension is not an easy task. Students still have assumptions that English learning is difficult. These difficulties may be caused by the fact that the students do not master the reading comprehension skills and their vocabulary is very limited. So, it is difficult for most of the students to understand the meaning of words, especially in learning reading. Cooper (1999:135) claims that reading is difficult to teach bacause it involves so many different elements, mechanical eye movement, grammar, vocabulary, phonetics, spelling, and intellectual comprehension. This situation may also be the result of the lack of ability in using strategies in teaching reading or the teaching strategy that the teacher used was not interactive. For example, the teacher often asked the students to read the text, and then answered the questions only. In this case, the students lack opportunity to express their ideas, ask questions, and work in group. Alqarni (2015:162) states that the other reason that the students have difficulties in learning to read is because they have less non visual information which permits them to predict and to comprehend

what is being read. Besides, there is some informal interview from the teacher at SMK Negeri 4 Jember. She said that some of the students was bored in English learning activity, especially in reading activity and they need a unique strategies to make them interest with the learning activity. Based on these problems, teaching reading should be learned through meaningful strategy to make the students have motivation in teaching learning process.

These problems need to be investigated because the teacher needs to find the appropriate method in teaching reading and the students need to have the appropriate strategy in learning reading. Besides, theoritical and empirical study about the best method in teaching learning process of reading for the teacher and the students are badly needed.

Some previous researches were conducted related to Collaborative Strategic Reading (CSR). Puspita (2013) conducted a quasi experimental research entitled "The Effect of Collaborative Strategic Reading (CSR) on the Eleventh Grade Students' Reading Comprehension Achievement at SMA Negeri 2 Bondowoso". The finding showed that there was a significant effect of CSR on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso and the result showed that teaching reading by using CSR was 11.940% more effective than teaching reading by using Question-Answer strategy. Another research was conducted by Rosalina (2014) entitled "The Influence of Collaborative Strategic Reading (CSR) Technique On Students' Achievement in Reading Comprehension of Narrative Text". The finding of the research concluded that the students' reading comprehension achievement of narrative text was influenced by the use of the Collaborative Strategic Reading (CSR) technique.

Based on the results of the previous researches about CSR above, the description about Collaborative Strategic Reading (CSR) that combines cooperative and instructional reading strategis, and some of the journal about Collaborative Strategic Reading (CSR), the researcher conducted a research entitled: " The Effect

of Using Collaborative Strategic Reading (CSR) on the Tenth Grade Students' Reading Comprehension Achievement at SMK Negeri 4 Jember".

1.2 Problem of the Research

Based on the background above, the problem of the research was formulated as follows:

Is there any significant effect of using Collaborative Strategic Reading (CSR) on the tenth grade students' reading comprehension achievement at SMK Negeri 4 Jember?

1.3 Objective of the Research

Based on the problem of the research above, the objective of the research is:

To know whether or not the use of Collaborative Strategic Reading (CSR) has a significant effect on the tenth grade students' reading comprehension achievement at SMK Negeri 4 Jember.

1.4 Significance of the Research

Hopefully, the results of this research can be used as a reference by the future researchers who will conduct a research dealing with the use of Collaborative Strategic Reading (CSR) to teach reading comprehension by using the same research design or different research design. The result of this research is expected to give information to the English teacher to consider using Collaborative Strategic Reading (CSR) to teach reading comprehension. Hopefully, the students will be more motivated in learning reading comprehension.

1.5 Scope of the research

The limitation of the research is important to avoid misunderstanding of the concept and anything about the research. The respondents of this research is the tenth grade students at SMK Negeri 4 Jember in academic year of 2016/2017 . This research used narrative texts as the teaching material of reading and the test reading

material. The reading skill was limited to comprehend words, sentences, paragraphs, and texts. The researcher used the experimental research design to know whether or not the use of Collaborative Strategic Reading (CSR) has a significant effect on the tenth grade of senior high school students' reading comprehension achievement at SMKN 4 Jember.
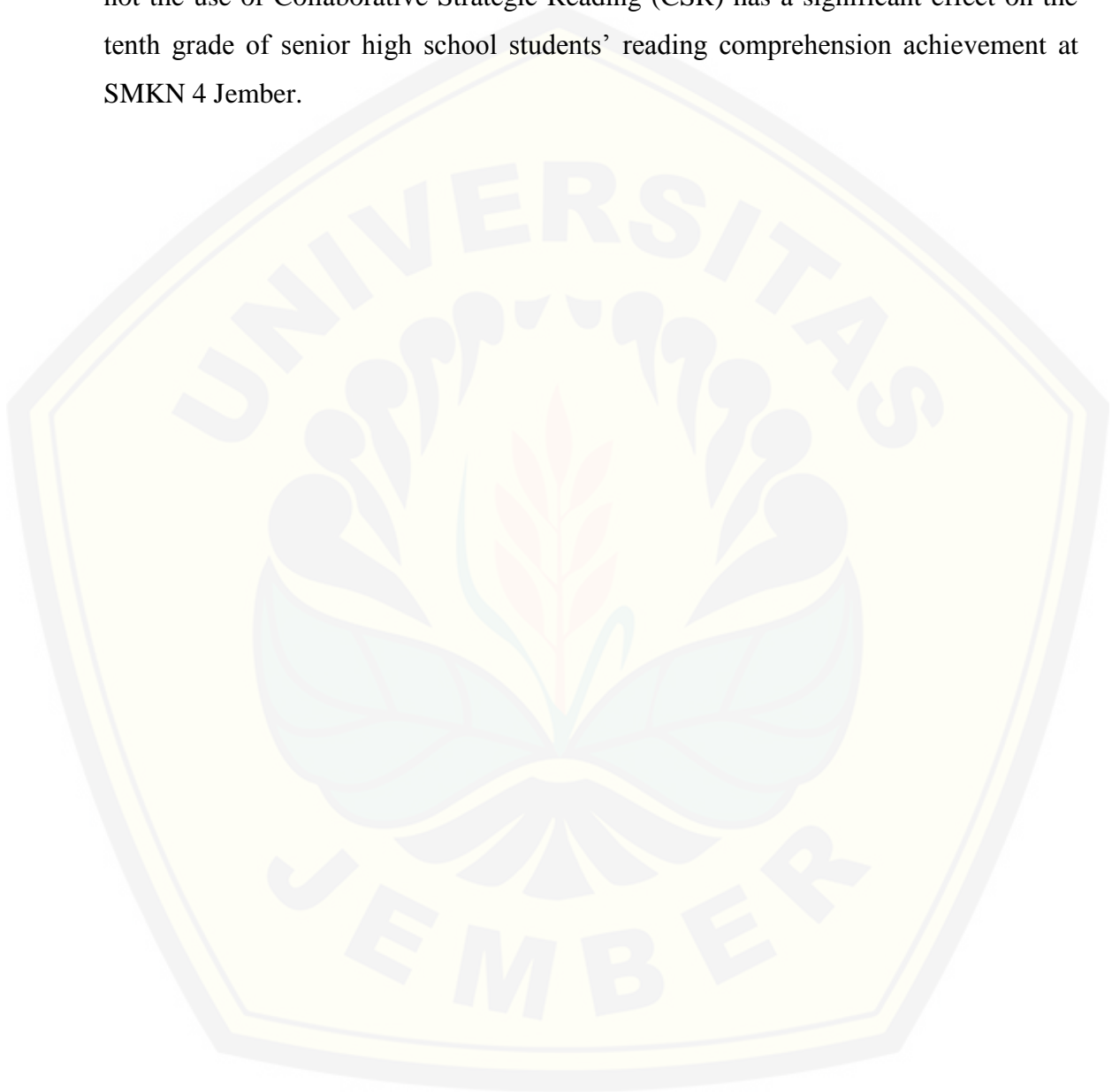
CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter will discuss theories underpinning the research problem. They include reading comprehension, reading comprehension achievement, the concept of Collaborative Strategic Reading (CSR), the students' roles and groups formation of CSR, the implementation of CSR in teaching reading comprehension, the instrument of CSR, reading materials for CSR, the advantages and disadvantages of CSR, some relevant research results, and research hypothesis.

2.1 Reading Comprehension Definitions

Reading is one of the important language skills learnt by students and is used as one of the ways for gaining information. Johnson (2008:3) states that reading is the practice of using text to create a meaning. According to Mikulecky (2008), reading is a conscious and unconscious thinking process to reconstruct the meaning that the writer assume to have intended. Besides, Pang et al (2003:6) claim that reading is a complex skill activity about understanding writen text. So, by doing reading activities, students will know and create the meaning from the text that they have read and understand what the writer wants to say in the text. MC Namara (2007: 231) claims that the point of reading is to convey meaning which is not only about translating the word in the text to other language, but also about creating or stimulating the perceptual situation in the text by sentences. Therefore, it can be said that reading is a complex process made up of several interlocking skills and processes (in Prentince et al, 2004:32). These interlocking skills are: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis and evaluation skills or strategies, and metacognitive knowledge and skills monitoring (Grabe, 1991:379). In conclusion, reading is a complex skill

activity that involves some interlocking sub skills and conscious/unconscious thinking prosess used by the readers to gain, reconstruct, and comprehend a written text.

The important point expected from reading activities is comprehension. According to Gray (1987:38), the major goal of students' reading should be to understand and comprehend a text. Klingner and Vaughn (2007:8) state that reading comprehension involves much more than readers' responses to text. It involves many interactions between readers and what they bring to the text such as their previous knowledge and strategy, word recognition and comprehension and sentence patterns. Crawley and Merritt (2000:40) state that the main purpose of reading is to understand or comprehend the communication between the author and the author's audience. Pang et al (2003:14) define comprehension as a process of deriving meaning from connected text involving word knowledge (vocabulary) as well as thinking and reasoning. They also state that comprehension is an active engagement that includes making use of prior knowledge and drawing inferences from the words and expression that a writer uses to communicate information, ideas, and viewpoints. In conclusion, reading comprehension is an interactive process between the reader and the text that involves the use of their prior knowledge and vocabulary to gain the information, idea, and meaning from the text.

2.2 Reading Comprehension Achievement Definition

Hughes (2003:12) states that achievement test is related to a test to discover how successful students have been in achieving the objectives of a course. In order to know the students' reading comprehension achievement, this research used an achievement test as the post test to measure the students' ability in comprehending narrative text that is conducted after the students were taught by using Collaborative Strategic Reading (CSR). So, the students' reading comprehension achievement in this research is the students' scores from a reading

comprehension achievement test which cover the indicators of comprehension used in this research, namely: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Burns, Roe, and Ross (Hennings, 1997:267) state that comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

2.2.1   Word Comprehension

Word is the smallest element and single unit of language that has a meaning in spoken or written form. Broughton et al (2003:94) state that the most familiar of all elements of language are words. In addition, Wood (1991:125) argues that to get the sense of the text, someone has to identify the words as the small unit of meaning. Prentice et al (2004:39) state that during the reading process, students need to understand the words to comprehend what they are reading. Then, Pang et al (2003:12) claim that vocabulary learning should involve active engagement in reading tasks. Therefore, students must understand the meaning of the words to help them comprehend the text.

Here is an example of word comprehension in a narrative text entitled " The Thirsty crow".

Instruction: Read the narrative text below carefully, and then answer the questions by crossing a, b, c or d based on the text!

The Thirsty crow

....

She saw some small stones lying on the ground. She had an idea. She picked up a stone in her beak and dropped it into the jug. Then another and another. The water rose higher everytime a stone fell into the jug. Since the jug was nearly full of stones the water came to the top. The clever crow put her beak into it at last, and had a drink. Where there's will there is a way.

....

(Adapted from *Kreatif Bahasa Inggris 2*).

1. "The <u>clever</u> crow put her beak into it at last, and had a drink (paragraph 4). The underlined word can be replaced by...

   a. Diligent   c. Fool

   b. Smart   d. Genius

   Answer: *b. Smart*

   Explanation: the answer of the question above is " smart" because it is the synonym of "clever". In this question, students only needed word not sentence. Therefore, it is called as word comprehension.

2.2.2   Sentence Comprehension

   Sentence is a group of words containing a verb, predicate, noun and has a meaning and expresses something. It is not only understanding meaning of words, but also understanding the words of the text. According to Prentice et al (2004:40), in addition to word comprehension, students need to know that words are arranged in a certain order to give meaning. Wood (1991:151) states that sentence is a group of words that expresses a complete thought or idea. Grellet (1996:15) argues that it is important to train students, to look for core or keywords of the sentence and understand meaning to help them comprehend the whole text.

   Here is an example of sentence comprehension in a narrative text entitled " The Thirsty crow".

Instruction: Read the narrative text below carefully, and then answer the questions by crossing a, b, c or d based on the text!

<div align="center">

The Thirsty crow

</div>

   One hot day, a crow was very thirsty and wanted a drink of water. It was a long way to the river and she was too tired to fly there for a drink. She could not see a pool of water anywhere. She flew round and round. At last she saw a big jug outside a house. The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug.

   ………………………..

<div align="right">

(Adapted from *Kreatif Bahasa Inggris 2*).

</div>

1. Where did the crow find some water?

   a. At the bottom of the jug

   b. At the top of the jug

   c. Around the jug

   d. Behind the jug

   Answer: *a. At the bottom of the jug*

   Explanation: the answer of the question is clearly stated in the text. The students only need sentence comprehension not the paragraph comprehension.

2.2.3 Paragraph Comprehension

According to McWorther (1989:102), a paragraph is a group of sentences about the same thing that is organized, has unity, coherence, and contains a topic sentence, supporting sentences, and a concluding sentences. Oshima and Hogue (1983:3-4) state that unity means that a paragraph discusses only one main idea. Meanwhile, coherence means that a paragraph is easy to read and understand because the supporting sentences are in logical order and the ideas are connected by using appropriate transition signal. Students have to know how to comprehend a text in every paragraph from the main idea.

Here is an example of paragraph comprehension in a narrative text entitled "The Thirsty crow".

Instruction: Read the narrative text below carefully, and then answer the questions by crossing a, b, c or d based on the text!

The Thirsty crow

One hot day, a crow was very thirsty bad wanted a drink of water. It was a long way to the river and she was too tired to fly there for a drink. She could not see a pool of water anywhere. She flew round and round. At last she saw a big jug outside a house. The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug.

………………………

(Adapted from *Kreatif Bahasa Inggris 2*)

1. What is the main idea of the first paragraph?

    a. A thirsty crow which saw some stones

    b. A thirsty crow which finds an idea to fly at the jug

    c. A thirsty crow which tries to fly into the water

    d. A thirsty crow which saw a big jug

    Answer: *d. A thirsty crow which saw a big jug*

    Explanation: the answer of the question is the idea of the first paragraph and the students not to read the whole text to find the answer.

2.2.4   Text Comprehension

    Text is a sequence of paragraphs that represents an extended unit of speech or meaning which is open to interpretation. Comprehending the whole text is the major goal of reading. According to McWhorter (1989:131), a whole text consists of words, sentences, and paragraphs. So, students can comprehend the whole text if they can find the messages of the text by combining and connecting the ideas in every paragraph of the text.

    Here is an example of text comprehension in a narrative text entitled " The Thirsty crow".

Instruction: Read the narrative text below carefully, and then answer the questions by crossing a, b, c or d based on the text!

The Thirsty crow

    One hot day, a crow was very thirsty and wanted a drink of water. It was a long way to the river and she was too tired to fly there for a drink. She could not see a pool of water anywhere. She flew round and round. At last she saw a big jug outside a house. The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug.

    The crow flew down to the jug, but she could not reach the water with her beak. She climbed onto the jug. She almost fell into it, but she could not put her beak into the water.

    The crow flew into the air, then she flew down at the jug and tried to break it with her beak. But the jug was strong. It did not break. The crow flew at the jug,

flapping her wings. She tried to knock it over, so that the water would run out onto the ground. But the jug was too heavy. It did not fall over. The crow was too tired to fly anymore. She thought she was going to die thirsty. The crow sat down to rest. She thought and thought. She did not want to die of thirst.

She saw some small stones lying on the ground. She had an idea. She picked up a stone in her beak and dropped it into the jug. Then another and another. The water rose higher everytime a stone fell into the jug. Then jug was nearly full of stones, the water came to the top. The clever crow put her beak into it at last, and had a drink. Where there's will there's a way.

(Adapted from *Kreatif Bahasa Inggris 2*)

1. What is the text mainly about?
    a. About the thirsty crow which tried to flew into the air.
    b. About the thirsty crow and a stone.
    c. About the thirsty crow which tried to break the jug.
    d. About the crow which tried to climb onto the jug

    Answer: *c. About the thirsty crow which tried to break the jug*

    Explanation: the answer of the question is "about the thirsty crow which tried to break the jug" because the whole text discusses about it. Besides, in this question, students must comprehend all the text to get the whole information from the text.

2.3 The Concept of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) was introduced and developed by Klingner and Vaughn (1998). According to Klingner and Vaughn (1998:32), CSR is collaboration of some comprehension strategies that is excellent for teaching reading comprehension, building vocabulary, and working together cooperatively. CSR is one strategy for group instruction which is under the learner center approach. Bremer et al (2002:1) state that CSR combines two instructional approaches: reading comprehension strategy and instruction and cooperative learning. Klingner and Vaughn (1999:285) state that these reading comprehension strategies have been demonstrated to be effective in enhancing students'

understanding of a text, as well as in improving reading skills for meaning for a range of learning types, including students with learning disabilities, low achievers, and students who are not native English language speakers. It is a pedagogical approach that promotes students to students' interaction through working in small groups to maximize their learning and their shared goals.

In CSR, there are four comprehension strategies that students apply before, during, and after reading: preview, click and clunk, get the gist, and wrap up (Bremer et al, 2002:2). In other words, in Collaborative Strategic Reading (CSR) students work together in small cooperative groups and apply four key reading comprehension strategies consist of preview (before reading), click and clunk (during reading), get the gist (during reading) and wrap up (after reading). The four comprehension strategies in Collaborative Strategic Reading (CSR) are explained in detail below:

2.3.1   Preview

According to Bremer et al. (2002:2), preview is a strategy to activate students' prior knowledge, to facilitate their prediction about what they will read, and to generate their interest. It consists of two activities, namely: brainstorming and making predictions. Having more prior knowledge generally aids comprehension (Pang et al, 2003:13). So, students recall what they already know about the topic and predict what the passage will discuss about. Klingner and Vaughn (1998:33) state that in this step, students should look at the heading, bolded or underlined words, pictures, tables, graphs, and other key information to help them brainstorming of what they know about the topic and predicting what they will learn about the topic.

2.3.2   Click and Clunk

Click and clunk teaches students to monitor their understanding during reading, and to fix-up strategies to understand text (Bremer et al, 2002:3). Klingner and Vaughn (1998:33) state that the goal of clicking and clunking is to

teach students to monitor their comprehension and to identify when they have breakdowns understanding. Clicks mean portions of the text that make sense for the students or when they really understand about the text, while clunks mean the word, concept, or idea that does not make sense and make the students' comprehension breaks down. For example: when students do not know the meaning of a word. This strategy is important because many students having learning problems fail to monitor their understanding when they read (Klingner and Vaughn, 1998:33). So, this strategy is to teach students to pay attention to what they are reading, whether they are interested in the text or not, on what they are reading or what is being read to them. This step is done after the teacher asks the students to write down their clunks and then the teacher teaches fix-up strategies to fix the clunks.

According to Klingner and Vaughn (1998:33), there are four fix-up strategies that can be used by the students: (1) reread the sentence and look for key ideas to help them understand the word, (2) reread the sentence with the clunk and the sentences before or after the clunk while looking for clues, (3) look for a prefix or suffix in the word, and (4) break the word apart and look for smaller words.

2.3.3   Get the Gist

Get the gist is a strategy to help the students to identify main ideas in each paragraph from the text during reading activity. Klingner et al. (2012:9) state that students get the gist by identifying the most important idea, synthesizing information, deciding what is important, and determining which details to leave out. The goals is to teach students to restate in their own words the most important point as a way of making sure they have understood and memorized what they have learned. Bremer et el (2002:3) argue that getting the gist can be taught by focusing on one paragraph at a time. So, while the students are reading the paragraph, the teacher can ask them to identify the most important idea (person,

place, or thing). After that, the teacher asks the students to tell the class their idea (person, place or things). The last, the teacher teaches students to put all of their ideas in a sentence.

2.3. 4   Wrap up

According to Bremer et al. (2002:3), wrap up is a strategy that teaches students to generate questions and to review important ideas from the text being read. In this step, students learn to wrap up by generating questions and answering questions about what they have read and learn by reviewing key ideas. The goals of this step is to improve students' knowledge, understanding, and memory of what they just finished reading (Klingner et al, 2012:11). Wrap up consists of two activities: the students generate questions about the important information from the text that they have learned, and the students take turn asking and answering questions in their small group. The best way to teach wrap up is to tell the students to generate questions by beginning their questions with: who, what, when, where, why, and how (the 5 W and an H).

2.4   The Students' Roles and Group Formation in Collaborative Strategic Reading

The students' roles are important aspects of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Roles should rotate on a regular basis, so all students in a group have experience a variety of roles and every student takes turn being the leader. Students can perform more than one role at a time if necessary. Bremer et al. (2002:4) argue that each group in cooperative learning group phase includes students in various ability.

Based on the explanation above, the formation of small cooperative learning groups in this research is done as follows:

1. The researcher discussed with the English teacher to form groups consisting of students with various ability.

2. Each group in this research consisted of four students consisting of *Leader, Clunk Expert, Gist Expert, and Question Expert*. The leader was also possible as announcer and reporter. Meanwhile, the *Clunk Expert, Gist Expert,* and *Question Expert* were also responsible as *Time Keeper* and *Encourager.*

2.5 The Instrument of Collaborative Strategic Reading (CSR)

The instruments of Collaborative Strategic Reading (CSR) are cue cards and learning logs. They are used when CSR is applied. The following materials may be helpful in using CSR and cooperative learning techniques (Bremer et al, 2002:4):

1. Reading materials. When selecting reading materials for CSR, the factors recommended for consideration are: (a) reading materials should be at students' instructional level (students can decode about 80% of the words correctly), (b) reading materials have themes and supporting details, (c)

2. reading materials consist of several paragraphs, and (d) reading materials contain clues/pictures for predicting (Bremer et al, 2002:4).

3. Clunk cards. Each of the four clunk cards contains fix-up strategy, they are: (1) reread the sentence with the clunk and look for key ideas to help the students figure out the unfamiliar words. Think of the most reasonable meaning, (2) reread the sentences and written down before and after the clunk to find clues, (3) look for a prefix or suffix in the word, and (4) break the word apart or look for smaller words that you know.

4. Cue cards. It is the outline of the procedures in a cooperative learning group. They remind the students of the role in CSR in which each role comes with a corresponding cue card that explains the steps to be followed.

5. Learning log. It serves two roles: (a) written documentation of learning which assures the individual accountability that facilitates cooperative learning, and (b) study guides for students.

6. Timer (optional). Students set the time by themselves to help groups to remain on task.

7. 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.

From all the instruments above, the effective instrument and reminders of Collaborative Strategic Reading are cue cards and learning logs.

2.6 Some Considerations in Selecting Reading Materials for Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is used with expository text and narrative texts (Klingner and Vaughn, 1998:36). According to Bremer et al (2002:4), there are some considerations in selecting reading materials for CSR:

1. It should be at students' instructional level.
2. It should have themes and supporting details.
3. It consists of several paragraphs.
4. It contains clues/pictures for predicting.

From the explanation above, CSR materials are chatagorized by the following:

1. Being appropriate with the students' level
2. Providing clues that can help the students to predict what they will be learn.
3. Having one idea in a paragraph.
4. Providing context that can help the students to connect the information.

Based on some considerations about reading material for Collaborative Strategic Reading (CSR) above, the reading materials used in this research is narrative text. It tells the readers a chronological story or event or experience, to entertain, to amuse, to deal with actual or imaginative experiences in different

ways, to gain and hold the readers' interest. Types of narrative text consist of imaginary, factual or a combination of both. The generic structure of narrative text consist of **Orientation** (sets the scene and introduces the participants), **Complication/ problem** (a crisis arises), and **Resolution** (resolution of the problem). The example of narrative text is presented as follows:

The Thirsty Crow

Orientation	One hot day, a crow was very thirsty and wanted to drink some water. It was a long way to the river and she was too tired to fly there for a drink. She could not see a pool of water anywhere. She flew round and round. At last she saw a big jug outside a house. The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug.
Complication	The crow flew down to the jug, but she could not reach the water with her beak. She climbed onto the jug. She almost fell into it, but she could not put her beak into the water. The crow flew into the air, then she flew down at the jug and tried to break it with her beak. But the jug was strong. It would not break. The crow flew at the jug, flapping her wings. She tried to knock it over, so that the water would run out onto the ground. But the jug was too heavy. It did not fall over. The crow was too tired to fly anymore. She thought she was going to die thirsty. The crow sat down to rest. She thought and thought. She did not want to die of thirst.
Resolution	She saw some small stones lying on the ground. She had an idea. She picked up a stone in her beak and dropped it into the jug. Then another and another. The water rose higher everytime a stone fell into the jug. Then the jug was nearly full of stones, the water came to the top. The clever crow put her beak into it at last, and had a drink. Where there's will there's a way.(Adapted: Kreatif Bahasa Inggris 2).

2.7 The Advantages of Collaborative Strategic Reading (CSR)

Some advantages of Collaborative Strategic Reading (CSR) are:

1. CSR can enhance motivation, critical thinking skills, collaborative learning, a positive attitude, group work and social skills (Alqarni, 2015:163). This strategy makes the students easy to understand about the

material because they work in small group, so they have opportunity to discuss and share ideas as well as develop their social skills and it enhances their motivation. Students need to think creatively, solve problems, and make decisions in a group project and develop positive attitude for them.

2. CSR integrates many important components of reading comprehension, such as life experiences, content knowledge, activation of prior knowledge, vocabulary, monitoring strategies, and fix-up strategies. (Torgesen: 2004). We can find all of the components in 4 strategies in CSR and they are integrated in each other. CSR helps students learn specific strategies associated with effective reading comprehension, such as: in preview, they learn and try to activate their life experiences, knowledge or prior knowledge, in click and clunk, they learn and try to find the difficult vocabulary, monitor strategies in and fix-up strategies

3. CSR benefits all students and works well in heterogeneous classroom. (Thiessen: 2011). This strategy helps the students work together with their friends and share some opinions and information to get the true information. It makes the high achiever students help the students who have low ability.

4. CSR can be applied for a range of learning types, including students with learning disabilities, low achievers, and students who are not native English language. (Klingner and Vaughn, 1999: 285). In CSR, there are 4 strategies to be applied in classroom and they work in groups which consist of students with various ability. Therefore, students with high ability and low ability can help each other and share their ideas through this strategy.

5. The combination of different strategis in CSR applied in cooperative learning groups create opportunity for students to interact, help one

another to increase understanding, and overcome their comprehension problem of the text. (Zoghi, 2010).

2.8 The Procedures of Collaborative Strategic Reading (CSR)

According to Bremer et al. (2002:2), Collaborative Strategic Reading (CSR) is implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or students pairing. CSR is used in teaching learning process due to its benefits, such as improving motivation, critical thinking skills, collaborative learning, a positive attitude, group work and social skills.

2.8.1   Phase 1. Teaching the Strategies

According to Hitchchock et al. (2009), in this phase, students are taught the strategies of Collaborative Strategic Reading (CSR) in a whole class setting. This phase is to develop students' proficiency in applying the strategies of CSR through teacher- led activities such as modelling, teacher think aloud, and role play. So, during Phase 1, the teacher models and provides explicit instruction on the CSR method.

2.8.2   Phase 2. Cooperative Learning group or Student Pairing

In this phase, students become involved in cooperative learning. After the students have learned the four strategies (preview, click and clunk, get the gist, and wrap up) in phase 1, they must apply them in group. In this phase, students work in groups and each has an important role. The procedures in this phase are:

- Set the stage. The teacher asks the students to make a group of four which consists of various ability. Then, the teacher assigns roles to students on a regular basis so that every student in a group experiences a variety of roles, namely leader, clunk expert, gist expert, and announcer.

- Prepare materials. The teacher prepares all the materials needed in applying Collaborative Strategic Reding (CSR), such as reading materials, clunk cards, cue cards, learning logs, and others.
- The basic steps to apply this strategy are as follows:
  1. Step 1

     Whole class introduction, in which the teacher introcuduces the topic, key vocabulary, and instruction.
  2. Step 2

     Cooperative group activity, is done during preview, click and clunk, get the gist, and wrap up. Each member plays the assigned role and fills out a CSR Learning Log during the activity.
  3. Step 3

     Whole class wrap up strategy. A teacher discusses the day's reading passage, reviews clunk, answers questios or shares some revies ideas.
- Roles of the teacher. The teacher assigns roles to students and goes among the groups, clarifies clunks, redirects students to remain on-task, and provides assistance during cooperative learning group activity (Bremer et al, 2002:6).

2.9 Some Previous Relevant Researches

Some of researches dealing with Collaborative Strategic Reading (CSR) is discussed in this chapter and the differences between this research and these previous researches.

1. Puspita (2013) conducted a quasi experimental research entitled " The Effect of Collaborative Strategic Reading (CSR) on the Eleventh Grade Students' Reading Comprehension Achievement at SMA Negeri 2 Bondowoso". The population was the eleventh grade students of SMA Negeri 2 Bondowoso. Classroom random sampling was applied to select the sample of the research. The data were collected by using a reading

comprehension test which was used to analyze the collected data. Its finding showed that there was a significant effect of CSR on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso and showed that teaching reading by using CSR was 11.940% more effective than teaching reading by using Question-Answer strategy.

2. Another quasi experimental research was conducted by Rosalina (2014) with the title "The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text". The population was the second grade students of SMA PGRI 109 Tangerang. Classroom random sampling was applied to select the sample of the research. The finding of the research concluded that the students' reading comprehension achievement of narrative text was influenced by the Collaborative Strategic Reading (CSR) technique rather than without using Collaborative Strategic Reading (CSR) technique.

The previous researches above indicated the same result, there was a significant effect of Collaborative Strategic Reading (CSR) on the students' reading comprehension achievement. Although both previous researches above and this research focus on the same reading strategy (Collaborative Strategic Reading) to teach reading comprehension, in Puspita's research, she ignored the two phases of the implementation of Collaborative Strategic Reading, and in Rosalina's research, she only introduced the procedures of Collaborative Strategic Reading. Besides, both researches and this research uses different reading materials, research respondents, and the indicators of comprehension.

2.10 Research hypothesis

Based on the review of relevant literature above and previous research findings on Collaborative Strategic Reading (CSR), the hypothesis of this research is formulated as follows: "There is a significant effect of using Collaborative

Strategic Reading (CSR) on the tenth grade students' reading comprehension achievement at SMK Negeri 4 Jember".

CHAPTER 3. RESEARCH METHODS

In this chapter, the writer discusses the research methods used in this research. This chapter contains the research design, area determination method, research respondent determination method, data collection methods, and data analysis method.

3.1 Research Design

This research applied quasi experimental design (posttest only) because it is not possible to randomly assign subjects to treatment and control group (Ary, et al, 2010:316). The quasi experimetal with posttest only design consisted of two groups, they are control group and experimental group.

In this research, the experimental group was taught reading by using Collaborative Strategic Reading (CSR), while the control group was taught by using lecturing method. The experimental group and the control group got the same material, and posttest in the similar time allocation. According to Cresswell (2012:310), quasi experimental design is ilustrated in the following diagram:

Posttest only- design	Time	
Select Control Group	No Treatment (of CSR)	Posttest
Select Experimental Group	Experimental Treatment	Posttest
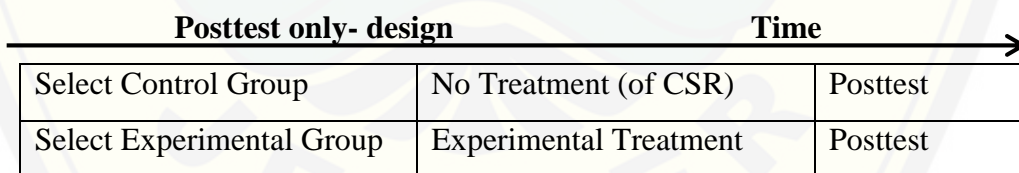
(Cresswell, 2012:310)

Based on Cresswell design, the procedures of the design were as follows:

1. Determining the experimental and control groups by analyzing the students' previous scores of English reading skill to know homogeneity of the population. Analyzing the result of the homogenity test by using ANOVA (analysis of variance) formula.

2. Constructing the lesson plans for the experimental group and the control group.

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3. Administering a try out test to one of the classes that was not chosen as the experimental or control groups. It was to measure the reliability of the re test, the difficulty level of the test items, the clarity of instruction, and the suitability of time allocation. After that, editing and revising the test material if it was needed.

4. Giving treatments to the experimental group by Collaborative Strategic Reading (CSR) in teaching reading, while the control group received no treatment of Collaborative Strategic Reading, but it was taught by using lecturing strategy.

5. Administering posttest in the form of reading comprehension test to both the experimental and control groups.

6. Analyzing the posttest results by comparing the mean scores of the two groups by using independent sample t-test to know the differences.

7. Making a conclusion based on the resultfs of the data analysis.

3.2 Area Determination Method

The area determination method of this research was purposive method. According to Arikunto (2006:97), purposive method is used to determine research area or subjects based on a specific purpose. SMK N 4 Jember was chosen purposively as the research area because Collaborative Strategic Reading (CSR) is effective to teach reading comprehension and the English teacher of SMK N 4 Jember has never applied it.

3.3 Research Respondent Determination Method

The population of this research was the tenth year students of SMK N 4 Jember in the 2016/ 2017 academic year. They were divided into 10 classes: XI office administration 1, XI accounting 1, XI accounting 2, XI accounting 3, XI broadcasting, XI multimedia 1, XI multimedia 2, XI marketing 1, XI marketing 2, and XI marketing 3. Two classes were chosen by using cluster random sampling.

It is the selection of groups or cluster of subjects rather than individuals (Fraenkel et al, 2012:96).

Homogeneity test was given to the population before determining the sample. Determining the experimental and control group was done by analyzing the students' previous scores of English reading test to know homogeneity of the population. The results were then analyzed statistically by using ANNOVA test with SPSS (Statistical Package for the Social Sciences) computation. The result of the ANNOVA test showed that the significant level (p- value) was greater than or equal to 0.05 ($p \geq 0.05$), it means that the population is homogenous. Then, the lottery was be used to determine the experimental group and the control group. If the result of the ANNOVA test shows that the significant level (p- value) is less than 0.05 ($p \geq 0.05$), it means that the population is heteregeneous.

3.4 Data Collection Methods

Reading Comprehension Test

According to Brown (2003:3), a test is to measure person's ability, knowledge, or performance in a given domain. Arikunto (2006:150) claims that a test is a series of questions or exercises, or other instruments used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups. Besides, Ary et al. (2010:201) state that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The test used in this research was an achievement test conducted to get the data about the tenth year students' reading comprehension achievement and to know how successful individual students, groups of students, or the courses themselves have been in achieving objectives (Hughes, 2003:13). The achievement test in this research is the reading comprehension test given to the experimental group and the control group after the treatments.

The achievement test is in the form of objective test (multiple choice items) which has only one correct answer, and can be scored mechanically.

According to Heaton (1990:28), the optimum number of alternatives or options for each multiple choice item is five in most public test, but four options are recommended for most clasroom test because it is often very difficult to construct items with five or more options. In this research, the multiple choice test has four options in each test item. Cooper (1999:319) claims that multiple choice has some advantages: it can assess learning at all levels of complexity, it is highly reliable and objective, it tests fairly large knowledge in short of time, and it is easy to score.

In this research, the pottest consists of 2 reading texts and the total number of the test is 25 items that must be done by the students in 50 minutes. Each correct answer will be scored 1. To get the students' final score, the following formula is applied:

$$N = \frac{n}{25} \; x \; 100$$

Notes:

N : the final score

n : the number of the correct answers

(Arikunto, 2006)

There are some important points when the researcher constructs the test item.

1. The difficulty level

    According to Arikunto (2006:207), good test items should not be too easy or to difficult. If the test items are too easy, it will not stimulate the students' effort in answering the test items. On the contrary, if the test items are too difficult, it will make the students discouraged and unenthusiastic to answer the test items because they do not understand the test items. According to Heaton (1990:178), the index difficulty level is calculated by using the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV : facility value (the index of difficulty level)

R : the number of the students who can answer the tests item correctly

N : the number of the students taking the test.

<div align="right">(Heaton, 1990:178)</div>

After finding the index of difficulty level, then it is interpreted by using the criteria of difficulty index below.

Facility value	Interpretaation
0.0 – 0.19	Difficult
0.2 – 0.80	Fair
0.81 – 1.00	Easy

<div align="right">Adapted from Djiwandono, 1996:141</div>

2. Validity

According to Arikunto (2006:144), a good test should also be valid and reliable. Heaton (1990:159) states that validity of a test refers to the extent to which it measure what it is supposed to measure and nothing else. It is line with Gay, in Tanzeh (2009:57) that validity is the degree to which a test measures what is supposed to measure. This research applied content validity because the test materials were constructed based on the indicators to be measured, namely: comprehending words, sentences, paragraphs, and texts. Besides, the test materials were constructed based on the guidelines stated in Curriculum 2013.

3. Reliability

According to Howwit and Cramer (2000:28), reliability is the extent to which the measurement gives the same response under similar

circumstances. So, reliability shows a measure of consistency in measuring the same phenomenon. A test can be considered reliable if the test has likely the same result when it is given in different time or when it is scored in different time. In this research, the researcher use test-retest reliability to establish the reliability.

3.5 Data Analysis Method.

The data of this research were taken from the results of posttest given after the treatment was given to the experimental goup and the control group. The students' scores of posttest were analyzed to find the difference of the experimental group and the control group. The students' scores were analyzed statistically by using t-test formula in SPSS Computing system with 5% significance level. The procedures using indepedent sample t-test formula in SPSS are as follows:

1. Input the data. In this case, we need two columns. One column contains the data (each student's score is on a separate row). The other one contains code numbers that tell SPSS which condition the adjacent data belong to (in this case, I am going to use number 1 for the experimental group and number 2 for the control group). To make easier, go to "variable view" and for the "group" variable, click on "values".

2. Then, go to the menu: click on "Analyze" then "Compare Means" and finally "Independent Simple t-test".

3. Click on the test variable and then click on the upper of the two buttons with arrows on, transfer the test variaable into the box headed"Test Variable(s)". Then, click on the grouping variable and then click on the lower button.

4. SPSS will show the variable name, with "(??)". Click on the "Define Groups..." button, and then write the code numbers are 1 and 2. Then, click "Continue".

5. For option, used 95% confidence level or 5% significance level. Then, click "Continue" and then click "OK"

6. SPSS will show up the output or statisticall result.

7. Interpreting the output.
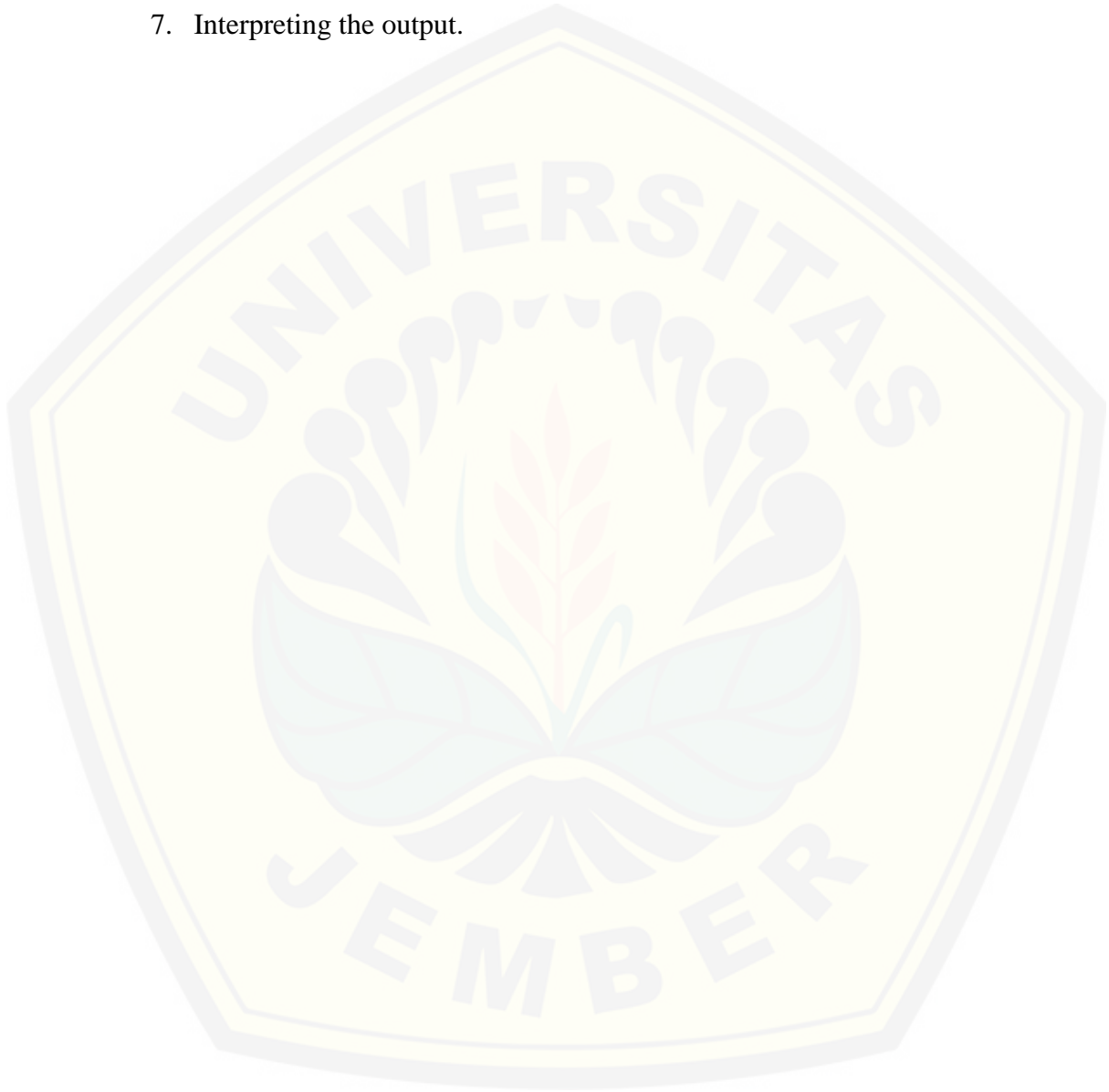
CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings and suggestion for the English teacher, the students and the future researcher. The points are explained in this following part.

5.1 Conclusion

Based on the result of the data analysis, the hypothesis verification, and discussion in the Chapter 4, it can be concluded that there was a significant effect of using Collaborative Strategic Reading (CSR) on the Tenth Grade students' reading comprehensio achievement at SMK Negeri 4 Jember. It was proved by the value of the significance (2-tailed) which was 0.026 in which it was less than 0.05 (0.026 < 0.05). In addition, the mean score of the experimental group was 84.11 in which it was higher than the mean score of the control group which was 79.72 (79.72 < 84.11). It means that the experimental group which was treated by Collaborative Strategic Reading (CSR) had higher score achievement than the control group.

5.2 Suggestion

Due to the results of the research which showed that Collaborative Strategic Reading (CSR) gave a significant effect on the students' reading comprehension achievement, some suggestions are proposed to the following people:

5.2.1 The English Teacher

It is suggested that the English teacher of SMK Negeri 4 Jember use Collaborative Strategic Reading (CSR) in teaching reading comprehension because the strategy makes the students become active and effective readers in teaching learning process and significantly affects their reading comprehension

achievement. In additon, this strategy is not only effective for teaching narrative reading, but also expository text.

5.2.2   The Students

It is suggested that the students be actively involved in teaching learning process by using Collaborative Strategic Reading (CSR) and learn the four strategis in CSR well since this strategy gave a significant effect on the students' reading comprehension achievement. By applying this strategy in their reading class, the students can do better reading activity and find the assigned reading more enjoyable because they work in a group. In addition, the students in this reserch confirmed that they had developed a better understanding in reading.

5.2.3   The Future Researchers

In conducting this research, the researcher dealt with a problem in applying Collaborative Strategic Reading (CSR). The problem dealing with the time management in applying this strategy. The researcher need extra time to teach this strategy to the students in the first meeting. That problem which occured in the first meeting made the researcher manage time allocation as well as she could do in the second meeting. The solution could be done by giving the time limitation for the students while they execute all the steps of CSR. Therefore, for the future reseacher who wants to conduct other researches dealing with this strategy, it is suggested to allocate the time effectively and good class management.

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Appendix A

RESEARCH MATRIX

Title	Problem	Variable	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Using Collaborative Strategic Reading (CSR) on the tenth grade students' reading comprehension achievement at SMK Negeri 4 Jember.	Is there any significant effect of using Collaborative Strategic Reading (CSR) on the tenth grade students' reading comprehension achievement at SMK Negeri 4 Jember?	**Independent Variable:** The use of Collaborative Strategic Reading (CSR) in teaching reading comprehension. **Dependent Variable:** Students' reading comprehension achievement.	Teaching reading comprehension by using Collaborative Strategic Reading (CSR) consist of: - Preview - Click and clunk - Get the gist - Wrap up The students' score of reading comprehension test covering: - Word comprehension. - Sentence comprehension. - Paragraph comprehension. - Text comprehension.	1. **Respondents:** The tenth year students of SMK Negeri 4 Jember in the 2015/ 2016 academic year. 2. **Informant:** The English teacher of the tenth year students of SMK Negeri 4 Jember in the 2016/ 2017 academic year. 3. **Documents:** - The names of respondents. - The English Curriculum for SMA.	1. **Research Design Method:** Quasi experimental research with posttest only design. 2. **Area Determination Method:** Purposive method. 3. **Subject Determination Method:** Cluster random sampling. **Data Collection Methods:** Reading comprehension test 4. **Data Analysis Methods:** The data obtained from post-test will be analyzed statistically by using t-test formula in SPSS Computing System with 5 % significance level.	There is a significant effect of using Collaborative Strategic Reading (CSR) on the tenth grade students' reading comprehension achievement at SMK Negeri 4 Jember in the 2016/2017 academic year.

Appendix B

The Schedule of the Research

No.	Activities	Date
1.	Taking the scores of the tenth grade students from the English teacher.	31st Oct 2016
2.	Analyzing the scores.	31st Oct 2016
3.	Giving treatment to experimental group (First meeting).	4th Nov 2016
4.	Teaching reading comprehension to the control group (First meeting).	5st Nov 2016
5.	Giving treatment to experimental group (Second meeting).	11th Nov 2016
6.	Teaching reading comprehension to the control group (Second meeting).	12th Nov 2016
7.	Administering post-test	17th Nov 2016
8.	Analyzing the posttest result.	19th Nov 2016

Appendix C

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Pertemuan 1

Sekolah : SMKN 4 Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Topik : Narrative Text

Alokasi Waktu : 2 JP

A. KOMPETENSI INTI (KI)

3. Pengetahuan : 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.

4. Ketrampilan : mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

KD pada KI Pengetahuan

3. 10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya

KD pada KI Ketrampilan

4. 15   Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

Indikator KD 4.1

4.15.1 Menemukan kemungkinan tentang gambaran penting dari teks naratif yang akan dipelajari

4.15.2 Mengidentifikasi kata-kata yang sulit dipahami dan maknanya dari teks naratif yang disediakan

4.15.3 Menentukan ide pokok dan informasi penting dari teks naratif

4.15.4 Menemukan pertanyaan-pertanyaan dari informasi penting dalam teks naratif

D. TUJUAN PEMBELAJARAN

Setelah berdiskusi dan menggali informasi, siswa akan dapat :

a.   Memprediksi isi cerita dari teks naratif melalui petunjuk judul dan kata yang bercetak tebal pada teks melalui brainstrorming pada preview step (before reading).

b.   Mengidentifikasi kata-kata yang sulit dipahami dalam teks melalui Click and Clunk step (during reading).

c.   Menemukan ide pokok dan informasi penting dari setiap paragraf teks naratif melalui get the gist step (during reading).

d.   Menemukan dan menyusun pertanyaan-pertanyaan dari informasi penting dalam teks teks naratif dan menemukan jawabannya melalui wrap up step (during reading).

e.   Membuat kesimpulan dari teks naratif yang sedang dipelajari. (after reading).

E. MATERI PEMBELAJARAN

1.   Topic: teks naratif.

2.   Definition

Narrative text is a kind of text to retell the story that happen in the past.

3. Social function

   To hold the readers' interest and to entertain them.

4. The structure of the text

   a. Orientation

   b. Complication

   c. Resolution

5. Language Features

   a. Characters with defined personalities/ identities

   b. The use of past tense

   c. The use of material process (action verb)

   d. The use of relating and mental verbs

   e. The use of temporal conjuction

F. PENDEKATAN PEMBELAJARAN

Experimental Group

- Strategi : Collaborative Strategic Reading (CSR)

Control Group

- Strategi : Lecturing method

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 1

	Experimental Group			Control Group		
	Kegiatan	**Deskripsi**	**Waktu**	**Kegiatan**	**Deskripsi**	**Waktu**
	Pendahuluan					
		• Guru menyapa siswa. • Mengajak siswa berdoa bersama. • Memeriksa kehadiran siswa. • Mengajukan pertanyaan tentang materi yang dipelajari sebelumnya. • Menghubungkan materi sebelumnya dengan materi yang akan dipelajari. • Menjelaskan tujuan pembelajaran. • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan.	10'		• Guru menyapa siswa. • Mengajak siswa berdoa bersama. • Memeriksa kehadiran siswa. • Mengajukan pertanyaan tentang materi yang dipelajari sebelumnya. • Menghubungkan materi sebelumnya dengan materi yang akan dipelajari. • Menjelaskan tujuan pembelajaran. • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan.	10'
	Kegiatan Inti					
1	**Modelling (Phase 1)**	• Guru menjelaskan dan mempraktikan penerapan metode CSR di	20'	**Lecturing**	• Guru menjelaskan pengertian teks narrative, struktur teks	20'

		depan siswa. • Siswa membentuk kelompok yang beranggotakan 4 siswa. • Guru membagikan teks naratif, clue card, clunk card dan CSR learning log pada siswa.			dan struktur bahasa pada siswa. • Siswa membaca teks naratif yang diberikan secara individu. • Siswa menanyakan kepada guru kata-kata yang belum dipahami. • Siswa mengerjakan latihan soal dari teks naratif yang telah disiapkan. • Mendiskusikan hasil jawaban dari pertanyaan yang telah diberikan.	5' 10' 20' 15'
2	**Preview (Phase 2)**	• Siswa diminta untuk membaca judul, kata bergaris bawah atau cetak tebal pada teks naratif yang diberikan. • Siswa diminta untuk mengkaitkan teks naratif yang telah diberikan dengan pengetahuan sebelumnya. • Siswa diminta untuk memprediksikan isi cerita dari teks naratif. • Siswa diminta untuk menuliskan hasil pengetahuan dan prediksinya pada CSR Learning Log. • Guru mendiskusikan langkah ini dengan siswa.	10'			

3	**Clink and Clunk**	• Siswa diminta untuk membaca paragraf pertama dari teks yang diberikan. • Siswa diminta untuk mengidentifikasi kata-kata yang dipahami dan yang belum dipahami dan menuliskannya di CSR Learning Log. • Siswa diminta untuk menemukan arti dari kata-kata yang belum dipahami menggunakan Fix Up Strategies dan menuliskannya di CSR Learning Log. • Guru mendiskusikan langkah ini dengan siswa.				
4	**Get the Gist**	• Siswa diminta untuk menemukan ide pokok dan informasi penting dari teks naratif. • Siswa diminta untuk menuliskan kembali ide pokok dan informasi penting menggunakan	20'			

		bahasa mereka sendiri di CSR Learning Log.				
5	**Wrap up**	• Siswa diminta untuk menyusun pertanyaan (5 W 1 H) berdasarkan teks dan menemukan jawaban dari pertanyaan tersebut dalam kelompok. • Siswa diminta untuk menuliskan pertanyaan dan jawaban mereka pada CSR Learning Log. • Siswa diminta untuk mengulang dan menuliskan kembali ide pokok dari teks naratif. • Guru mendiskusikan langkah ini dengan siswa.	20'			
Pentutup						
		• Guru meminta siswa menyimpulkan apa yang telah dipelajari dariteks naratif yang telah diberikan. • Guru menutup pelajaran dengan salam.	10'		• Guru meminta siswa menyimpulkan apa yang telah dipelajari dariteks naratif yang telah diberikan. • Guru menutup pelajaran dengan salam.	10'

H. PENILAIAN

Penilaian akan dilakukan pada akhir pembelajaran dengan menggunakan *posttest.*

Kisi-kisi

Kompetensi Dasar	Indikator	Penilaian	
		Teknik	Instrument
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya	3.10.1 Menemukan fungsi sosial dari teks naratif. 3.10.2 Menemukan struktur teks dari teks naratif. 3.10.3 Menemukan unsur bahasa dari teks naratif.	Reading test	Multiple choice
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.	4.15.1 Mengidentifikasi pengetahuan sebelumnya tentang topik dari teks naratif. 4.15.2 Menemukan kemungkinan tentang gambaran penting dari teks naratif yang akan dipelajari 4.15.3 Mengidentifikasi kata-kata yang sulit dipahami dan maknanya dari teks naratif yang disediakan. 4.15.4 Menentukan ide pokok dan informasi penting dari teks naratif 4.15.5 Menemukan pertanyaan-pertanyaan dari		

	informasi penting dalam teks naratif		
	4.15.6 Menemukan informasi umum dan rinci pada teks pemaparan jatidiri		
	4.15.7 Mengidentifikasi makna dari setiap kata, kalimat, paragraph dan teks dari teks naratif yang disediakan.		

I. INSTRUMENT (terlampir)

J. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media

    -   CSR Learning Log

    -   Clue card

    -   Clunk card

2. Alat/Bahan

    -   Laptop

    -   LCD

3. Sumber Belajar

    -   Teks naratif

    -   Suara guru

Researcher

Nur Andriyantika Putri

NIM. 120210401082

INSTRUCTIONAL MATERIALS

(for the experimental group)

A. PRE-INSTRUCTIONAL ACTIVITIES

Connect your knowledge between the last materials and the next materials that you learn. Pay attention to the teacher's explanation about the material and activities that will you do.

B. MAIN ACTIVITIES

PHASE 1 (Modelling)

- Pay attention to your teacher's explanation and teacher's modelling about the application of CSR using the following text "Thirsty Crow".
- Make a group consisting of four.

The Thirsty crow

One hot day, a crow was very **thirsty** and wanted a drink of water. It was a long way to the river and she was too **tired** to fly there for a drink. She could not see a pool of **water** anywhere. She **flew** round and round. At last she saw **a big jug** outside a house. The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug. — Paragraph 1 (section 1)

The crow flew down to the jug, but she could not **reach** the water with her beak. She **climbed** onto the jug. She almost fell into it, but she could not put her beak into the water. The crow flew into the air, then she flew down at the jug and tried to **break** it with her beak. But the jug was strong. It did not break. The crow flew at the jug, flapping her wings. She tried to **knock** it over, so that the water would run out onto the ground. But the jug was too heavy. It did not fall over. The crow was too tired to fly anymore. She thought she was going to **die** thirsty. The crow sat down to rest. She thought and thought. She did not want to die of thirst. — Paragraph 2 (section 2)

She **saw** some small stones lying on the ground. She had an idea. She **picked up** a stone in her beak and **dropped** it into the jug. Then another and another. The water rose higher everytime a stone fell into the jug. Then jug was nearly full of stones, the water came to the top. The clever crow **put** her beak into it at last, and had a **drink**. Where there's will there's — Paragraph 3 (section 3)

(Adapted from *Kreatif Bahasa Inggris 2*).

PHASE 2

Preview (Before Reading)

1. Read and try to understand the title and the bolded words of the text above.

2. Activate the background knowledge by asking the leading questions:
   - Do you know what kind of text that tells about animal or story in the past tense?
   - What are information that you get after you read the title and bolded words?
   - What do you think the story will be?

3. Predict what might happen in the story in the text above and write down in your learning log below.

BEFORE READING: Preview

Brainstorm: Activate your background knowledge with the story. What do you know about the topic?

Predict: What will you learn today today?

4. Share and discuss your result with your other groups.

Click and Clunk (During reading)

5. Read each paragraph and identify the words that you really understand and do not understand.

6. Write down the difficult words (Clunks) in your learning log below.

7. Find the meaning of those words by using Fix Up Strategies and write down in learning log.

8. Find the main idea in each paragraph and write down in your learning log below.

DURING READING: Section 1- Paragraph 1

Clunks: **Fix-up Strategies**

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

Gist:

DURING READING: Section 2- Paragraph 2

Clunks: **Fix-up Strategies**

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

Gist:

DURING READING: Section 3- Paragraph 3

Clunks: **Fix-up Strategies**

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

Gist:

Wrap Up (After reading)

9. Generate questions based on the text and find the answer from the questions.

10.   Write down your questions and answers in your learning log below.

11. Write down the important idea from the text using your own words in your learning log below.

AFTER READING: Wrap-Up

Questions: write questions and answers:

Review: Write one or two of the most important ideas in this passage.

Be prepared to justify your ideas.

C. POST ACTIVITIES

Make a review or conclusion from the text that you learn.

INSTRUCTIONAL MATERIALS

(for control group)

A. PRE-INSTRUCTIONAL ACTIVITIES

Connect your knowledge between the last materials and the next materials that you learn. Pay attention to the teacher's explanation about the material and activities that will you do.

B. MAIN ACTIVITIES

Narrative Text is a kind of text to retell the story that happen in the past, usually in chronological order. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science, fiction, fables, myths and legend, and others.

The Social function of Narrative Text

Narrative text is used to hold the readers' interest and to entertain the readers.

The generic structure of the narrative text:

a. Orientation: sets the scene and introduces the participants. Usually answers who, when, and where.

b. Complication: the complication usually involves the main characters.

c. Resolution:the problem is resolved. The complication may be resolved for better or worse/ happily or unhappily.

The language features of narrative text

a. Characters with defined personalities/ identities

b. The use of past tense

c. The use of material process (action verb)

d. The use of relating and mental verbs

e. The use of temporal conjuction

DIRECTION : Read the narrative text below carefully, and then answer the questions by crossing a, b, c or d based on the text!

The Thirsty crow

One hot day, a crow was very **thirsty** and wanted a drink of water. It was a long way to the river and she was too **tired** to fly there for a drink. She could not see a pool of **water** anywhere. She **flew** round and round. At last she saw **a big jug** outside a house. The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug.

The crow flew down to the jug, but she could not **reach** the water with her beak. She **climbed** onto the jug. She almost fell into it, but she could not put her beak into the water. The crow flew into the air, then she flew down at the jug and tried to **break** it with her beak. But the jug was strong. It did not break. The crow flew at the jug, flapping her wings. She tried to **knock** it over, so that the water would run out onto the ground. But the jug was too heavy. It did not fall over. The crow was too tired to fly anymore. She thought she was going to **die** thirsty. The crow sat down to rest. She thought and thought. She did not want to die of thirst.

She **saw** some small stones lying on the ground. She had an idea. She **picked up** a stone in her beak and **dropped** it into the jug. Then another and another. The water rose higher every time a stone fell into the jug. Then jug was nearly full of stones, the water came to the top. The clever crow **put** her beak into it at last, and had a **drink**. Where there's will there's a way.

(Adapted from *Kreatif Bahasa Inggris 2*)

1. What is the text mainly about?
   a. about the thirsty crow which tried to flew into the air.
   b. about the thirsty crow and a stone.
   c. about the thirsty crow which tried to break the jug.
   d. about the crow which tried to climb onto the jug

2. What is the main idea of the first paragraph?
   a. a thirsty crow which saw some stones
   b. a thirsty crow which find an idea to fly at the jug
   c. a thirsty crow which try to fly into the air

3. Where did the big jug put on?

    a. inside a house

    b. around the river

    c. outside the house

    d. in the ground

4. Where was the crow find a water?

    a. at the bottom of the jug

    b. at the top of the jug

    c. around the jug

    d. behind the jug

5. "But the jug was strong..." (paragraph 3). What is the antonym of the underlined word?

    a. weak

    b. powerfull

    c. thin

    d. small

6. Why was it difficult to break the jug with her beak?

    a. because the jug was strong and too light

    b. because the jug was strong and too heavy

    c. because the jug was light and too big

    d. because the jug was light and too small.

7. Which one is stated according to paragraph 3?

    a. the crow did not try to break the jug with her beak.

    b. the crow was too tired to break the jug.

    c. the crow sat down to rest and thought how to break the jug.

    d. the crow could reach the water with her beak.

8. What did the crow do after she saw some small stones?

    a. she picked up a stone in her beak and dropped it into the jug

    b. she picked up a stone in her beak and dropped it around the jug

c. she picked up a stone in her beak and use it to knock the jug

d. she picked up a stone in her beak and use it to break the jug

9. "The <u>clever</u> crow put her beak into it at last, and had a drink (paragraph 4). The underlined word can be replaced by...

a. diligent

b. smart

c. fool

d. genious

10. What is the moral value of the story?

a. Hard labor leads you to success.

b. Greed doesn't pay anything

c. We can do anything that we want

d. Think and work hard, you may find solution to any problem.

C. POST ACTIVITIES

Make a review or conclusion from the text that you learn.

Answer Key of Text 1(for control group)

Number	Answer
1	C
2	D
3	C
4	A
5	A
6	B
7	C
8	A
9	B
10	D

The distribution of the test item

The indicators of reading comprehension	Number
Word comprehension	5, 9
Sentence comprehension	3, 4, 6, 8
Paragraph comprehension	2, 7
Text comprehension	1, 10

Appendix D

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Pertemuan 2

Sekolah	: SMKN 4 Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Topik	: Narrative Text
Alokasi Waktu	: 2 JP

B. KOMPETENSI INTI (KI)

3. Pengetahuan : 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.

4. Ketrampilan : mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

KD pada KI Pengetahuan

3. 10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya

KD pada KI Ketrampilan

4. 15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

Indikator KD 4.1

4.15.1 Menemukan kemungkinan tentang gambaran penting dari teks naratif yang akan dipelajari

4.15.2 Mengidentifikasi kata-kata yang sulit dipahami dan maknanya dari teks naratif yang disediakan

4.15.3 Menentukan ide pokok dan informasi penting dari teks naratif

4.15.4 Menemukan pertanyaan-pertanyaan dari informasi penting dalam teks naratif

D. TUJUAN PEMBELAJARAN

Setelah berdiskusi dan menggali informasi, siswa akan dapat :

a. Memprediksi isi cerita dari teks naratif melalui petunjuk judul dan kata yang bercetak tebal pada teks melalui brainstrorming pada preview step (before reading).

b. Mengidentifikasi kata-kata yang sulit dipahami dalam teks melalui Click and Clunk step (during reading).

c. Menemukan ide pokok dan informasi penting dari setiap paragraf teks naratif melalui get the gist step (during reading).

d. Menemukan dan menyusun pertanyaan-pertanyaan dari informasi penting dalam teks teks naratif dan menemukan jawabannya melalui wrap up step (during reading).

e. Membuat kesimpulan dari teks naratif yang sedang dipelajari. (after reading).

E. MATERI PEMBELAJARAN

1. Topic: teks naratif.

2. Definition

Narrative text is a kind of text to retell the story that happen in the past.

3. Social function

   To hold the readers' interest and to entertain them.

4. The structure of the text

   a. Orientation

   b. Complication

   c. Resolution

5. Language Features

   a. Characters with defined personalities/ identities

   b. The use of past tense

   c. The use of material process (action verb)

   d. The use of relating and mental verbs

   e. The use of temporal conjuction

F. PENDEKATAN PEMBELAJARAN

Experimental Group

- Strategi : Collaborative Strategic Reading (CSR)

Control Group

- Strategi : Lecturing method

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 1

Experimental Group			Control Group		
Kegiatan	Deskripsi	Waktu	Kegiatan	Deskripsi	Waktu
Pendahuluan					
	• Guru menyapa siswa. • Mengajak siswa berdoa bersama. • Memeriksa kehadiran siswa. • Mengajukan pertanyaan tentang materi yang dipelajari sebelumnya. • Menghubungkan materi sebelumnya dengan materi yang akan dipelajari. • Menjelaskan tujuan pembelajaran. • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan.	10'		• Guru menyapa siswa. • Mengajak siswa berdoa bersama. • Memeriksa kehadiran siswa. • Mengajukan pertanyaan tentang materi yang dipelajari sebelumnya. • Menghubungkan materi sebelumnya dengan materi yang akan dipelajari. • Menjelaskan tujuan pembelajaran. • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan.	10'
Kegiatan Inti					
1	**Modelling (Phase 1)** • Guru menjelaskan dan mempraktikan penerapan metode CSR di	20'	**Lecturing**	• Guru menjelaskan pengertian teks narrative, struktur teks	20'

						dan struktur bahasa pada siswa.	
		depan siswa.					
		• Siswa membentuk kelompok yang beranggotakan 4 siswa.					5'
		• Guru membagikan teks naratif, clue card, clunk card dan CSR learning log pada siswa.				• Siswa membaca teks naratif yang diberikan secara individu.	10'
2	**Preview (Phase 2)**	• Siswa diminta untuk membaca judul, kata bergaris bawah atau cetak tebal pada teks naratif yang diberikan.	10'			• Siswa menanyakan kepada guru kata-kata yang belum dipahami.	20'
		• Siswa diminta untuk mengkaitkan teks naratif yang telah diberikan dengan pengetahuan sebelumnya.				• Siswa mengerjakan latihan soal dari teks naratif yang telah disiapkan.	15'
		• Siswa diminta untuk memprediksikan isi cerita dari teks naratif.				• Mendiskusikan hasil jawaban dari pertanyaan yang telah diberikan.	
		• Siswa diminta untuk menuliskan hasil pengetahuan dan prediksinya pada CSR Learning Log.					
		• Guru mendiskusikan langkah ini dengan siswa.					

| 3 | **Clink and Clunk** | • Siswa diminta untuk membaca paragraf pertama dari teks yang diberikan.
• Siswa diminta untuk mengidentifikasi kata-kata yang dipahami dan yang belum dipahami dan menuliskannya di CSR Learning Log.
• Siswa diminta untuk menemukan arti dari kata-kata yang belum dipahami menggunakan Fix Up Strategies dan menuliskannya di CSR Learning Log.
• Guru mendiskusikan langkah ini dengan siswa. | | | | |
| 4 | **Get the Gist** | • Siswa diminta untuk menemukan ide pokok dan informasi penting dari teks naratif.
• Siswa diminta untuk menuliskan kembali ide pokok dan informasi penting menggunakan | 20' | | | |

		bahasa mereka sendiri di CSR Learning Log.			
5	**Wrap up**	• Siswa diminta untuk menyusun pertanyaan (5 W 1 H) berdasarkan teks dan menemukan jawaban dari pertanyaan tersebut dalam kelompok. • Siswa diminta untuk menuliskan pertanyaan dan jawaban mereka pada CSR Learning Log. • Siswa diminta untuk mengulang dan menuliskan kembali ide pokok dari teks naratif. Guru mendiskusikan langkah ini dengan siswa.	20'		
Pentutup					
		• Guru meminta siswa menyimpulkan apa yang telah dipelajari dari teks naratif yang telah diberikan. • Guru menutup pelajaran dengan salam.	10'	• Guru meminta siswa menyimpulkan apa yang telah dipelajari dariteks naratif yang telah diberikan. • Guru menutup pelajaran dengan salam.	10'

H. PENILAIAN

Penilaian akan dilakukan pada akhir pembelajaran dengan menggunakan *posttest.*

Kisi-kisi

Kompetensi Dasar	Indikator	Penilaian	
		Teknik	Instrument
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya	3.10.1 Menemukan fungsi sosial dari teks naratif. 3.10.2 Menemukan struktur teks dari teks naratif. 3.10.3 Menemukan unsur bahasa dari teks naratif.	Reading test	Multiple choice
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.	4.15.1 Mengidentifikasi pengetahuan sebelumnya tentang topik dari teks naratif. 4.15.2 Menemukan kemungkinan tentang gambaran penting dari teks naratif yang akan dipelajari 4.15.3 Mengidentifikasi kata-kata yang sulit dipahami dan maknanya dari teks naratif yang disediakan. 4.15.4 Menentukan ide pokok dan informasi penting dari teks naratif 4.15.5 Menemukan pertanyaan-pertanyaan dari		

	informasi penting dalam teks naratif		
	4.15.6 Menemukan informasi umum dan rinci pada teks pemaparan jatidiri		
	4.15.7 Mengidentifikasi makna dari setiap kata, kalimat, paragraph dan teks dari teks naratif yang disediakan.		

I. INSTRUMENT (terlampir)

J. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media

    - CSR Learning Log

    - Clue card

    - Clunk card

2. Alat/Bahan

    - Laptop

    - LCD

3. Sumber Belajar

    - Teks naratif

    - Suara guru

Researcher

Nur Andriyantika Putri

NIM. 120210401082

INSTRUCTIONAL MATERIALS

(for experimental group)

A. **PRE-INSTRUCTIONAL ACTIVITIES**

Connect your knowledge between the last materials and the next materials that you learn. Pay attention to the teacher's explanation about the material and activities that will you do.

B. **MAIN ACTIVITIES**

PHASE 1 (Modelling)

- Pay attention to your teacher's explanation and teacher's modelling about the application of CSR.
- Make a group consisting of four.

Tangkuban Parahu

Long time ago in **West Java**, lived a woman named Dayang Sumbi. She lived alone and she **looked for** a husband or a live-friend. One day when quilting, her **quilt** fell off her house. Then she prayed to gods "If a man **picks up** my quilt, he will be my **husband**. If a woman, she will be my sister." Then, a male **dog** picked it up. So Dayang Sumbi got **married** to the dog, and called him Tumang. — Paragraph 1 (section 1)

Dayang Sumbi gave a birth to a **baby**, named him Sangkuriang, but never told him who his **father** was. One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed Tumang. When Dayang Sumbi knew that, she **hit** Sangkuriang's head with a big spoon and **expelled** him. — Paragraph 2 (section 2)

Many years later, the wandering Sangkuriang **found** a house in the forest, and an old beautiful woman was in the house. The woman, Dayang Sumbi, **recognized** the adventurer as Sangkuriang. Sangkuriang **forced** her to marry him and she told him that Sangkuriang had to **build** a vast boat for their honeymoon, just in one night. In the night, Sangkuriang called his friends, ghosts and forest fairies to help him. — Paragraph 3 (section 3)

Feared the boat to complete, Dayang Sumbi asked another women in the nearby forest to help her. So the women **punched** the grains with grains puncher to make noise which disturbed the ghosts and fairies. The morning came before they completed the boat, and the ghosts and the fairies ran away, **leaving** Sangkuriang. Enraged, Sangkuriang **kicked away** the boat to the downside, and it turned into a mountain, called Tangkuban Parahu, which stood in the north of Bandung, until now.

Paragraph 4 (section 4)

(Adapted from *:English Alive)*

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PHASE 2

Preview (Before Reading)

1. Read and try to understand the title and the bolded words of the text above.

2. Activate the background knowledge by asking the leading questions:
   - Do you know what kind of text that tells about animal or story in the past tense?
   - What are information that you get after you read the title and bolded words?
   - What do you think the story will be?

3. Predict what might happen in the story in the text above and write down in your learning log below.

BEFORE READING: Preview

Brainstorm: Activate your background knowllledge with the story. What do you know about the topic?

Predict: What will you learn today today?

4. Share and discuss your result with your other groups.

Click and Clunk (During reading)

5. Read each paragraph and identify the words that you really understand and do not understand.

6. Write down the difficult words (Clunks) in your learning log below.

7. Find the meaning of those words by using Fix Up Strategies and write down in learning log.

8. Find the main idea in each paragraph and write down in your learning log below.

DURING READING: Section 1- Paragraph 1

Clunks: **Fix-up Strategies**

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

Gist:

DURING READING: Section 2- Paragraph 2

Clunks: **Fix-up Strategies**

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

Gist:

DURING READING: Section 3- Paragraph 3

Clunks: **Fix-up Strategies**

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

Gist:

DURING READING: Section 4- Paragraph 4

Clunks: **Fix-up Strategies**

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

_____ = _____   1   2   3   4

Gist:

Wrap Up (After reading)

9. Generate questions based on the text and find the answer from the questions.
10. Write down your questions and answers in your learning log below.
11. Write down the important idea from the text using your own words in your learning log below.

AFTER READING: Wrap-Up

Questions: write questions and answers:

Review: Write one or two of the most important ideas in this passage.

       Be prepared to justify your ideas.

12. POST ACTIVITIES

Make a review or conclusion from the text that you learn.

86
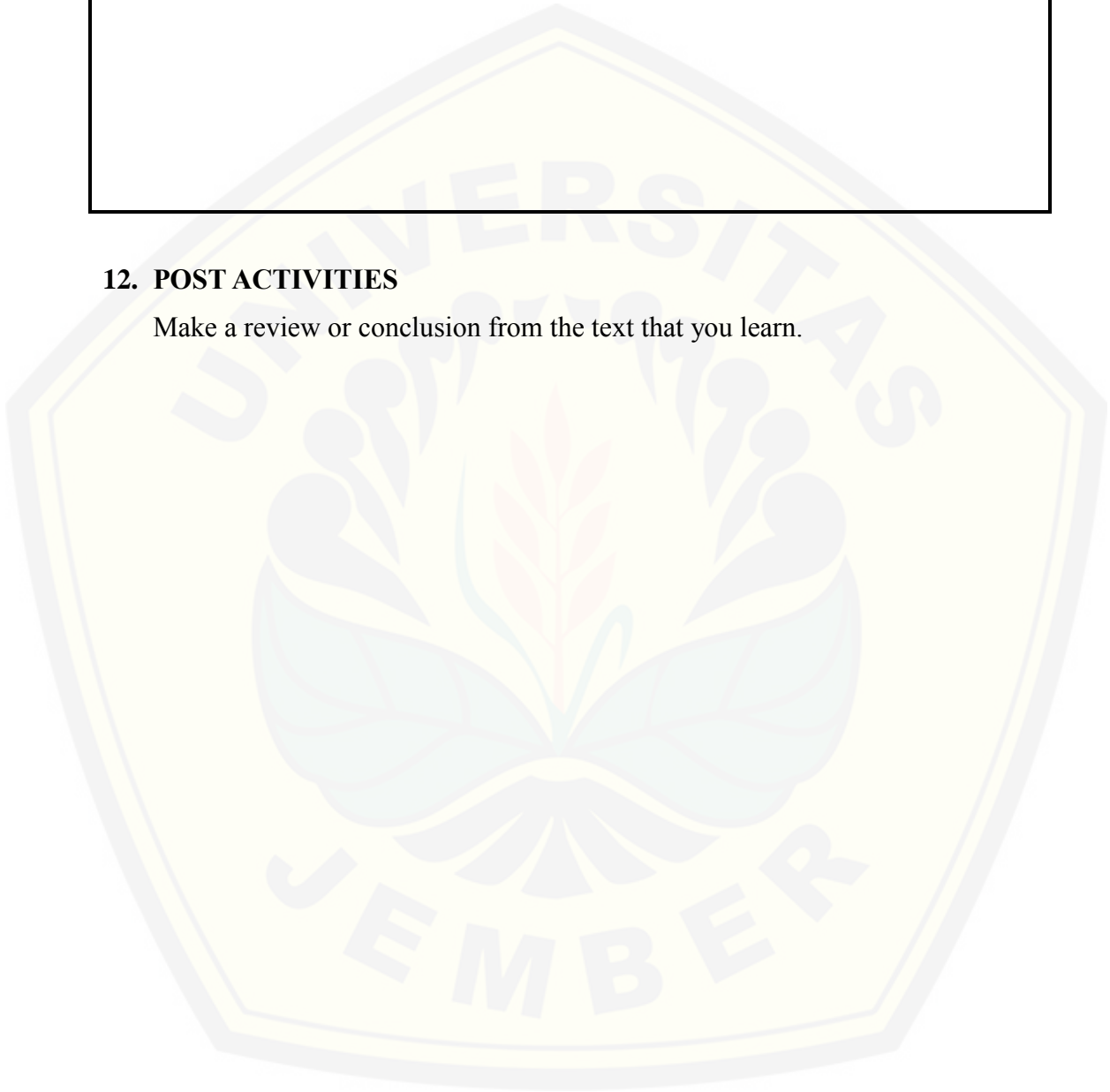
INSTRUCTIONAL MATERIALS
(for control group)

1. **PRE-INSTRUCTIONAL ACTIVITIES**

Connect your knowledge between the last materials and the next materials that you learn. Pay attention to the teacher's explanation about the material and activities that will you do.

2. **MAIN ACTIVITIES**

Narrative Text is a kind of text to retell the story that happened in the past, usually in chronological order. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science, fiction, fables, myths and legend, and others.

The Social function of Narrative Text

Narrative text is used to hold the readers' interest and to entertain the readers.

The generic structure of the narrative text:

a. Orientation: sets the scene and introduces the participants. Usually answers who, when, and where.

b. Complication: the complication usually involves the main characters.

c. Resolution:the problem is resolved. The complication may be resolved for better or worse/ happily or unhappily.

The language features of narrative text

a. Characters with defined personalities/ identities

b. The use of past tense

c. The use of material process (action verb)

d. The use of relating and mental verbs

e. The use of temporal conjuction

DIRECTION : Read the narrative text below carefully, and then answer the questions by crossing a, b, c or d based on the text!

Tangkuban Parahu

Long time ago in **West Java**, lived a woman named Dayang Sumbi. She lived alone and she **looked for** a husband or a live-friend. One day when quilting, her **quilt** fell off her house. Then she prayed to gods "If a man **picks up** my quilt, he will be my **husband**. If a woman, she will be my sister." Then, a male **dog** picked it up. So Dayang Sumbi got **married** to the dog, and called him Tumang.

Dayang Sumbi gave a birth to a **baby**, named him Sangkuriang, but never told him who his **father** was. One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed Tumang. When Dayang Sumbi knew that, she **hit** Sangkuriang's head with a big spoon and **expelled** him.

Many years later, the wandering Sangkuriang **found** a house in the forest, and an old beautiful woman was in the house. The woman, Dayang Sumbi, **recognized** the adventurer as Sangkuriang. Sangkuriang **forced** her to marry him and she told him that Sangkuriang had to **build** a vast boat for their honeymoon, just in one night. In the night, Sangkuriang called his friends, ghosts and forest fairies to help him.

Feared the boat to complete, Dayang Sumbi asked another women in the nearby forest to help her. So the women **punched** the grains with grains puncher to make noise which disturbed the ghosts and fairies. The morning came before they completed the boat, and the ghosts and the fairies ran away, **leaving** Sangkuriang. Enraged, Sangkuriang **kicked away** the boat to the downside, and it turned into a mountain, called Tangkuban Parahu, which stood in the north of Bandung, until now.

(Adapted from *:English Alive)*

1. "... she <u>looked for</u> a husband or a live-friend" (paragraph 1). The underlined word can be replaced by...

    a. take

    b. seek

    c. put

    d. bring

2. Why did she marry her dog, Tumang ?

   a. because she exclaimed to marry with someone who gave back her quilt

   b. because Tumang was her pet.

   c. because she felt in love with it

   d. because she exclaimed to marry with someone who gave back her shawl.

3. Why did Sangkuriang kill his dog ?

   a. because it had married with his mother

   b. because he wanted to take Tumang's powers

   c. because he found nothing when he was hunting

   d. because he blamed Tumang for the failure.

4. What did Dayang Sumbi do after she knew about Tumang ?

   a. she struck her son so hard

   b. she exclaimed she would marry him

   c. she kicked the half-finished boat back into the forest

   d. she hit Sangkuriang's head with a big spoon and expelled him

5. Which one is stated according to paragraph 3?

   a. Sangkuriang found a Dayang Sumbi's house in the village

   b. Dayang Sumbi recognize the adventurer as Sangkuriang, her son.

   c. Dayang Sumbi asked Sangkuring to make a small boat for her.

   d. Dayang Sumbi forced him to marry with her .

6. What did Sangkuriang do after he realized that he had been deceived ?

   a. he took an arrow and shot dayang sumbi

   b. he struck dayang sumbi

   c. he chopped down a huge tree in the forest

   d. he kicked away the boat to the downside

7. What is the main paragraph of the last paragraph?

   a. Dayang Sumbi tried to make noise which disturbed the ghosts and fairies, and it made Sangkuriang was angry and struck Dayang Sumbi

b. Dayang Sumbi tried to make noise which disturbed the ghosts and fairies, and it made Sangkuriang was angry and curse Dayang Sumbi.

c. Dayang Sumbi tried to make noise which disturbed the ghosts and fairies, and it made Sangkuriang was angry and kicked away the boat.

d. Dayang Sumbi tried to make noise which disturbed the ghosts and fairies, and it made Sangkuriang was angry and shot Dayang Sumbi.

8. "...and it <u>turned into</u> a mountain,..." (paragraph 4). The underlined word can be replaced by...

a. change into

b. become

c. develope

d. grow up

9. What is the story about?

a. The legend of Tangkuban Perahu that told us about Sangkuriang who wanted to kill his dog.

b. The legend of Tangkuban Perahu that told us about Sangkuriang who wanted to marry with Dayang Sumbi, his friend.

c. The legend of Tangkuban Perahu that told us about Sangkuriang who wanted to marry with Dayang Sumbi, his mother.

d. The legend of Tangkuban Perahu that told us about Sangkuriang who wanted to kill Dayang Sumbi.

10. What is the moral value from this story?

a. Reality cannot be concealed forever.

b. Honestly is the best policy

c. Mental strength is more powerful than physical strength

h. Hard labor leads you to success

3. POST ACTIVITIES

Make a review or conclusion from the text that you learn.

Answer Key of Text 2

Number	Answer
1	B
2	A
3	D
4	D
5	B
6	D
7	C
8	A
9	C
10	A

The distribution of the test item

The indicators of reading comprehension	Number
Word comprehension	1, 8
Sentence comprehension	2, 3, 4, 6
Paragraph comprehension	5, 7
Text comprehension	9, 10

Appendix E

POST TEST

Subject	**: English**	**Name**	**: ....**
Grade/ Semester	**: X/**	**Class**	**: ....**
Time	**: 50 minutes**		

Read the narrative text below carefully, and then answer the questions by crossing a, b, c or d based on the text!

The text below is for questions number 1- 12

Toba Lake

Once upon a time, there was a man named Toba who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

(Adapted from *Kreatif Bahasa Inggris 2*)

1. What is the story about?
   a. About the man who got married with beautiful girl.
   b. About the man who got married with a fish that turned into princess but forgot about her secret.
   c. About the man who got married with a beautiful princess, lived happily and had a daughter
   d. About the man who got married with a fish that turned into princess but he had broken his promise about her secret.
2. What is the main idea of paragraph 1 ?
   a. There was a man who lived in city.
   b. There was big fish turned into a beautiful princess.
   c. There was a man and beautiful princess.
   d. There was a man who lived in a hut and did some gardening and fishing.
3. "Surprisingly, this fish turned into a beautiful princess...." (paragraph 2). The underlined word can be replaced by...
   a. Change into
   b. Become
   c. Develope
   d. Grow up
4. What was his promise to the princess?
   a. He did not tell anyone about his secret that she was a pricess.
   b. He did not tell anyone about his secret that she was his wife.
   c. He did not tell anyone about his secret that she was once a fish.
   d. He did not tell anyone about his secret that she find her in the lake.
5. "I was once a fish, otherwise there will be a huge disaster" (paragraph 2). What is the opposite meaning of the underlined word?
   a. Big
   b. Tiny
   c. Large

    d. Little

6. Which one is stated according to paragraph 3?

    a. His daughter was so hungry and she ate his father's lunch.

    b. The man shouted and be furious to his wife.

    c. The mother started crying, felt sad that her husband did not want to eat the food.

    d. His daughter was so happy because of her father's lunch.

7. "Unfortunately, he found out and got <u>furious</u>...." (paragraph 3). What does the underlined word mean?

    a. Very sad

    b. Annoying

    c. Very angry

    d. Desperate

8. Why did the girl's mother get angry with her father?

    a. Because he broke his promise.

    b. Because he shouted to their daughter.

    c. Because he did not want to eat the food.

    d. Because he ate the food with their daughter

9. Finally, what happened to the man?

    a. He sunk

    b. He turned into a lake

    c. He turned into a fish

    d. He turned into an island

10. What happened when the mother prayed after her husband broke his promise?

    a. There was a big earthquake

    b. There was a hurricane

    c. There was a flooded

    d. There was a thunder

11. Which one is not stated according to paragraph 4?

a. The man became the island of Samosir.

b. There was a big earthquake.

c. She told her daughter to run up their house.

d. She turned into a fish again.

12. What can we learn from the story above?

a. We must obey our parents.

b. We must not break our promise.

c. We must not eat our father's meal.

d. We must run to the hill if there is earthquake.

The text below is for questions number 13- 25

Telaga Warna

Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king named Prabu. Prabu was a kind and wise king. Everybody in the kingdom loved their king. But, there's one problem. The king and his queen hadn't got any children. It made the couple very sad. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child. A few months later, the queen got pregnant. Nine months later, a princess
was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.
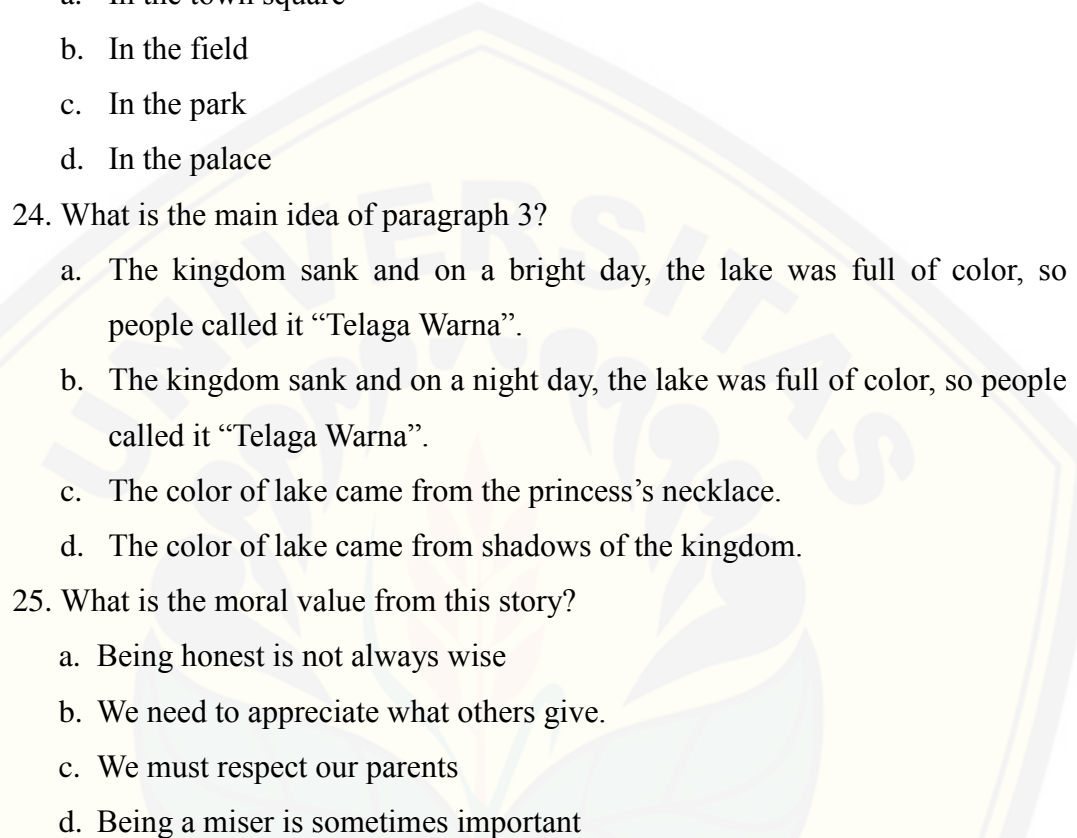
One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel. "My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu. The princess accepted the necklace. "I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom. Nowdays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

(Adapted from *:English Alive)*

13. What is the text mainly about?

    a. About the lake of "Telaga Warna".

    b. About a spoiled princess.

    c. About a kind and wise king.

    d. About a spring emerged

14. What did the first paragaraph tell us about?

    a. A king and queen who wanted to have children, and finally they have a daughter and love her very much.

    b. A king and queen who wanted to have children, so they adopt a beautiful girl.

    c. A beautifull princess who celebrated her birthday party.

    d. A beautifull princess who didn't want to wear her necklace.

15. What made the royal couple of Prabu and his Queen very sad?

    a. Because they had naughty children

    b. Because they hadn't got any children

    c. Because their country was not prosperous

    d. Because there was hunger in their kingdom

16. Why did everybody in the kingdom love their king?

    a. Because he was a smart king

    b. Because he gave whatever they wanted

    c. Because he was a kind and smart king

    d. Because he was a kind and wise king

17. What did they show their love to their daughter?

    a. They gave a beautiful kingdom for her

    b. They gave whatever she wanted

    c. They didn't give anything for her

    d. They gave a beautiful park for her

18. "...It made Princess turn into a very <u>spoiled</u> girl" (paragraph 1). What is the antonym of the underlined word?

    a. Childish

    b. Kind

    c. Independent

    d. Friendly

19. What did Prabu do in the Jungle?

    a. He prayed to God for the kingdom

    b. He prayed to God for a child

    c. He prayed to God for the country

    d. He prayed to God for his family

20. "...Prabu was a kind and <u>wise</u> king" (paragraph 1). What is the opposite meaning of the underlined word?

    a. Arrogant

    b. Ignorant

    c. Stingy

    d. Cruel

21. Which one is stated according to paragraph 2?

    a. The princess celebrated her 18th birthday party.

    b. The king gave her a beautiful ring which was made from gold and jewelry.

    c. The princess threw the neclace and made the neclace was broken.

    d. The queen was crying because the princess accepted and wear the necklace.

22. "Princess <u>accepted</u> the necklace (paragraph 2)". The underlined word can be replaced by...

    a. Receive

    b. Give

    c. Use

d. Wear

23. Where did people gather when the princess celebrated her birthday party?

 a. In the town square

 b. In the field

 c. In the park

 d. In the palace

24. What is the main idea of paragraph 3?

 a. The kingdom sank and on a bright day, the lake was full of color, so people called it "Telaga Warna".

 b. The kingdom sank and on a night day, the lake was full of color, so people called it "Telaga Warna".

 c. The color of lake came from the princess's necklace.

 d. The color of lake came from shadows of the kingdom.

25. What is the moral value from this story?

 a. Being honest is not always wise

 b. We need to appreciate what others give.

 c. We must respect our parents

 d. Being a miser is sometimes important

Answer Key of Post Test

Text 1	
Number	**Answer**
1.	D
2.	D
3.	A
4.	C
5.	D
6.	A
7.	C
8.	A
9.	D
10.	A
11.	C
12.	B

Text 2	
Number	**Answer**
13.	A
14.	A
15.	B
16.	D
17.	B
18.	C
19.	B
20.	B
21.	C
22.	A
23.	D
24.	A
25.	B

1. **The Distribution of the Test Item**

The indicators of reading comprehension	Text 1	Text 2
Word comprehension	**3, 5, 7**	**18, 20, 22**
Sentence comprehension	**4, 8, 9, 10**	**15, 16, 17, 19, 23**
Paragraph comprehension	**2, 6, 11**	**14, 21, 24**
Text comprehension	**1, 12**	**13, 25**

2. **Scoring of the Test Item**

$$N = \frac{n}{25} \times 100$$

N = student's score

n = the number of correct answers

Appendix F

CUECARD

1 **LEADER** Tells the group what to read next and what strategy to use next.	**2** **CLUNK EXPERT** Uses clunk cards to remind the group of the steps to follow
3 **GIST EXPERT** Guides the group toward getting the gist and determines that the gist contains the important idea.	**4** **ANNOUNCER** Calls on group members to read a passage or share an idea

Appendix G

CLUNK CARD

1

Reread the sentence with the clunk and look for the key ideas to help you understand the word

2

Reread the sentences before and after the clunk looking for clues

3

Look for a prefix or suffix in the word that might help

4

Break the word apart and for smaller words that you know
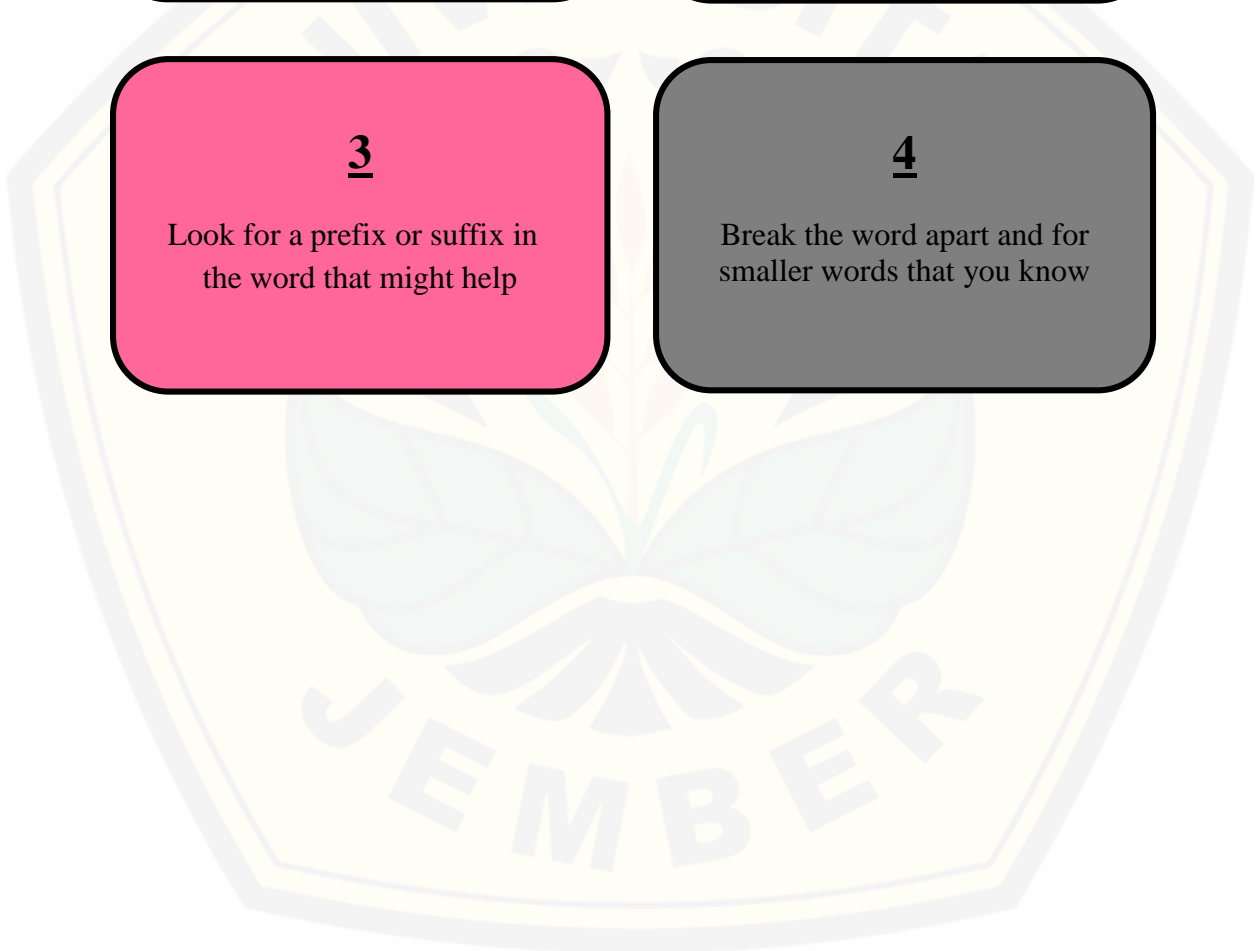
Appendix H

The scores of X Accounting 1

No.	Name	Scores
1.	AK	75
2.	BM	75
3.	BHJ	80
4.	AF	75
5.	ARF	95
6.	AF	80
7.	AP	80
8.	AS	90
9.	AFP	80
10.	AYO	86
11.	ADD	86
12.	AT	85
13.	AFA	85
14.	AL	75
15.	AMZ	80
16.	BAS	75
17.	BU	90
18.	BDA	80
19.	BAD	80
20.	BR	75
21.	CPD	95
22.	CW	75
23.	CP	75
24.	CPDP	85
25	DRO	80
26.	DE	75
27.	DSC	95
28.	DY	85
29.	DA	80
30.	DR	80
31.	DAM	75
32.	DAPH	95
33.	DVS	85
34.	EB	80
35.	FL	80
36.	FNI	95
37.	FP	75
38.	FS	80
39.	FF	90

The scores of X Accounting 2

No.	Name	Scores
1.	FTL	85
2.	FA	80
3.	GFR	80
4.	HA	80
5.	HL	80
6.	HWN	80
7.	IAR	80
8.	IAA	80
9.	IDS	80
10.	INS	80
11.	ISR	80
12.	IWI	80
13.	IH	80
14.	KR	80
15.	KH	80
16.	KA	80
17.	LQ	80
18.	LDNA	90
19.	LH	85
20.	LEA	80
21.	LAK	80
22.	LF	80
23.	MAF	95
24.	MH	80
25.	MM	80
26.	MAI	80
27.	MJ	75
28.	MR	80
29.	MNK	80
30.	MVA	75
31.	MRF	80
32.	MDWFA	85
33.	MRP	95
34.	NS	80
35.	NRNP	75
36.	NMPK	80

The scores of X Accounting 3

No.	Name	Scores
1.	RP	80
2.	YFSP	80
3.	NM	80
4.	PY	90
5.	QA	80
6.	RM	80
7.	RF	80
8.	RF	90
9.	RS	80
10.	RTA	80
11.	RA	80
12.	RFU	80
13.	RPS	95
14.	RHPA	80
15.	RC	80
16.	RS	85
17.	SA	80
18.	SA	90
19.	SE	80
20.	SA	85
21.	SNW	80
22.	SWH	80
23.	SW	80
24.	SM	75
25.	S	85
26.	SNZ	80
27.	TD	80
28.	TIS	80
29.	TNO	85
30.	UNR	85
31.	VHR	80
32.	VI	85
33.	WD	75
34.	WSYA	90
35.	WS	80
36.	WOR	85
37.	YM	85
38.	ZF	85

The Scores of X Marketing 1

No.	Name	Scores
1.	ARW	72
2.	DAJP	75
3.	ARS	72
4.	AG	75
5.	AJ	71
6.	AAW	75
7.	AZ	75
8.	AYMA	88
9.	AK	93
10.	ADD	81
11.	AA	72
12.	AV	80
13.	AMS	86
14.	ANS	76
15.	ADW	94
16.	AI	92
17.	ASP	92
18.	BFP	88
19.	CDSF	77
20.	CAS	88
21.	DFP	75
22.	DZ	72
23.	DIA	83
24.	DP	80
25.	DNA	93
26.	EWJ	78
27.	EBH	91
28.	ENF	90
29.	FN	72
30.	FAW	83
31.	FAA	82
32.	FF	75
33.	FCD	78
34.	FS	75
35.	HAW	93
36.	HH	84
37.	IA	86

The Scores of X Marketing 2

No.	Name	Scores
1.	IPW	75
2.	ISR	75
3.	ISK	90
4.	IH	88
5.	FNA	76
6.	JEP	81
7.	JS	83
8.	LM	85
9.	LAP	71
10.	LR	76
11.	MR	81
12.	MR	90
13.	MDA	88
14.	MA	80
15.	MEM	70
16.	MHI	85
17.	MRW	75
18.	MAP	90
19.	MFM	80
20.	MFA	89
21.	MVS	70
22.	MPW	88
23.	MANR	92
24.	MAM	82
25.	NL	90
26.	NE	75
27.	NN	78
28.	NER	90
29.	NE	88
30.	NIGA	75
31.	NI	78
32.	NKK	88
33.	NA	75
34.	NAN	88
35.	NH	90
36.	NA	82

The Scores of X Marketing 3

No.	Name	Scores
1.	NH	83
2.	O	75
3.	RNU	77
4.	RDT	70
5.	RAA	86
6.	RRP	76
7.	RF	75
8.	RAS	83
9.	RAW	90
10.	RDK	76
11.	RA	90
12.	RJ	88
13.	RRDSA	83
14.	RH	88
15.	SM	80
16.	SWN	83
17.	SS	76
18.	SNQ	78
19.	SA	75
20.	SDM	90
21.	SML	78
22.	SY	90
23.	SPF	81
24.	SKD	76
25.	TYH	88
26.	TFK	90
27.	TYO	76
28.	VA	88
29.	VA	78
30.	VA	88
31.	WW	76
32.	YFS	88
33.	YNI	78
34.	ZNF	91

The scores of X Multimedia 1

No.	Name	Scores
1.	DAW	80
2.	DRW	78
3.	ANB	88
4.	AAS	88
5.	AEF	78
6.	AP	83
7.	AFF	85
8.	APW	78
9.	AA	95
10.	ADF	78
11.	BEK	88
12.	BPU	79
13.	DCW	88
14.	DOP	75
15.	EFH	85
16.	ESN	75
17.	FRB	83
18.	FSA	78
19.	FP	78
20.	FP	80
21.	GC	75
22.	GAA	86
23.	GR	98
24.	HFS	79
25.	HDA	80
26.	HLT	85
27.	IM	83
28.	ITS	88
29.	ISR	90
30.	IRR	75
31.	IM	73
32.	I	86
33.	IDA	78
34.	LM	80
35.	MKAB	93

The scores of X Multimedia 2

No.	Name	Scores
1.	MIK	88
2.	MEP	82
3.	MD	91
4.	MPA	85
5.	MER	75
6.	MRF	88
7.	MRE	78
8.	MEA	75
9.	MA	78
10.	MA	75
11.	MRN	95
12.	MSB	78
13.	MHN	75
14.	M	84
15.	NK	95
16.	NI	83
17.	NWG	78
18.	NLZ	88
19.	ODT	75
20.	P	78
21.	RGS	83
22.	RSP	80
23.	RFH	78
24.	RA	86
25.	RIA	80
26.	RWH	75
27.	SDR	84
28.	SAS	93
29.	SB	75
30.	SM	78
31.	SO	80
32.	SNI	78
33.	TAK	80
34.	VE	83
35.	WW	76
36.	YDC	78

The scores of X Office Administration

No.	Name	Scores
1.	AFA	78
2.	AFR	75
3.	AM	88
4.	AR	75
5.	ATP	80
6.	ADS	88
7.	AY	75
8.	AC	78
9.	ALA	75
10.	AK	88
11.	AAF	78
12.	AJC	85
13.	ADA	75
14.	AMM	85
15.	AWED	80
16.	AFH	90
17.	AA	80
18.	ASA	85
19.	AFQ	90
20.	ANK	88
21.	APC	80
22.	AA	90
23.	AFY	80
24.	ASP	88
25.	BS	85
26.	CA	80
27.	CY	85
28.	DAR	78
29.	DMA	80
30.	DAN	85
31.	DA	80
32.	DPS	80
33.	DNA	75
34.	DA	85
35.	DLR	78
36.	DN	80
37.	DP	80

The Scores of Broadcasting

No.	Name	Scores
1.	ABK	85
2.	DSR	75
3.	APJ	80
4.	APH	85
5.	AF	80
6.	AY	85
7.	ASN	80
8.	DS	83
9.	DPH	80
10.	DMP	80
11.	DAN	83
12.	EIH	85
13.	FQQ	80
14.	FH	80
15.	FAH	75
16.	FN	80
17.	GA	85
18.	KAZ	83
19.	MMH	80
20.	MDS	85
21.	MMA	89
22.	MFRS	83
23.	MRR	80
24.	MAA	85
25.	NER	85
26.	NFF	75
27.	NUH	80
28.	PR	80
29.	QAR	75
30.	SDRS	85
31.	SNA	90
32.	TTW	90
33.	TDP	75
34.	UH	80
35.	VDI	80
36.	WS	80
37.	WTP	80

Appendix I

The Names of Research Sample in the Class X Accounting 3 (Experimental Group)

No.	Name
1.	Risky Prayogo
2.	Yuan Felik Syah Putra
3.	Novia Melani
4.	Putri Yulia
5.	Qurrotun Ainiah
6.	Revi Musdalifah
7.	Riko Febrianto
8.	Rio Fantoni
9.	Risa Rusdiana
10.	Risa Tri Agustin
11.	Riski Amalia
12.	Riza Fitra Utami
13.	Riza Puspita Sari
14.	Robiul Hijabah Putri A
15.	Rodiah Citrawati
16.	Rofiq Septianto
17.	Safril Ardiansyah
18.	Sari Andriyani
19.	Sevira Elvina
20.	Siti Amalia
21.	Siti Nur Waqi'ah
22.	Siti Wardatul Hasanah
23.	Siti Wulandari
24.	Sofiatun Munawaroh
25.	Sugianto
26.	Syafrilla Nabila Z
27.	Tri Damayanti
28.	Tri Indah S
29.	Tridamayanti Nur O
30.	Umi Nafidatur R
31.	Vironica Hadi Rahayu
32.	Vivin Istyani
33.	Wafa Dolul
34.	Wanda Shintiya Yuli A
35.	Wardatus Sofia
36.	Wulan Okta Rahayu
37.	Yahya Maulana
38.	Ziadatul Fariha

The Names of Research Sample in the Class X Accounting 1 (Control Group)

No.	Name
1.	Andy Kurniawan
2.	Bella Mustika
3.	Belqis Haflatul Jannah
4.	Achmad Faisal
5.	Achmad Rafli F
6.	Ainuriyah Fatmawati
7.	Ajeng Pramadaningtyas
8.	Alfi Suhariyani
9.	Andika Ferry Pratama
10.	Anis Yoga Oktavia
11.	Arian Danu Deliandri
12.	Ario Trisetiadi
13.	Atikah Fatimia As'ady
14.	Ayu Lestari
15.	Ayu Meilinda Zamzara
16.	Bagas Ardi Saputro
17.	Bella Utami
18.	Berlianti Dwi Agustin
19.	Bertha Amalia D
20.	Bintang Ramadhan
21.	Catur Puspita Dewi
22.	Choiril Warohmah
23.	Cica Permatasari
24.	Cindy Pertiwi Dingga P
25	Dea Ridzky Oktavia
26.	Dewi Ernawati
27.	Dewi Sofiyah C
28.	Dewi Yuliana
29.	Dian Aprilia
30.	Diana Rovitasari
31.	Dinda Agnes Maharani
32.	Dinda Aulia Putri H
33.	Dita Virgia Septiana
34.	Ericha Belinda
35.	Fahrum Lailina
36.	Faiqo Nur Innaya
37.	Fendi Pradana
38.	Feri Sugianto
39.	Fia Febiyanti

Appendix J

The Distribution of Odd Number (X)

Name	1	3	5	7	9	11	13	15	17	19	21	23	25
MAF	1	1	0	1	1	1	1	1	1	1	1	1	1
MRP	1	1	0	1	1	1	1	1	1	1	1	1	1
MR	1	1	0	1	1	0	1	1	1	1	0	1	0
LAK	1	1	1	1	1	1	1	1	1	1	0	1	0
IH	0	1	1	1	1	1	0	0	0	1	0	0	1
KK	1	1	1	0	1	0	0	1	1	1	1	0	0
MRF	0	1	1	0	1	1	1	1	1	1	1	1	1
MDW	1	1	0	0	1	1	1	1	1	1	1	1	1
LF	1	1	1	1	0	1	0	1	0	1	1	0	0
IA	1	0	0	1	1	1	1	1	1	1	1	1	1
HA	0	1	0	1	0	0	1	1	0	0	0	0	1
FTL	1	0	1	1	1	1	1	1	1	0	1	1	1
MH	1	1	0	0	0	1	1	1	1	1	0	1	1
LQ	1	1	0	1	0	1	1	1	1	0	1	1	1
IA	1	1	1	0	0	1	1	0	0	1	1	1	1
LD	1	1	1	1	0	0	1	1	1	1	1	1	0
MNK	1	1	0	0	1	0	1	1	1	1	0	1	0
HW	0	0	1	1	1	1	1	1	1	0	1	1	0
IW	0	1	0	1	1	0	1	1	1	0	0	1	1
GFR	1	1	0	1	1	1	1	1	0	1	1	1	1
HL	1	1	1	1	1	0	0	1	1	1	1	1	0
MDA	0	1	1	1	1	1	1	1	1	0	1	1	1
ISR	1	1	1	1	0	0	1	1	1	1	0	1	1
MM	1	0	1	1	0	1	1	1	1	1	0	0	1
NS	1	1	0	1	1	1	0	0	0	1	1	1	1
MJ	1	1	0	1	1	0	1	0	1	1	0	1	1
NR	1	0	0	1	0	1	1	0	0	0	1	1	1
KA	1	0	0	1	1	0	1	1	1	1	0	0	1
NM	1	1	1	1	0	1	1	0	1	1	1	1	1
ID	1	0	0	0	0	0	0	1	1	1	1	1	1
LE	0	1	1	1	1	1	0	1	0	0	1	1	1
F	0	1	0	1	0	0	1	0	1	1	0	0	0
SUM	24	25	15	25	20	20	25	25	24	24	20	25	23

The distribution of Even Number (Y)

Name	2	4	6	8	10	12	14	16	18	20	22	24
MAF	1	1	1	1	1	1	1	1	0	1	1	0
MRP	1	1	1	1	1	1	1	1	0	1	1	1
MR	1	0	1	1	1	0	1	1	1	0	1	1
LAK	1	0	0	0	1	1	1	1	1	1	1	1
IH	1	1	1	1	1	0	0	1	0	1	1	0
KK	1	1	0	1	1	1	1	1	0	1	1	1
MRF	1	1	1	1	1	1	1	0	0	1	0	1
MDW	0	1	1	1	1	1	1	1	1	1	1	1
LF	1	0	0	1	1	1	1	0	0	1	0	0
IA	1	1	1	1	1	1	1	1	1	1	1	1
HA	1	1	0	0	1	1	1	0	1	1	1	1
FTL	1	1	1	1	1	0	1	0	1	1	1	1
MH	0	1	1	0	1	1	0	0	1	0	1	0
LQ	0	1	1	1	0	0	1	1	1	1	1	1
IA	1	1	1	0	0	1	1	1	1	1	1	1
LD	1	0	1	1	1	1	1	1	1	0	1	0
MNK	0	1	0	1	1	1	0	1	0	1	1	1
HW	1	0	0	1	1	1	1	1	1	0	0	1
IW	1	0	0	1	1	0	0	1	1	1	1	0
GFR	1	0	1	0	1	0	0	0	0	0	0	0
HL	1	0	1	0	0	1	1	1	1	1	1	1
MDA	1	1	1	1	0	1	1	1	0	0	1	1
ISR	1	1	1	1	1	0	1	1	1	0	0	1
MM	1	1	1	1	1	0	0	0	1	0	1	0
NS	1	1	0	0	0	1	1	1	1	1	1	1
MJ	0	1	0	1	1	1	1	1	1	0	1	1
NR	1	1	0	1	1	0	0	1	1	1	1	0
KA	0	1	1	1	1	1	1	1	1	0	0	1
NM	1	0	0	1	0	1	1	1	1	0	1	1
ID	1	1	0	1	1	1	0	1	1	0	0	0
LE	0	1	1	1	1	1	1	1	1	1	1	1
F	0	0	1	1	0	1	1	0	1	0	1	1
SUM	24	22	20	25	25	23	24	24	23	19	25	22

Appendix K

The Division of Odd and Even Numbers of the Try Out Test

No.	X	Y	XY	X2	Y2
1.	12	10	120	144	100
2.	12	11	132	144	121
3.	9	9	81	81	81
4.	11	9	99	121	81
5.	7	8	56	49	64
6.	8	10	80	64	100
7.	11	9	99	121	81
8.	11	11	121	121	121
9.	8	6	48	64	36
10.	11	12	132	121	144
11.	5	9	45	25	81
12.	11	10	110	121	100
13.	9	6	54	81	36
14.	10	9	90	100	81
15.	9	10	90	81	100
16.	10	9	90	100	81
17.	8	8	72	64	64
18.	9	8	72	81	64
19.	8	7	56	64	49
20.	11	3	33	121	9
21.	10	9	90	100	81
22.	11	9	90	121	81
23.	10	9	90	100	81
24.	9	9	81	81	81
25.	9	7	63	81	49
26.	9	9	81	81	81
27.	7	9	63	49	81
28.	8	8	64	64	64
29.	11	9	99	121	81
30.	7	8	56	49	64
31.	9	7	63	81	49
32.	5	8	40	25	64
SUM	295	275	2560	2821	2451

Appendix L

The Difficulty Index Analysis of the Test Items

No.	The Number of the Students	The Number of Correct Answer	The Difficulty Index	The Categorize of the Test Items
1.	32	24	0.75	Fair
2.	32	24	0.75	Fair
3.	32	25	0.78	Fair
4.	32	22	0.68	Fair
5.	32	15	0.46	Fair
6.	32	20	0.62	Fair
7.	32	25	0.78	Fair
8.	32	25	0.78	Fair
9.	32	20	0.62	Fair
10.	32	25	0.78	Fair
11.	32	20	0.62	Fair
12.	32	23	0.71	Fair
13.	32	25	0.78	Fair
14.	32	24	0.75	Fair
15.	32	25	0.78	Fair
16.	32	24	0.75	Fair
17.	32	24	0.75	Fair
18.	32	23	0.71	Fair
19.	32	24	0.75	Fair
20.	32	19	0.59	Fair
21.	32	20	0.62	Fair
22.	32	25	0.78	Fair
23.	32	25	0.78	Fair
24.	32	22	0.68	Fair
25.	32	23	0.71	Fair

Appendix M

The score of the Posttest

No.	Experimental Group	Control Group
1.	92	88
2.	84	72
3.	72	88
4.	84	80
5.	72	92
6.	92	88
7.	76	64
8.	96	84
9.	88	88
10.	88	84
11.	84	64
12.	72	84
13.	88	92
14.	84	88
15.	72	84
16.	80	80
17.	88	84
18.	92	88
19.	72	72
20.	96	84
21.	72	80
22.	76	65
23.	92	88
24.	72	80
25.	88	72
26.	80	88
27.	92	68
28.	88	80
29.	80	84
30.	92	60
31.	88	88
32.	76	64
33.	80	84
34.	88	88
35.	92	76
36.	96	80
37.	88	64
38.	84	72
39.		80

Appendix N

The Sample of the CSR Learning Logs of CSR Strategy

at the 1st Meeting

Nama * Vivin Istyani

INSTRUCTIONAL MATERIALS

(Experimental Groups- First Meeting)

A. PRE-INSTRUCTIONAL ACTIVITIES

Connect your knowledge between the last materials and the next materials that you learn. Pay attention to the teacher's explanation about the material and activities that will you do.

B. MAIN ACTIVITIES

PHASE 1 (Modelling)

- Pay attention to your teacher's explanation and teacher's modelling about the application of CSR using the following text "The Thirsty Crow"
- Make a group consisting of four.

The Thirsty crow

One hot day, a crow was very **thirsty** and wanted a drink of water. It was a long way to the river and she was too **tired** to fly there for a drink. She could not see a pool of **water** anywhere. She **flew** round and round. At last she saw **a big jug** outside a house. The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug. — Paragraph 1 (section 1)

The crow flew down to the jug, but she could not **reach** the water with her beak. She **climbed** onto the jug. She almost fell into it, but she could not put her beak into the water. The crow flew into the air, then she flew down at the jug and tried to **break** it with her beak. But the jug was strong. It did not break. The crow flew at the jug, flapping her wings. She tried to **knock** it over, so that the water would run out onto the ground. But the jug was too heavy. It did not fall over. The crow was too tired to fly anymore. She thought she was going to **die** thirsty. The crow sat down to rest. She thought and thought. She did not want to die of thirst. — Paragraph 2 (section 2)

She **saw** some small stones lying on the ground. She had an idea. She **picked up** a stone in her beak and **dropped** it into the jug. Then another and another. The water rose higher everytime a stone fell into the jug. Then jug was nearly full of stones, the water came to the top. The clever crow **put** her beak into it at last, and had a **drink**. Where there's will there's a way. — Paragraph 3 (section 3)

(Adapted from *Kreatif Bahasa Inggris 2*).

PHASE 2

Preview (Before Reading)

1. Read and try to understand the title and the bolded words of the text above.

2. Connect the story that you learn with your background knowledge.

3. Predict what might happen in the story in the text above and write down in your learning log below.

BEFORE READING: Preview

Brainstorm: Connections to prior knowlege. What happened in the passage last time we read? ~~the big came to~~ thirsty crow look for a water

Predict: What might happen today?
- A, crow was very thirsty and wanted a drink of wonder.
- At last she saw a big jug outside a hourse
- there was a little waiter at the broteom of the jog.

Click and Clunk (During reading)

4. Read each paragraph and identify the words that you really understand and do not understand.

5. Write down the difficult words (Clunks) in your learning log below.

6. Find the meaning of those words by using Fix Up Strategies and write down in learning log.

7. Find the main idea in each paragragh and write down in your learning log below.

DURING READING: Section 1- Paragraph 1

Clunks:

			Fix-up Strategies			
Tired	=	Lelah	1	②	3	4
bottom	=	dasar	1	2	3	④
flew	=	terbang	1	②	3	4
a big jug	=	sebuah kedi yg besar	①	2	3	4
round	=	perlahan	1	②	3	4

Gist: The thirsty craw saw abig jog outside a house

DURING READING: Section 2- Paragraph 2

Clunks:

			Fix-up Strategies			
reach	=	jangkauan	1	2	3	④
Climbed	=	Tanjakan	1	②	3	4
Effort	=	ketukan	①	2	3	4
Heavy	=	peranan	1	2	3	④
flapping	=	Mengepakkan.	1	②	3	4

Gist: the crow effort for breat abig jog with the beak.

DURING READING: Section 3- Paragraph 3

Clunks:

			Fix-up Strategies
saw	= Melihat		1 2 3 ④
ploded up	= Menjemput		1 ② 3 4
Droped	= Berhenti		① 2 3 4
Put	= Meletakkan		1 2 3 ④
Nearly	= Hampir.		1 ② 3 4

Gist: The crow dropped a stone into the jug.

Wrap Up (After reading)

8. Generate questions based on the text and find the answer from the questions.
9. Write down your questions and answers in your learning log below.
10. Write down the important idea from the text using your own words in your learning log below.

AFTER READING: Wrap-Up

Questions: write questions and answers:

1. what did the crow look for ? water.
2. why she can't break the jug? because the jug was breau
3 why the crow thirsty ? because the days is hot.

Review: Write one or two of the most important ideas in this passage.
Be prepared to justify your ideas.

the erow is never give up to reach the water

C. POST ACTIVITIES
Make a review or conclusion from the text that you learn.

The crow can drink a water with dropped astone
into the jug - then the jug nearly awll of stone, the
water came to the top

The Sample of the CSR Learning Logs of CSR Strategy

at the 2nd Meeting

Riza Puspita Sari.

X KU 3.

INSTRUCTIONAL MATERIALS

(Experimental Groups- Second Meeting)

A. PRE-INSTRUCTIONAL ACTIVITIES

Connect your knowledge between the last materials and the next materials that you learn. Pay attention to the teacher's explanation about the material and activities that will you do.

B. MAIN ACTIVITIES

PHASE 1 (Modelling)

- Pay attention to your teacher's explanation and teacher's modelling about the application of CSR.

- Make a group consisting of four.

Tangkuban Parahu

Long e ago in **West Java**, lived a woman named Dayang Sumbi. She lived alone and she **looked for** a husband or a live-friend. One day when quilting, her **quilt** fell off her house. Then she prayed to gods "If a man **picks up** my quilt, he will be my **husband**. If a woman, she will be my sister." Then, a male **dog** picked it up. So Dayang Sumbi got **married** to the dog, and called him Tumang. — Paragraph 1 (section 1)

Dayang Sumbi gave a birth to a **baby**, named him Sangkuriang, but never told him who his **father** was. One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed Tumang. When Dayang Sumbi knew that, she **hit** Sangkuriang's head with a big spoon and **expelled** him. — Paragraph 2 (section 2)

Many years later, the wandering Sangkuriang **found** a house in the forest, and an old beautiful woman was in the house. The woman, Dayang Sumbi, **recognized** the adventurer as Sangkuriang. Sangkuriang **forced** her to marry him and she told him that Sangkuriang had to **build** a vast boat for their honeymoon, just in one night. In the night, Sangkuriang called his friends, ghosts and forest fairies to help him. — Paragraph 3 (section 3)

Feared the boat to complete, Dayang Sumbi asked another women in the nearby forest to help her. So the women **punched** the grains with grains puncher to make noise which disturbed the ghosts and fairies. The morning came before they completed the boat, and the ghosts and the fairies ran away, **leaving** Sangkuriang. Enraged, Sangkuriang **kicked away** the boat to the downside, and it turned into a mountain, called Tangkuban Parahu, which stood in the north of Bandung, until now.

Paragraph 4

(section 4)

(Adapted from : *English Alive*)

PHASE 2

Preview (Before Reading)

11. Read and try to understand the title and the bolded words of the text above.

12. Connect the story that you learn with your background knowledge.

13. Predict what might happen in the story in the text above and write down in your learning log below.

BEFORE READING: Preview

Brainstorm: Connections to prior knowlege. What happened in the passage last time we read? *The Story of Tangkuban Perahu. That tell us about the story between Dayang Sumbi (The mother) and her son (Sangkuriang)*

Predict: What might happen today?

The Legend of Tangkuban Perahu in West Java.

Click and Clunk (During reading)

14. Read each paragraph and identify the words that you really understand and do not understand.

15. Write down the difficult words (Clunks) in your learning log below.

16. Find the meaning of those words by using Fix Up Strategies and write down in learning log.

17. Find the main idea in each paragraph and write down in your learning log below.

DURING READING: Section 1- Paragraph 1

Clunks: **Fix-up Strategies**

Clunk	Meaning	1	2	3	4
looked for	= Mencari.	1	②	3	4
quilt	= Selimut.	1	2	③	4
Fell	= Jatuh.	1	2	3	④
Prayed	= Berdoa.	①	2	3	4
Pick up	= Menjemput.	1	②	3	4

Gist: Dayang Sumbi married with her dog. The name is Tumang.

DURING READING: Section 2- Paragraph 2

Clunks: **Fix-up Strategies**

Clunk	Meaning	1	2	3	4
Hunting	= Berburu.	①	2	3	4
Hit	= Memukul.	1	②	3	4
Found	= Menemukan.	1	2	③	4
killed	= Membunuh.	1	2	3	④
expelled	= Dikeluarkan.	①	2	3	4

Gist: Dayang Sumbi hit Sangkuriang head with a big spoon and expelled him.

DURING READING: Section 3- Paragraph 3

Clunks:		Fix-up Strategies
Recognized	= Diakui.	1 ② 3 4
Forced	= Dipaksa.	① 2 3 4
Build.	= Membangun	1 2 ③ 4
Boat	= Perahu.	1 2 3 ④
Vast.	= Luas.	① 2 3 4

Gist: Sangkuriang found a house in the forest, and an old beautiful woman was in the house.
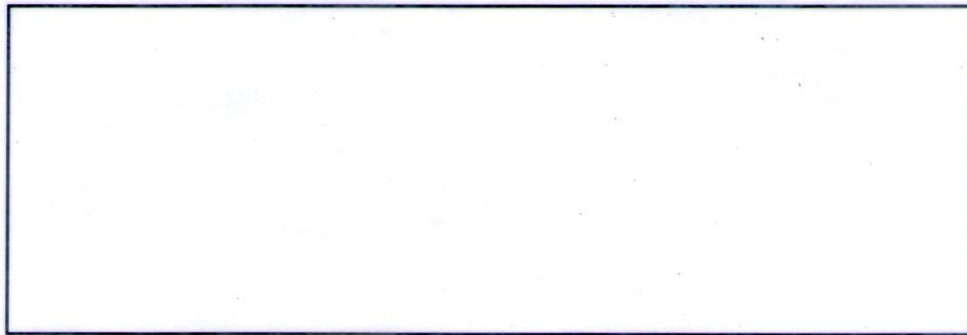

DURING READING: Section 4- Paragraph 4

Clunks:		Fix-up Strategies
Feared	= Takut	1 2 ③ 4
Kicked	= Menendang.	1 ② 3 4
Punched	= Menekan	① 2 3 4
Nearby	= Dekat.	1 ② 3 4
Stood	= Posisi.	1 2 ③ 4

Gist: Sangkuriang kicked away the boat to the downside, and it turned into a mountain, called Tangkuban Perahu

Wrap Up (After reading)

18. Generate questions based on the text and find the answer from the questions.

19. Write down your questions and answers in your learning log below.

20. Write down the important idea from the text using your own words in your learning log below.

AFTER READING: Wrap-Up

Questions: write questions and answers:

who the name of Dayang Sumbi son ? Sangkuriang.

who is killed Tumang ? Sangkuriang.

Review: Write one or two of the most important ideas in this passage. Be prepared to justify your ideas.

o) Dayang Sumbi hit Sangkuriang head with a big spoon and expelled him.

C. POST ACTIVITIES

Make a review or conclusion from the text that you learn.

Appendix O

The Permission Letter for Accomplishing the Research

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 10430 / UN25.1.5 / LT / 2016   23 OCT 2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMK Negeri 4 Jember

Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Nur Andriyantika Putri
NIM   : 120210401082
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Collaborative Strategic Reading (CSR) on the Tenth Grade Students' Reading Comprehension Achievement at SMK Negeri 4 Jember". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 1998812 1 001

Appendix P

The Statement Letter for Accomplishing the Research from SMK Negeri 4 Jember

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMK NEGERI 4 JEMBER
Kelompok Bisnis Manajemen dan Teknologi Informasi Komunikasi
Jl. Kartini. No. 1 Telp. 0331-487488 Fax. 0331-429944 Jember 68118

SURAT KETERANGAN
NOMOR : 421.5/260/413.01 20523749/2016

Yang bertanda tangan di bawah ini :

Nama	: Agus Budiarto, S.P., M.Pd
NIP	: 19611003 198403 1 003
Jabatan	: Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama	: Nur Andriyantika Putri
NIM	: 120210401082
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Institusi	: Universitas Jember

Benar-benar telah mengadakan penelitian di SMK Negeri 4 Jember pada tanggal 10, 12, 17, 19, 21, 25 dan 26 November 2016.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dipergunakan sebagaimana mestinya.

Jember, 26 November 2016
Kepala SMK Negeri 4 Jember

Agus Budiarto, S.P., M.Pd
NIP. 19611003 198403 1 003