



**IMPROVING THE EIGHTH GRADE STUDENTS' RECOUNT TEXT  
READING COMPREHENSION ACHIEVEMENT BY USING  
COLLABORATIVE STRATEGIC READING (CSR)  
AT SMPN 1 GUMUKMAS**

**THESIS**

**By**

**NUR CHOLIFAH**

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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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Education Program of the Language and Arts Department  
Faculty of Teacher Training and Education  
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**2016**

**STATEMENT OF THESIS AUTHENTICITY**

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

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or part, to quality for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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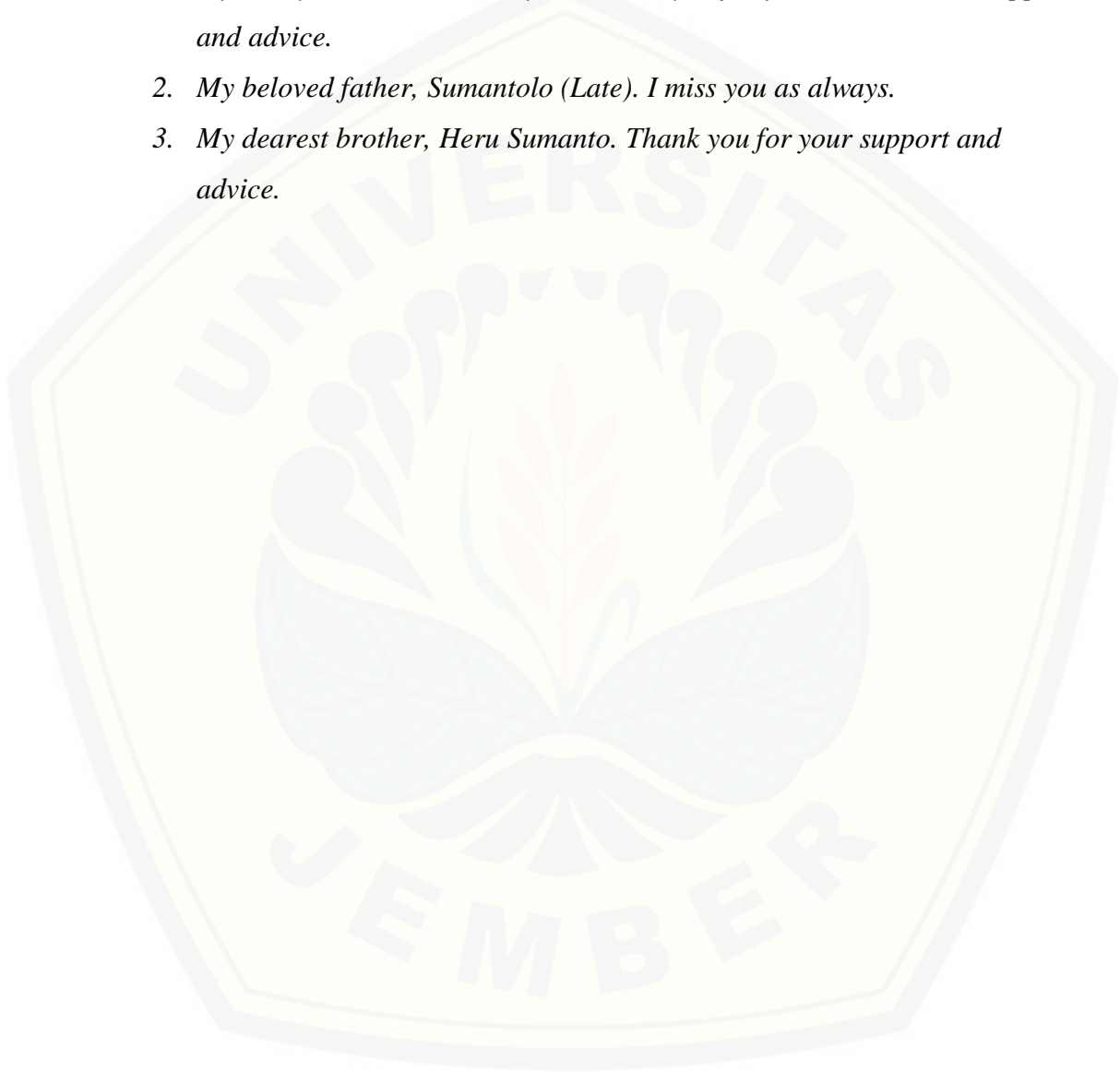
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## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My lovely mother, Heri Mulyani. Thank you for your endless love, support and advice.*
- 2. My beloved father, Sumantolo (Late). I miss you as always.*
- 3. My dearest brother, Heru Sumanto. Thank you for your support and advice.*



**MOTTO**

“If you tell the truth, you don’t have to remember anything.”

*(Mark Twain)*



**CONSULTANTS' APPROVAL**

**IMPROVING THE EIGHTH GRADE STUDENTS' RECOUNT TEXT  
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## ACKNOWLEDGMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and the most Merciful. Because of His countless Blessing, Mercy and Grace, I was able to finish entitled “Improving the Eighth Grade Students’ Recount Text Reading Comprehension Achievement by Using Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas”

Secondly, I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of Faculty of Teacher Training and Education Jember University for the approval of writing this thesis,
2. The Chairperson of the Language and Arts Department for the approval of writing this thesis,
3. The Chairperson of the Language English Education Program for the permission of writing this thesis,
4. My first consultant, Drs. Bambang Suharjito, M.Ed. and my second consultant, Dra. Made Adi Andayani T, M.Ed. for guiding and helping me to write this thesis,
5. The examiners who have given me input to the completion of this thesis.
6. The Principal, the English teacher and the students of Class VIII-F of SMP Negeri 1 Gumukmas.
7. My lovely friends.
8. My beloved almamater, Jember University.

Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions and criticism are appreciated.

Jember, December, 2016

The Writer

## SUMMARY

**Improving the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas;** Nur Cholifah, 120210401091; 2016; 142 Pages; English Education Study Program of Language and Arts Department of Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the students' participation and their recount text reading comprehension achievement by using Collaborative Strategic Reading. The research participants of this classroom action research were the eighth grade students of SMP Negeri 1 Gumukmas in the 20015/2016 academic year, especially the students of class VIII-F which consisted of 37 students. This action research was started by conducting an interview with the English teacher at July 18<sup>th</sup> 2016. From an interview, it was found that the students of VIII F got some difficulties in comprehending the text. It is because the students did not interested in reading. They were also lazy to comprehend the whole text because they lack of the vocabulary and did not get some motivation. Besides, they feel bored with the reading class. Thus, Most of the students in the class still got scores under the standard requirement score (75). In this case, Collaborative Strategic Reading was chosen to help the students to improve their participation and their recount text reading comprehension achievement.

Based on the observation conducted by the researcher, it was found that the students still had problem in their participation during teaching and learning process. Not all of the students paid attention to the teacher, while some of the students were busy talking with others and make some noise. So, the students' participation in the class during teaching and learning process also need an improvement.

This classroom action research was conducted in two cycles. Each cycle was conducted in two meetings and a test in the third meeting. The data of this action research were obtained from a reading comprehension test and observation in the

form of checklist. In this action research, the researcher targets were 75% students got score 75 and 75% of the students' participation in the class during teaching and learning process of reading comprehension achievement through Collaborative Strategic Reading.

From the results of classroom observation in the form of checklist in Cycle 1, it was found that the average percentage of the students' active participation in the first and the second meeting was 58.10%. It seemed that the observation results in Cycle 1 did not achieve the criteria in this research. Meanwhile, the results of reading comprehension test in Cycle 1, it was found that the percentage of the students who achieve the minimum requirement standard score of 75 was 72% or 27 students of 37 students in the class. It means that the results of reading comprehension achievement in Cycle 1 did not achieve the research target requirement.

From the results of Cycle 1, the researcher conducted Cycle 2 after having some revisions to solve the problems found in Cycle 1. From some revisions problems in Cycle 1, the results of Cycle 2 showed some improvements. In Cycle 2, it was found the results of students' active participation in the first and second meeting was 75.22%. Then, the results of students' reading comprehension achievement was 89% or 33 students. It means, there was an improvement from Cycle 1 to Cycle 2. So, the second cycle was stopped.

Based on the results of the research, it could be concluded that the implementation of Collaborative Strategic Reading was able to improve class VIII F students' active participation and their reading comprehension achievement of recount text at SMP Negeri 1 Gumukmas in the academic year 2015/2016. It is also suggested to the English teacher to apply Collaborative Strategic Reading in the class when teaching reading in order to improve their students' reading comprehension achievement. It is allowed the students to work cooperatively with their members of the groups.

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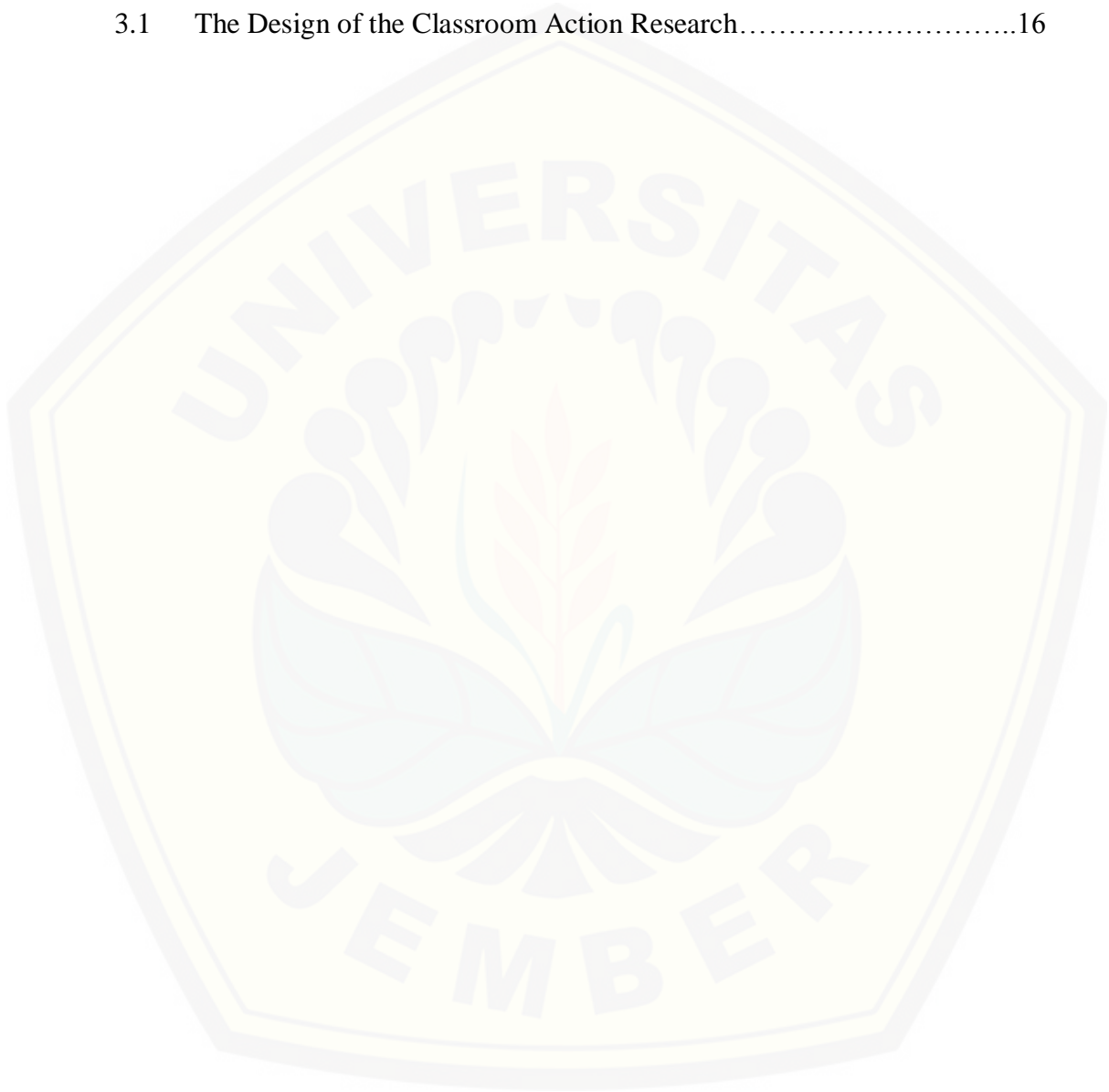
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## CHAPTER 1. INTRODUCTION

This chapter presents some main points related to the topics of the research namely the background of the research, the problem of the research, the objective of the research, optional definition terms, and the significance of the research.

### 1.1 Background of the Research

The world is changing so fast. English as an international language is very important for some aspects in life. English as a foreign language in Indonesia, become one of the subjects in the school that should be mastered by the students. English have four language skills. They are divided into two aspects, spoken and written form. Spoken form included of listening and speaking. Written form include of reading and writing. The students in Indonesia should be mastered all of the language skills in English in order to improve their competency of communication between each other. One of the important language skill of English is reading. Reading is an important skill among the four skills of English because it can be a way to master the English subject. Besides the four English skills, there are also three language components of English. They are vocabulary, grammar, pronunciation.

Reading is not only some activities of searching the main idea of each paragraph, translating the difficult words one by one, read the text with the correct pronunciation, but also the students dealing with comprehend the text. In this case, some of the students cannot comprehend the text very well. In comprehending the text, the students really need high concentration and focusing their mind to the text.

Reading can be a complicated activity for English young learners. It can be seen from English as a foreign language is different from their mother tongue. It will make students feel difficult to comprehend the whole text. Almost, all of the students try to comprehend or to understand the whole text by translating the difficult words one by one. From this way, the students get the point from what they read.

Based on the preliminary study with the English teacher of SMPN 1 Gumukmas by semi-structured interview on July 18<sup>th</sup>. There were seven classes on

the eighth grade and was found that the students of VIII F got some difficulties in comprehending the texts. There are 37 students in the class. Most of the students in the class still got scores under the standard requirement score (75). From the semi-structured interview, it was found from the English teacher that the students did not interested in reading. They were also lazy to comprehend the whole text because they lack of the vocabulary and did not get some motivation. Besides, they feel bored with the reading class.

Based on some information about the problems above, it seemed that the students still got some problems to comprehend or to understand with the texts. They also cannot get the information of the paragraph. They got some problems because of lack vocabulary and lack of motivation in reading. As a result, they only read the texts during reading class. They lack of vocabulary but they are lazy to open their dictionary and they do not interested in reading. Their background knowledge of the text is not adequate. Focusing on that problems, the teacher needs an interesting ad appropriate strategy to implement in the reading class.

Based on the problems above, the English teacher of SMPN 1 Gumukmas tries to solve their reading problems. She tries to solve the students' problems by giving some interesting texts to the students. Sometimes, she lets the students work in group to comprehend the paragraph if the students seems lazy to do it by themselves in individual. Besides, the students can using their dictionaries to find the meaning of the difficult words, so they are easier to comprehend the paragraph. This various way can improve their motivation in reading and solve the problems, but the students still need the technique in order to make them more interested in reading class and do not feel bored anymore during the class.

According to the discussion above, the students need an interesting technique to make them more active in the class during teaching reading process. Comprehend the text by using CSR will make the students become interested and enthusiastic during the reading process. CSR also help students to understand what they read.

Teaching reading by using Collaborative Strategic Reading to the whole class can improve their motivation to read English text. The students work in groups. There are also some steps in using Collaborative Strategic Reading to improve the

students' reading comprehension. They have to work together in order to comprehend and to know the implied meaning in the paragraph. Collaborative Strategic Reading sets the students to work in groups in order to improve their enthusiastic especially for the students who are lazy to read in reading class. On the other hand, there are Click and Clunk activities during reading. Click and Clunk is conducted whether or not the students understand with the words in the text.

The previous research about Collaborative Strategic Reading (CSR) showed the effectiveness of teaching through CSR. Based on Wardinah's research (2010) showed that the use of CSR can improve the students' reading comprehension. There was a significant different improvement gained by the students before and after applying Collaborative Strategic Reading.

This research wants to know whether or not the using Collaborative Strategic Reading can improve the eighth grade students' active participation and their motivation in the reading teaching and learning process. The researcher chooses classroom action research as a research design because from the first time, there is a problem of reading comprehension in VIII F class. The researcher and the English teacher want to solve the problems of the students' reading comprehension by using classroom action research. Besides, this technique has never been used in SMPN 1 Gumukmas. Based on the discussion above, a classroom action research entitled *“Improving the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas”* is conducted to know whether or not the use of Collaborative Strategic Reading can improve the eighth grade students' reading comprehension achievement of recount text.

## 1.2 The Problems of the Research

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

- a. Can the use of Collaborative Strategic Reading (CSR) improve the eighth grade students' active participation in the reading teaching learning process at SMPN 1 Gumukmas?

- b. Can the eighth grade students' reading achievement be improved through Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas?

### **1.3 The Objectives of the Research**

Based on the background of the research and the research problems, the objectives of the research are formulated as follows:

- a. To improve the eighth grade students' active participation in reading teaching learning process by using Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas.
- b. To improve the eighth grade students' reading comprehension achievement through Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas.

### **1.4 The Significance of the Research**

The result of this research are expected to give some significance to the English teachers, the eighth grade students of SMPN 1 Gumukmas, and also to the future researchers.

#### **1.4.1 For English Teachers**

Hopefully, the result of this classroom action research will be useful for the English teachers as the contribution to more understand about the strategy of Collaborative Strategic Reading in teaching learning process to improve the students' reading comprehension achievement.

#### **1.4.2 For Students**

The significance for students is hopefully can motivate the students to learn reading comprehension and having a new learning experience using this Collaborative Strategic Reading to improve their reading comprehension.

#### **1.4.3 For Future Researchers**

The significance for the future researchers is to give inspiration and deeper knowledge to teach English especially in reading skill using an interesting strategy. The future research can also use this research as reference to help the students to improve their reading comprehension achievement.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some reviews of literature related about the theory underlying the use of Collaborative Strategic Reading in teaching reading to improve the eighth grade reading comprehension achievement. The discussion includes reading comprehension, cooperative learning approach, collaborative strategic reading, the procedures of teaching reading comprehension by using collaborative strategic reading, the strengths of collaborative strategic reading, recount text, previous research results and action hypothesis.

### 2.1 Reading Comprehension

Reading is an activity of understanding the message or information which implied in the text. Reading is an active skill that requires a number of aggressive thought processes that the reader consciously uses to get meaning (Wood, 1996:6). The students need process to get the aim of the text because they cannot understand with the content of the text automatically. According to Grellet (1996:8), reading involves some activities such as guessing, predicting, checking and asking oneself question. It means that, students have to use all their ability to get the points of the text during teaching reading since the aim of reading is to comprehend the text. Reading comprehension can be defined as an activity to understand the contents of the text by integrating all information from the text. Reading comprehension is not only focus on understanding the content but also focus on understanding the message of the text that including general information and specific information of the text.

Specific information is information which stated explicitly in the text. The information is used to support the main idea of the text. Specific information covers word comprehension and sentence comprehension. In word comprehension, the reader will understand the text from every single word in a sentence. According to Grellet (1996:15), if the reader does not understand some words of the passage, some of the facts and ideas will probably escape him. So, the reader has to know the meaning of every single word in the text when they are read. The next is

sentence comprehension. Sentence comprehension is understanding the meaning of the whole text in order to get the message from the text.

General information is information which stated implicitly in the text. General information covers paragraph comprehension and text comprehension. According to Bram (1995:13), a paragraph is a group of sentences which contains relevant information about one main or central idea. As mentioned above, in paragraph comprehension the reader have to relate one sentence to another in order to get the main idea of the paragraph. On the other hand, text comprehension is understanding the whole text. In this case, the students are able to comprehend the sentence into the paragraph. After that, they comprehend the paragraph into the text. So, the students will get the main idea of the whole text. In SMPN 1 Gumukmas, the reading comprehension deals with the students understanding a text.

## **2.2 Recount Text**

Universally, recount text is a familiar text for students in Junior High School. Based on Webster's Online Dictionary, recount is defined as a narration or an explanation of it. It can be concluded that recount is a text which retells to the reader about the past experience. Recount text can be an interesting text for students because the students can learn many vocabularies from the text. . It is supported by Gerot and Wignel (1994:194) that the social function of recount is to retell events for the purpose of informing and entertaining. In conclusion, recount text is a text which retells events or experiences in the past in order to inform or to entertain the reader.

Recount text has three generic structures. They are orientation, events, and the last is reorientation. The first, orientation is introducing the participants or who was involved, where the events took place and when it happened. The second, events is describing series of event that happened in the past. The last, reorientation is stating personal comments of the writer. Recount text also has language features, such as using simple past tense, using action verb, using chronological order, using conjunction and using adverb.

### 2.3 Cooperative Learning Approach

Cooperative learning is one of the methods to organize classroom during teaching learning process. The members of the group is more than 2 students in cooperative learning. In cooperative learning all members of the group can share their idea, opinion, during teaching learning process. According to Gillies (2007:50), cooperative learning involves students working together to accomplish shared goals, and is the sense of interdependent that motivates group members to help and support each other. It can be concluded that cooperative learning works well to help students understand the whole text.

Cooperative learning has some components. In order to maximize the benefits of cooperative learning, the components have to establish by the students. According to Gillies (2007) there are five components in cooperative learning. The components are going to be discussed below:

a. Positive Interdependence

According to Gillies (2007:4), positive interdependence involves all members working together to complete the group's goal. Each member of a group should give a contribution to their group. The contributions of each member are required to make the group reach the goal. Each students have responsibility to reach the goal and help another member in their group during learning process. Positive interdependence also can make students more cooperative each other in their group, and build a good relationship. In this component,

b. Promotive Interaction

After the teacher successfully creates the positive interdependence, the second component is promotive interaction. According to Gillies (2007:4), promotive interaction involves students' working in small groups where they can see each other. So they can engage the discussions face to face about the task. In promotive interaction, the students working in their group by giving verbal and nonverbal language with each other. The students also having close contact with the members. The interaction can be in the form of discussion about the task given, help the others member if they have problem and explaining knowledge to others.



c. Individual Accountability

Accountability is a group's success depends on individual learning from all members of group (Slavin, 2005:10). In this component, the students learn about their responsibility on his or her learning performance. After they are ready for the task, they also have responsibility to help each other in their group. By knowing their responsibility, they can become stronger while working in group. It is supported by Johnson, Johnson and Holubec (2012:9) that the main point of cooperative learning is to make each member in a group be stronger in learning. To create individual accountability, we can use some ways, such as assigning each students in a group, asking the students to share with the whole class in front of the class and sharing with group members.

d. Interpersonal and small-group skills

In cooperative learning, students are not only to learn about the subject or the task but also the students are required to learn about interpersonal and small group skills. According to Gillies (2007:5), students need to be taught how to communicate effectively with each other so they know how to express their ideas, acknowledge to other, deal with disagreements, and manage conflict. In interpersonal and small group skills, the students learn about how to be an effective leadership, decision-making, trust-building, communicate with each other and conflict-management.

e. Group Processing

According to Gillies (2007:5), group processing is a type of a formative assessment that involves students' reflecting on how they are managing the process of learning, including what they may still need to do to accomplish their goal. In group processing, the group set goal for group improvement by discuss about the behavior of each member whether the action is helpful or not. The group also makes decision what behavior of each member to continue or change in order to reach the goal of the group.

Based on the explanation above, the five components of cooperative learning approach works to help students comprehend the text because it can make the class achieve the aims of learning.

#### **2.4 Collaborative Strategic Reading**

Collaborative Strategic Reading is a strategy developed by Klingner and Vaughn. It is created to help students to understand the text and increase their vocabulary. According to Klingner and Vaughn (1998:32), Collaborative Strategic Reading is an excellent strategy for teaching students reading comprehension and building vocabulary and also working together cooperatively. Collaborative Strategic Reading combines two instructional approaches that many teachers already implement: reading comprehension strategy instruction and cooperative learning (Klingner and Vaughn, 1999:738). Collaborative Strategic Reading is a strategy that combine with cooperative learning. It is also effective to improve students' reading comprehension and their engagement during teaching and learning process in the class. Collaborative Strategic Reading usually involves with heterogeneous groups in the classroom.

According to Klingner and Vaughn (1998:32), Collaborative Strategic Reading is a great for students with learning disabilities because in this strategy, students are easier to contribute to their groups and feel successful, and they get help that they need in their reading. In the same line, according to Klingner and Vaughn (in Wardinah, 2010), Collaborative Strategic Reading was designed to facilitate reading comprehension for students with reading, learning and behavior problems included in general education classrooms.

According to Klingner and Vaughn (1998:32), there are three phases of Using Collaborative Strategic Reading as follows:

##### **a. Pre reading**

Pre reading phase consisting of brainstorming and predicting. Preview is important that students have to do before they read each section. Preview is important because it has some goals, such as make students to learn as much about

the passage as they can in a few period of time (2-3 minutes), to activate the students' background knowledge about the topic which will be discussed and also to help students make predictions about what they will learn. In this phase, students will be brainstormed and engaged with the topic.

**b. During reading**

In using Collaborative Strategic Reading, the activities during reading are Click and Clunk and Get the Gist. Click and Clunk is designed to teach students to pay attention whether they are understanding or not what they are reading. In other words, Click and Clunk can help students to monitor their reading comprehension in identifying the text. Click refers to students who immediately understand with the words in the text. Meanwhile, Clunk refers to the students who do not understand the words in the text. In Click and Clunk, the teacher uses Clunk Cards for each group.

Another activity during reading is Get the Gist. Get the gist is an activity of summarizing the main idea. Get the gist can improve the students' ability to understand the content of the text. They are going to teach how to identify the most important person, place or thing in the text they are reading.

During reading, the teacher asks students to make a group. Each group consists of four students with different roles. The roles for each students are leader, clunk expert, gist expert and announcer. They are going to be explained below:

1. Leader has responsibility for all the members of the group by saying what to read next and what strategy to apply next.
2. Clunk Expert has responsibility for all the members of the group by uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.
3. Gist Expert has responsibility for all the members of the group to guides the group toward getting the gist contains the most important idea.
4. Announcer has responsibility for all the members of the group to calls on different group members to read or share an idea.

**c. Post reading**

The activity in post reading is Wrap Up. Wrap Up is important to do because this activity aims to know students' knowledge, understanding and memory of what they have read. Usually, the teacher teaches wrap up to the students by asking the students to use WH questions.

From the definition about Collaborative Strategic Reading, it can be concluded that Collaborative Strategic Reading is a strategy that combines with cooperative learning. Collaborative Strategic Reading leads the students to work cooperatively in group in order to comprehend and understand more about the text and the exercise given.

**2.5 The Procedures of Teaching Reading Comprehension by Using Collaborative Strategic Reading**

In this research, the procedures of the use of Collaborative Strategic Reading developed by Klingner and Vaughn (1998:32) are follows:

**a. Preparing the material.**

The teacher prepares the material of recount text which is going to be taught to the students. Besides, the teacher have to prepare worksheets and answer sheets.

**b. Predicting the text.**

The teacher asks students to read the text in a few period of time (2-3 minutes). The students will predict the passage. In this research, predicting is used to activate the students' background knowledge about the topic will be discussed.

**c. Assigning the students to work in group.**

The teacher divides the students into several groups and every group consists of five up to six students. Every group is mixed between male and female students.

**d. Presenting the lesson.**

The teacher explains about how to work in Collaborative Strategic Reading. It is purposed to make the students focus on Collaborative Strategic Reading process in the classroom.

**e. Doing Clink and Clunk.**

The teacher asks the students to read the text in order to monitor whether they are understanding or not what they are reading. Click refers to students who immediately understand with the words in the text. Meanwhile, Clunk refers to the students who do not understand the words in the text.

**f. Getting the Gist.**

The teacher asks the students to summarize the main idea. Get the gist can improve the students' ability to understand the content of the text. They are going to teach how to identify the most important person, place or thing in the text they are reading.

**g. Wrapping Up.**

The teacher asks to the students by using WH questions. It is purposed to know students' knowledge, understanding and memory of what they have read.

**h. Asking the students to do the task with their groups.**

The students is required to read the whole text, share their ideas, discuss with their groups, and do the exercise together. The main purpose is to make the students understand more about the content of the text and easier to do the task.

From the descriptions of the procedures above, it can be concluded that there are some activities in Collaborative Strategic Reading. The aim of those activities is the students can understand more about the text easily.

## **2.6 The Strengths and Weaknesses of Collaborative Strategic Reading**

Collaborative Strategic Reading has some strengths especially in teaching reading comprehension. According to Klingner and Vaughn (1998:32), Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. As stated above that Collaborative Strategic Reading can be combined with cooperative learning, so the students can work cooperatively with the other students. Cooperative groups work well with the students to understand

the whole contains of the text. In addition, the main goal of Collaborative Strategic Reading is to improve students' reading comprehension and maximize students' involvement in teaching and learning process. Cooperative learning in Collaborative Strategic Reading can make the students active in the classroom.

Collaborative Strategic Reading engages students to work in a small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as developed their social skills (Johnson & Johnson, 1987). Collaborative Strategic Reading is considered as cooperative learning techniques. Therefore, research showed the benefit, as follow:

- a. Promoting students and academic achievement
- b. Increasing students retention
- c. Enhancing students satisfaction with their learning experience
- d. Helping students develop skills in oral communication
- e. Developing students' social skills
- f. Promoting students' self-esteem
- g. Helping to promote positive race relation

Besides, Collaborative Strategic Reading also has some weaknesses dealing with the process implementation of CSR in the classroom. The weaknesses are: (1) It consumes much time because students have their own role in each group. So that, they need more time to do it well. (2) The class will be too noisy because the students will speak aloud while they are doing discussion with their group. So that, the teacher needs to manage the class more efficient.

## **2.7 Previous Research Results**

In the previous research, Klinger, Vaughn and Schumm (2000) conducted a research related to Collaborative Strategic Reading. The students were taught reading through Collaborative Strategic Reading. Finally, the result showed that the students' vocabulary increased significantly and also the students more engaged in teaching and learning process.

Another previous research, Muhammad (2013) showed that the use of Collaborative Strategic Reading is successful in changing the way that students go about reading in English. The research not only showed a positive improvement on students' learning by boosting their learning strategies but also the students were able to build on the structure of CSR and gained other collaborative skills. The research findings also indicated that students changed their attitudes toward group work from seeing it as a waste of time and effort to viewing it as helpful and effective.

## **2.8 Action Hypothesis**

Based on problem and the review of related literature above, the action hypothesis of this classroom action research are:

- a. The use of Collaborative Strategic Reading (CSR) can improve the eighth grade students' active participation in the reading teaching learning process at SMPN 1 Gumukmas.
- b. The use Collaborative Strategic Reading (CSR) can improve the eighth grade students' reading comprehension achievement at SMPN 1 Gumukmas.

## CHAPTER 3. RESEARCH METHOD

This chapter presents the methods used in this research. They consist of the research design, area determination method, research subject determination method, data collection method, research procedures, and data analysis method.

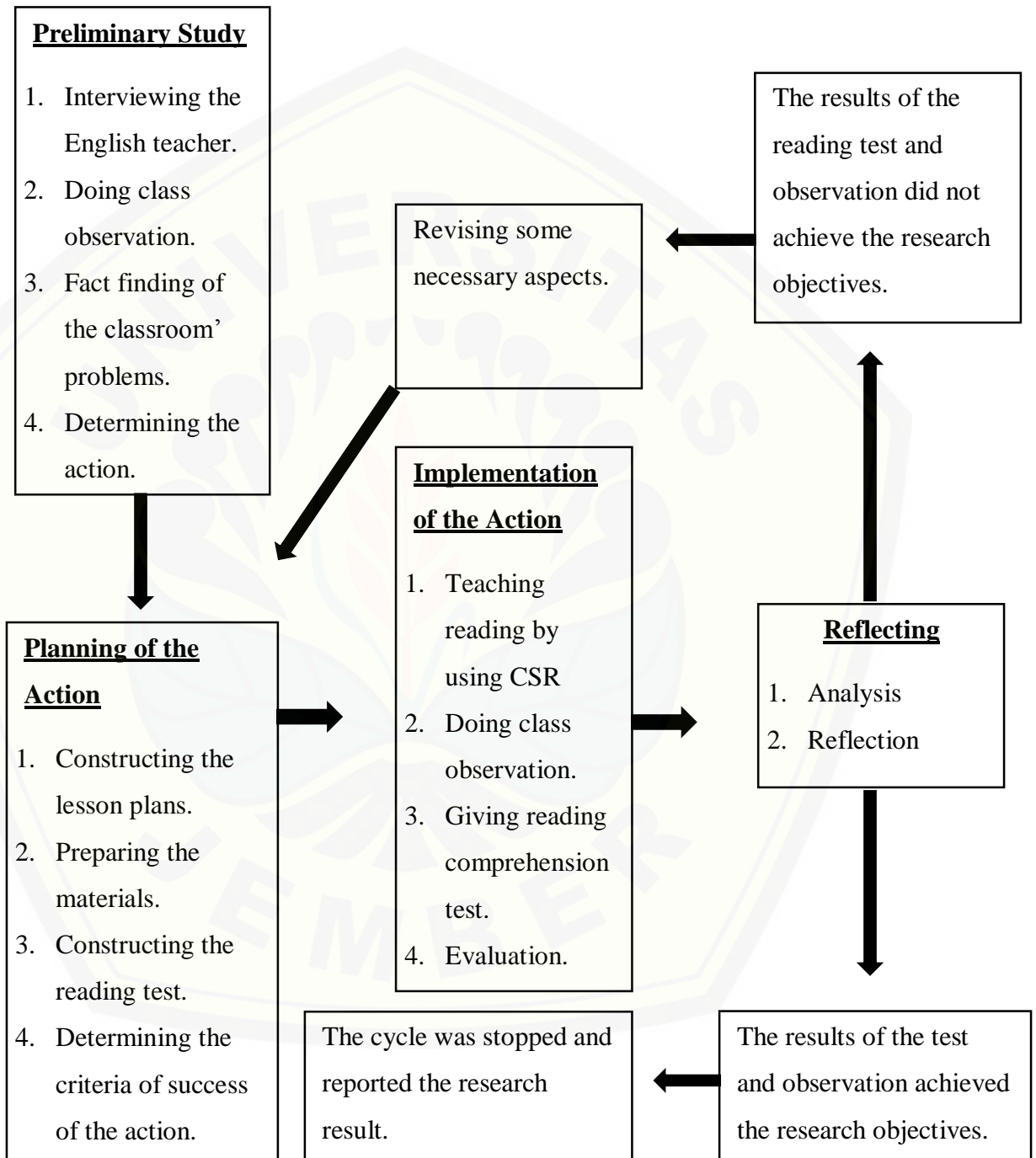
### 3.1 Research Design

Research design is a strategy to arrange the setting of the research to get valid data that match with the variable and the objective of the research (Arikunto, 2006:44). This research design is classroom action research. According to Elliot (1993:69), action research is the study of a social action which is conducted to improve the quality of action within it. Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice (Fraenkel and Wallen, 2009:589). Classroom action research is collaboration between the researcher and the English teacher. They are focused on finding the problem, planning the action, implementing the action observing the class, evaluating the data analysis and reflecting the results of the action. It can be concluded that classroom action research aims to make something better, improve the quality and achievement of teaching and learning process. This research is conducted to improve the eighth grade students' reading comprehension achievement through Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas.



The design of this classroom action research is illustrated in the following diagram:

**Diagram 3.1 The Design of the Classroom Action Research**



(Adopted from Lewin, 1980 in Elliot, 1991:70)

Based on the diagram above, the steps of the action research are described as follows:

#### Stage 1: Preliminary Study

- a. The researcher conducted the interview with the eighth grade English teacher of SMPN 1 Gumukmas to find out the students' problems especially in reading comprehension during teaching and learning process. The aim of interview is also to find out the recent condition of the students at SMPN 1 Gumukmas.
- b. The researcher observed the class situation at SMPN 1 Gumukmas during teaching and learning process of teaching reading comprehension.
- c. The researcher found out the problems which is going to be investigated.
- d. The researcher found out the action to solve the students' problem in reading.

#### Stage 2: The Planning of the Action

- a. The researcher constructs the lesson plans for the first cycle, consisting of meeting 1 and meeting 2.
- b. The researcher chooses the suitable materials for students.
- c. The researcher provides checklist observation guide containing the indicators.
- d. The researcher prepares the reading comprehension test.

#### Stage 3: The Implementation of the Action

- a. The researcher implements the action by teaching reading comprehension through Collaborative Strategic Reading for the first cycle based on the lesson plan for meeting 1 and meeting 2.
- b. The researcher observes the implementation of the action.
- c. The researcher gives the reading comprehension test to the students.

#### Stage 4: Evaluation of the Action

- a. The researcher evaluates the data obtained from the observation and the reading comprehension test.

#### Stage 5: Reflection of the Action

- a. The researcher analyzes the results of data analysis and makes a conclusion to answer the research problems. If the result of the first cycle do not achieve the main score, the researcher is going to conduct the second cycle.
- b. The researcher revises some aspects.

#### Stage 6: Planning of the Action

- a. The researcher constructs the lesson plans for the second cycle, consisting of meeting 1 and meeting 2.
- b. The researcher chooses the suitable materials for students.
- c. The researcher provides checklist observation guide containing the indicators.
- d. The researcher prepares the reading comprehension test.

#### Stage 7: The Implementation of the Action

- a. The researcher implements the action by teaching reading comprehension through Collaborative Strategic Reading for the second cycle based on the lesson plans for meeting 1 and meeting 2.
- b. The researcher observes the implementation of the action.
- c. The researcher gives the reading comprehension test to the students.

#### Stage 8: Evaluation of the Action

- a. The researcher evaluates the data obtained from the observation and the reading comprehension test.

#### Stage 9: Reflection of the Action

- a. The researcher analyzes the results of data analysis and making a conclusion to answer the research problems. The result achieved the target score, the second cycle will be stop.

### **3.2 Area Determination Method**

Area determination method uses purposive method. It is a method that is applied in choosing the research area based on a certain purpose or reason (Arikunto, 2006:139). This classroom action research is conducted at SMPN 1 Gumukmas. The junior high school is chosen purposively because some of the reasons, such as the eighth grade students' of SMPN 1 Gumukmas still have problems with reading achievement. Their score in reading comprehension still low. Besides, the English teacher of SMPN 1 Gumukmas has never been applied Collaborative Strategic Reading in teaching learning process, and the head master of SMPN 1 Gumukmas also gives permission to the researcher to conduct the research at the school especially classroom action research to improve the eighth grade students' reading comprehension achievement.

### **3.3 Research Subject Determination Method**

According to McMillan (1992:68), the research subject is the people who participate in a research study or people from whom data are collected. Subject determination method uses purposive method. The subjects of the research are the students of the eighth grade of SMPN 1 Gumukmas. There are seven classes of the eighth grade at SMPN 1 Gumukmas. The researcher chooses VIII F class in which it consists of 37 students as the subject of the research. The researcher chooses VIII F as the subject of the research because the class has problems in reading.

### **3.4 Operational Definition of the Terms**

Operational definition of the terms in this study is designed to avoid misunderstanding between the researcher and the reader about the concept used in this research. The terms will be defined in this research are Collaborative Strategic Reading (CSR) and reading comprehension achievement.

#### **3.4.1 Collaborative Strategic Reading**

In this research, Collaborative Strategic Reading refers to the students' participation in working together with their group. It deals with coordination of the students in their small group while teaching reading in process.

#### **3.4.2 Reading Comprehension Achievement**

Reading comprehension achievement in this classroom action research refers to the result of the reading test by using Collaborative Strategic Reading. Reading comprehension achievement deals with the score achieved by the eighth grade students' of the test at SMPN I Gumukmas. The test is conducted after the students have been taught reading through Collaborative Strategic Reading

### **3.5 Data Collection Method**

Data collection method of this research is divided into two kinds. They are primary data and secondary data. The primary data comes from students' score of reading comprehension test and observation. The secondary data comes from interview and documentation. Interview and documentation can be taken from the English teacher.

#### **3.5.1 Reading Test**

The main method to collect the data is through reading test. The test will be given to the students in order to get their score after applying the technique in each cycle. The researcher uses reading test as a first method in order to know the ability of the students whether they are successful or not dealing with the goal of teaching and learning process in the class. According to Hughes (2003:13), achievement test

is directly related to language course, the purpose is to establish how successful individual or group students or the courses themselves have been achieving the teaching objectives.

There are two kinds of a good reading test dealing with test construction. They are reliable and valid. Both of them are a good reading test. Meanwhile, this classroom action research is more appropriate to use content validity because the test materials is consider the indicators to be measured.

The test is in the form of multiple choice. Multiple choice test is chosen because it is easy to do and also easy to score. Besides, multiple choice has high reliability. Objective test has only one correct answer and it can be score mechanically (Heaton, 1991:25).

The test will be given in the third meeting of each cycle. There are 2 text items. Each text consists of 20 questions. It covers 10 items consisting of 5 items on text comprehension and 5 items on paragraph comprehension. Another 10 items consists of 5 items on word comprehension and 5 items on sentence comprehension. The score of each number of the test is 5 points. So, the total points of the test is 100. The test is held in 60 minutes in each cycle.

### 3.5.2 Observation

Observation is one of the method to get the primary data about the students' activities during the teaching and learning process in the class by using Collaborative Strategic Reading. Observation is done in every each meeting. The researcher uses observation guide in the form of checklist in order to list the indicators being observed. The observation checklist could be seen in table 3.1 below:

**Table 3.1 Observation Checklist of Students' Participation**

No	Name	Participation				Active	Passive
		1	2	3	4		
1							
2							
3							
4							

There are some aspects which are going to be observed. They are:

1. Students answer the questions given by the teacher
2. Students ask questions to the teacher
3. Students do the reading based on Collaborative Strategic Reading
4. Students do the tasks given by the teacher

The students can be considered as active participants if there are more than three indicators that are reached by the students. Meanwhile, the students can be considered as passive participants if there are less than three indicators that are reached by the students.

### **3.5.3 Interview**

In this classroom action research, interview is used to get the supporting data. According to McMillan (1992:132), Interview is a form of data collection in which questions are asked orally and the subject's responses are recorded. Interview has been done with the English teacher of the eighth grade students of SMPN 1 Gumukmas. The purposes of the interview are to support the data about the students' problem in reading comprehension and to know the technique used by the teacher during teaching reading in the class. The type of interview with the English teacher of the eighth grade is semi-structured interview. During the process of the interview, the researcher provides the questions in the form of list as the interview guide.

### **3.5.4 Documentation**

Documentation is one of the ways to collect the data. Arikunto (2006:158) stated that documentation is conducted to find out the data needed in the form of notes, transcripts, books, newspaper, magazines, daily news week and else. In this classroom action research, the researcher uses documentation to support the data. The documentation consists of the names of the respondents, the total number of the students, students score in previous reading comprehension test at SMPN 1 Gumukmas.

### **3.6 Research Procedures**

There are some stages in conducting a classroom action research. They are preliminary study, planning of the action, implementation of the action, analysis and reflection. The explanation will be presented as follows:

#### **3.6.1 The Preliminary Study**

There are some actions in doing preliminary study with the English teacher of SMPN 1 Gumukmas, namely interviewing the English teacher, doing classroom observation, fact finding of the classroom' problems, determining the action.

#### **3.6.2 The Planning of the Action**

There are some activities as the preparation before doing the action of the research, they are:

- a. The researcher chooses the suitable themes and sub-themes based on the curriculum for junior high school.
- b. The researcher makes the lesson plan for the first cycle in classroom action research.
- c. The researcher provides worksheet for the students dealing with reading exercises.
- d. The researcher prepares the instruments such as observation guide and interview guide.
- e. The researcher provides the reading test and the way to score.
- f. The researcher determines the criteria of success of the action.

#### **3.6.3 The Implementation of the Action**

The action is implemented during the school hours based on the schedule of the English subject. The researcher conducts the action of teaching reading through Collaborative Strategic Reading (CSR) in the classroom. During the implementation of the action, the researcher works collaboratively with the English teacher of the eighth grade students at SMPN 1 Gumukmas. There are two lesson plans in the first cycle. Next, the third meeting is for the reading comprehension



test. The researcher will do the second cycle in the classroom if the students' achievement is not successful in the first cycle. In the second cycle, the researcher will observe some aspects from the first cycle to make it better.

#### **3.6.4 Observation and Evaluation**

##### **a. Observation**

Observation is very important to do in order to control the activities dealing with the application of Collaborative Strategic Reading in teaching reading comprehension. Observation is intended to observe students' activities and students' responses during the teaching and learning process. Observation is done in every each cycle of implementation. The researcher uses the observation guide in the form of checklist guide which contains the indicators being observed to monitor the students' activities. The researcher will know whether the students are active or not in the class during the teaching and learning process from the indicators.

##### **b. Evaluation**

Evaluation is intended to do in order to know whether the use of Collaborative Strategic Reading is successful or not to improve the students' reading comprehension achievement. Evaluation is divided into two sections. They cover evaluation process and evaluation result. The first evaluation is evaluation process, this evaluation is through observation during the teaching and learning process by using Collaborative Strategic Reading. While the evaluation result is done at the end of each cycle after the actions given by the researcher in the form of reading test. The reading test will be given in each cycle. The criteria to evaluate the success of the action as follows:

1. The classroom action research of teaching reading through Collaborative Strategic Reading is considered successful if 75% of the students get score at least 75.

2. The classroom action research of teaching reading through Collaborative Strategic Reading is considered successful if 75% of the students are involved in active participation during the teaching and learning process.

### 3.6.5 Analysis and Reflection

#### a. Analysis

Data analysis method is a way to analyze the result of the data. The collected data are students' reading test score in each cycle and also the students' active participation during teaching and learning process in the class. In classroom action research, the researcher analyzes quantitatively the result of student's reading achievement by the following formula. The formula that was used to analyzed the obtained data were as follows:

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

Notes:

E = the percentage of the students who get score  $\geq 75$

A = the number of the students who get test score  $\leq 75$

N = the total number of the students doing the test.

(Cohen, 2007:312)

The results of the students' active participation were analyzed by using the following formula:

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

Notes:

E= the percentage of the students who are active

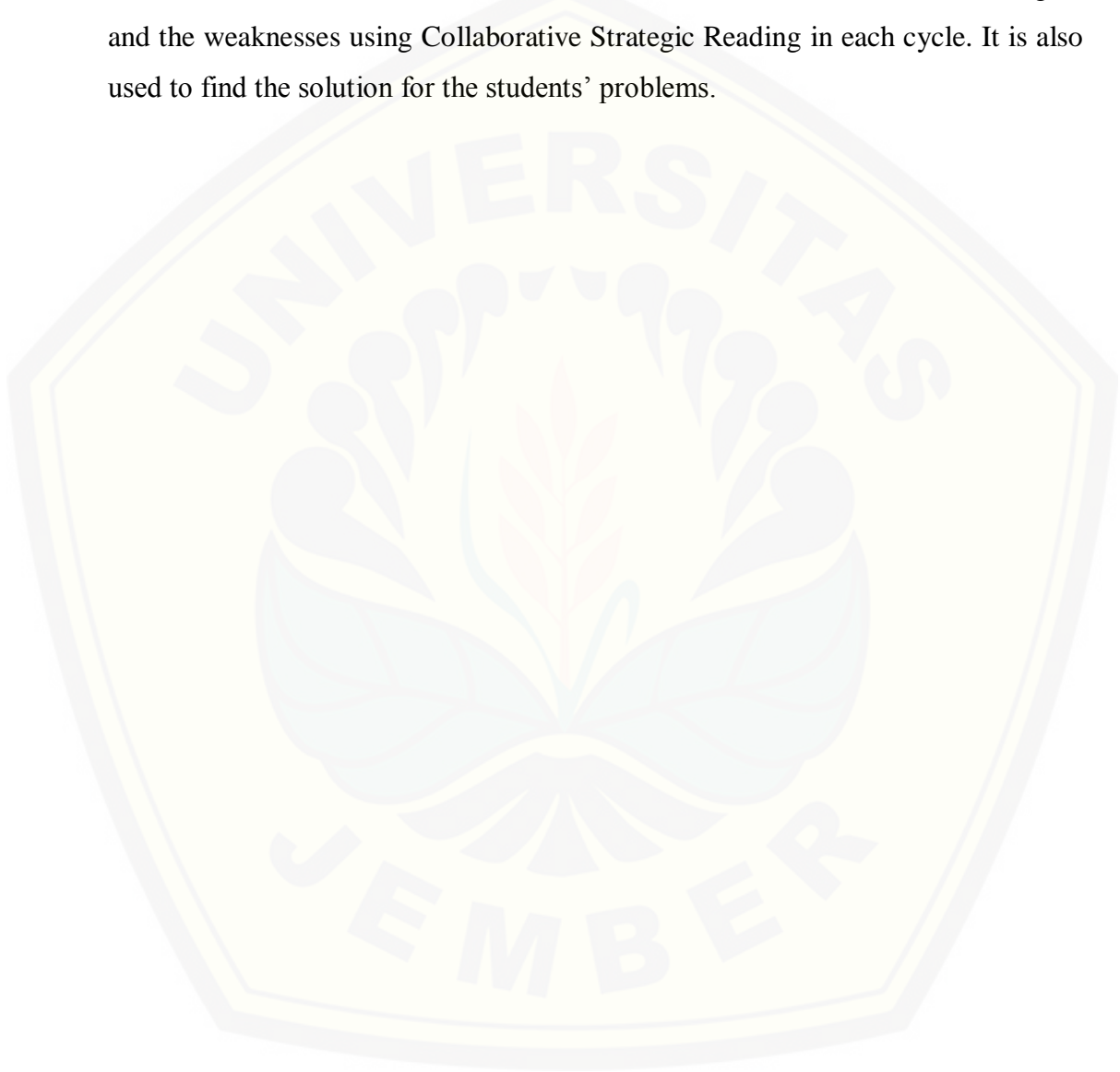
n = the number of the students who are categorized as active students

N = the total number of the students

(Cohen, 2007:312)

b. Reflection

Reflection is very important to know about the result of classroom observation and the test of each cycle during the research. Reflection is conducted to know the result of the actions given to the students whether the actions are successful or not. In the other words, reflection is conducted to know the strengths and the weaknesses using Collaborative Strategic Reading in each cycle. It is also used to find the solution for the students' problems.



## CHAPTER 5. CONCLUSION

This chapter presents the conclusion and suggestion of this action research. The suggestion were proposed to the English teacher, the students and also the other researchers.

### 5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that:

1. The use of Collaborative Strategic Reading could improve class VIII F students' active participations at SMP Negeri 1 Gumukmas in the 2015/2016 academic year. The result of the students' active participations in the teaching and learning process improved in each cycle. The results showed improvement from 54.05% of the students who actively participated in the first meeting to 62.16% in the second meeting. Then, in Cycle 2 the improvement was from 72.07% to 78.37%.
2. The use of Collaborative Strategic Reading could improve class VIII F students' skill in reading comprehension a recount text at SMP Negeri 1 Gumukmas in the 2015/2016 academic year. The improvement of the students who got score  $\geq 75$  in each cycle. In the first cycle 72% (27 students) got score  $\geq 75$  in reading comprehension test. Then, the percentage increased in the second cycle to 89% (33 students) who got score  $\geq 75$ .

### 5.2 Suggestion

Considering the results of this classroom action research which showed that the use of Collaborative Strategic Reading was able to improve the eighth grade students' participation and their reading comprehension achievement at SMP Negeri 1 Gumukmas, some suggestions are proposed to the English teacher, the students, and the other researchers.

### 5.2.1 The English teacher

The English teacher is suggested to use Collaborative Strategic Reading in teaching reading frequently in order to improve students' reading comprehension ability.

### 5.2.2 The Students

The students are suggested to be more active and cooperatively when learning using Collaborative Strategic Reading as an alternative and interesting strategy in improving their reading comprehension ability.

### 5.2.3 The Other Researchers

The other researchers are suggested to use this classroom action research as references to conduct the same research or different design research in order to improving the quality of students' reading comprehension achievement.

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TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
<p>Improving the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas</p>	<p>1. Can the eighth grade students' reading achievement being improved through Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas?</p> <p>2. How can the use of Collaborative Strategic Reading improve the eighth grade students'</p>	<p><b>1. Independent Variable:</b> Teaching reading by using Collaborative Strategic Reading</p> <p><b>2. Dependent Variable:</b></p> <p>a. The students' reading comprehension achievement</p> <p>b. The students' active participation</p>	<p><b>1.</b> The use of Collaborative Strategic Reading in the teaching of reading.</p> <p><b>2.</b> The students' activities in (a) paying attention to the lesson,</p>	<p><b>1. Subjects:</b> The eighth grade students' of SMPN 1 Gumukmas.</p> <p><b>2. Informant:</b> The English teacher of the eighth grade students of SMPN 1 Gumukmas.</p> <p><b>3. Documents:</b></p> <p>a. The name of the subjects</p> <p>b. The students' reading comprehension scores from the teacher.</p>	<p><b>1. Research Design:</b> Classroom Action Research with the cycle model. The stage of each cycle:</p> <p>a. Planning the action</p> <p>b. Implementing the action</p> <p>c. Observing the classroom</p> <p>d. Evaluating and reflecting the action.</p> <p><b>2. Area Determination Method:</b> Purposive Method</p> <p><b>3. Subject Determination Method:</b> Purposive Method</p> <p><b>4. Data Collection Method:</b></p> <p>a. Primary data</p> <ul style="list-style-type: none"> <li>- Reading test</li> <li>- Observation</li> </ul> <p>b. Supporting data</p> <ul style="list-style-type: none"> <li>- Interview</li> <li>- Documentation</li> </ul> <p><b>5. Data Analysis:</b> The primary data taken from reading test will be analyzed quantitatively by the following formula:</p>	<p>1. The use of Collaborative Strategic Reading can improve the eighth grade their active participation at SMPN 1 Gumukmas.</p> <p>2. The use of Collaborative Strategic Reading can improve the eighth grade students' active participation in the reading teaching learning process at SMPN 1 Gumukmas.</p>



active participation in the reading teaching learning process at SMPN I Gumukmas?

(b) doing reading comprehension by using Collaborative Strategic Reading, (c) answering the teacher's oral questions, and (d) work cooperatively to find the meaning of the words used in the text.

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

E = the percentage of the students who get score  $\geq 75$

A = the number of the students who get score  $\leq 75$

N = the total number of the students.

*(Adapted from Cohen, 2007:312)*

The data from the observation checklists will be analyzed by using the following formula:

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

E= the percentage of the students who are active

A = the number of the students who are categorized as active students

N = the total number of the students

*(Adapted from Cohen, 2007:312)*

Appendix B

**INTERVIEW RESULTS AND DOCUMENTATION RESULTS IN  
PRELIMINARY STUDY**

<b>No</b>	<b>The List of Questions</b>	<b>The English Teacher's Answer</b>
1	What curriculum do you use?	We use curriculum KTSP
2	How many classes of the eighth grade in this school?	There are 7 classes.
3	What problem do the students have when reading?	The students usually have problem in reading.
4	What do you do to solve the students' problem?	I help students to understand unfamiliar words by translating the words.
5	How do you usually teach reading skill to the students?	I usually teach reading by giving a text to the students then do the task.
6	Do you use textbook when teaching English?	Yes, I use text book.
7	What kind of reading text do you use when teaching reading?	I use the text from the textbook.
8	Which learning style do the students like? Individual or group work?	Students usually like group work.
9	How about their achievement if they are learning through group work?	The achievement is better than their individual learning
10	What technique do you use?	Discussion.
11	Have you ever applied CSR?	No I have not.

## Appendix C

**The Previous Reading Score of Class VIII**

No	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G
1	70	75	75	75	85	60	70
2	73	70	70	70	85	68	77
3	65	75	75	78	80	65	83
4	75	65	78	75	90	70	60
5	79	80	80	70	80	70	63
6	80	60	75	70	75	75	100
7	60	70	69	60	90	71	77
8	67	65	70	75	85	75	80
9	78	70	75	75	75	70	70
10	75	75	75	70	80	75	75
11	70	60	79	50	80	70	65
12	80	78	80	60	65	70	85
13	75	80	70	80	70	65	80
14	80	69	69	75	80	70	70
15	60	77	50	70	90	75	65
16	85	68	70	73	80	65	70
17	78	80	60	75	80	70	80
18	60	70	65	75	85	60	90
19	80	67	60	79	75	65	95
20	75	73	60	70	95	68	65
21	70	79	70	60	85	70	70
22	80	68	70	80	75	60	70
23	65	67	70	75	80	65	80
24	70	81	65	60	90	65	90
25	65	75	60	75	80	70	85
26	80	75	70	79	80	75	75
27	70	67	80	80	80	70	65
28	80	60	70	73	75	65	50
29	75	65	60	70	75	55	60
30	70	75	65	65	90	60	70
31	65	70	70	70	75	78	75
32	70	87	80	75	70	70	65
33	70	78	75	65	80	75	60
34	85	85	79	70	65	75	70
35		65		80	75	75	75
36					70	70	
37					85	65	
<b>Total</b>	<b>2480</b>	<b>2524</b>	<b>2389</b>	<b>2502</b>	<b>2955</b>	<b>2540</b>	<b>2580</b>
<b>Nilai rata-rata</b>	<b>72.9</b>	<b>72.1</b>	<b>70.2</b>	<b>71.4</b>	<b>79.8</b>	<b>68.6</b>	<b>73.7</b>

## Appendix D

**LESSON PLAN**  
**(Cycle 1, Meeting 1)**

School	: Junior High School
Subject	: English
Grade/Semester	: VIII/1
Language Skill	: Reading
Genre	: Recount Text
Theme	: Holiday
Time Allocation	: 2 X 45'

**I. Standard Competence**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators****Cognitive****1. Product**

- a. Finding the general information of recount text.
- b. Finding the specific information of recount text.

**2. Process**

- a. Answering leading question based on the picture (predicting).
- b. Reading the recount text.

- c. Identifying the difficult words of recount text.
- d. Making a conclusion of recount text.

**Affective**

- a. Showing hard effort and enthusiasm in teaching and learning process
- b. Showing the attention during the lesson
- c. Showing respect to other students.

**IV Learning Objectives****Cognitive****Product**

- a. Students are able to find the general information of recount text.
- b. Students are able to find the specific information of recount text.

**Process**

- a. Students are able to answer leading question based on the picture (predicting).
- b. Students are able to read the recount text.
- c. Students are able to identify the difficult words of recount text.
- d. Students are able to make a conclusion of recount text.

**Affective**

- a. Students are able to show hard effort and enthusiasm in teaching and learning process.
- b. Students are able to show the attention during the lesson.
- c. Students are able to show respect to other students.

**V. Material Description:** Enclosed

**VI. Teaching and Learning Strategy:**

Collaborative Strategic Reading (CSR)

**VII. Teaching and Learning Activities**

No.	Teacher's activity	Students' activity	Technique	Time
<b>I.</b>	<b>Set Induction:</b>			
	Greeting the students	Responding greeting	Question-Answer	1'
	Checking students' attendance	Responding	Question-Answer	1'
	Asking some leading questions related to the upcoming topic.	Answering the leading questions	Question-Answer	3'
<b>II.</b>	<b>Main Activities:</b>			
	Distributing the model of recount text to the students	Receiving the text		1'
	Asking students to predict about the topic	Predicting		5'
	Giving explanation about the definition of recount text.	Making a note		4'
	Giving explanation about the social function of recount text.	Making a note		3'
	Giving explanation about the generic structures and the language features of recount text.	Making a note		4'
	Asking whether the explanation is clear or not.	Answering the question		2'
	Assigning the students into several groups consisting of 5-6 students.	Remembering the members of their groups		3'

	Asking students to find the members of their groups.	Gathering and sitting with their groups		2'
	Asking students to read the recount text silently	Reading the text		5'
	Asking students to identify the difficult words of recount text	Identifying the text		5'
	Asking students to discuss the difficult words	Discussing		20'
	Asking the students to make a conclusion based on the text	Making a conclusion		10'
	Distributing the task to the students.	Receiving the task		1'
	Asking students to do the task	Doing the task		10'
	Asking students whether they get difficulties in doing the task.	Responding		3'
	Checking the students' answer and giving feedback to the students.	Discussing the answer		2'
<b>III.</b>	<b>Closure</b>			
	Guiding the students to make conclusion about the given materials that the students have discussed	Make a conclusion	Question-Answer	4'
	Parting the students	Parting the teacher		1'

**VIII. Media and Source****a. Media:**

- 1) Picture
- 2) Students' worksheet.

**b. Source (s) :**

- 1) Kurikulum KTSP
- 2) Bima untuk SMP Kelas VIII

**IX. Evaluation**

- a. Process evaluation is conducted during the teaching and learning process by using observation checklist.
- b. Product evaluation is conducted after the teaching and learning process.

Jember, September 2015

**English Teacher**

**Trainee Teacher**

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**THE OBSERVATION CHECKLIST IN ACTION 1**  
**CYCLE 1**

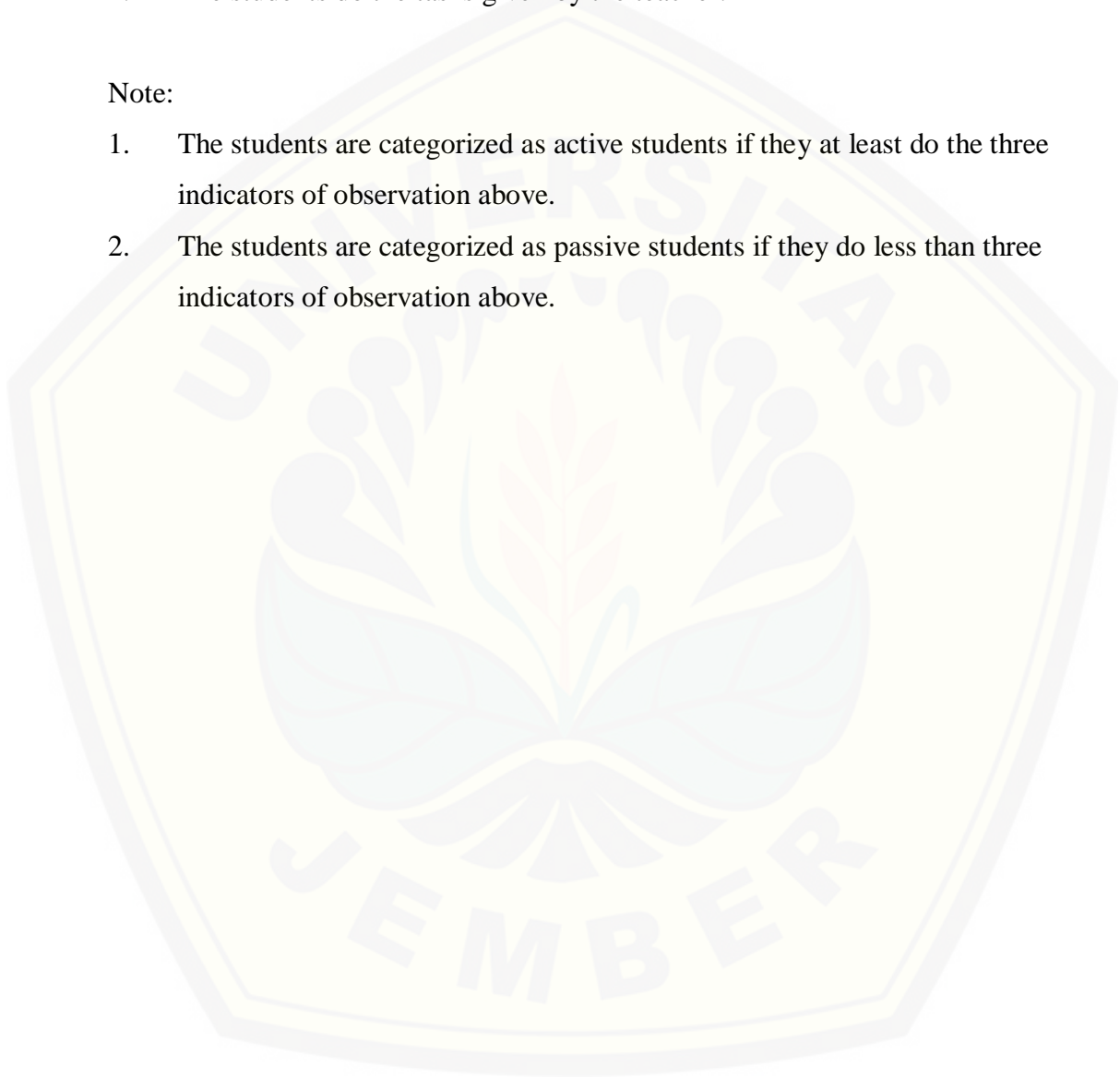
No.	Name	Participation				Active	Passive
		1	2	3	4		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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The indicators of the students' active participation are as follows:

1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading based on Collaborative Strategic Reading.
4. The students do the tasks given by the teacher.

Note:

1. The students are categorized as active students if they at least do the three indicators of observation above.
2. The students are categorized as passive students if they do less than three indicators of observation above.



## Material

### 1. Leading questions.



- a. What picture is it?
- b. Where is the location of that place?
- c. Why do the people go there?
- d. Where do you spend your holiday?

### 2. Main Activities

#### a. Definition

A text which retells events or experiences in the past.

#### b. Social Function

To inform or to entertain the reader or the audience.

#### c. Generic Structure

1. Orientation: tells who was involved, what happened, where the events took place, and when it happened.
2. Events: describing series of event that happened in the past.
3. Reorientation: stating personal comments of the writer.

#### d. Language Feature

1. Using simple past tense
2. Using action verb
3. Using chronological order
4. Using adverb

**Task 1**

**Read the following text carefully and find the unfamiliar words with your group.**

Line	<b>Spending Holiday in Bali</b>
3	<p>Last semester was a school holiday. The students of Utama school had a picnic to Bali. They went to Bali by bus. They wanted to see the beauty of Tanah Lot, Sanur beach and Cening Bagus. They had to pay 850.000 rupiahs for each student. The students left their school at 10.00 p.m. They prepared everything well. They brought clothing,</p>
6	<p>towel, toothbrush, tooth paste, and soap. Students also brought their own medicine.</p>
10	<p>On the first day, they went to Sanur Beach. They went there on foot because the hotel where they stayed was near. They enjoyed the sunrise, a boat ride and other activities at the beach. They were there until evening because they wanted to enjoy the sunset.</p>
14	<p>On the second day, the students went to Tanah Lot. They enjoyed the beautiful scenery there. They also enjoyed the beauty of Pura Tanah Lot. They asked the guard about the cave at the bottom of the Pura as holy spring as Beji. After that, They went to Cening Bagus for shopping. They bought some souvenirs for their relatives and friends. They bought sculpture, paintings, T-shirt and the others.</p>
18	<p>They arrived at home on the next day. They were tired but happy. What a nice holiday.</p>

*Adapted from: Ariastuti, 2008, Bima Kelas VIII*

**Answer the following questions by crossing a, b, c or d as the best answer based on the text. Do it with your group.**

1. Who went to Bali at school holiday?
  - a. The teachers of Utama school.
  - b. The students of Utama school.
  - c. The guards of Utama school.
  - d. The security of Utama school.
2. What is the synonym of the word “happy”?
  - a. Disappointed.
  - b. Sad.
  - c. Depressed
  - d. Cheerful.
3. Where did they go on the first day?
  - a. Tanah Lot.
  - b. Cening Bagus.
  - c. Sanur Beach.
  - d. Hotel.
4. How many places did they visit in Bali?
  - a. Three places.
  - b. Four places.
  - c. Five places.
  - d. Six places.
5. What is the social function of the text?
  - a. To give information about holiday in Bali.
  - b. To persuade the reader to go to Bali.
  - c. To describe the beauty of Bali.
  - d. To inform about holiday in Bali.
6. Which paragraph tells us that the students bought souvenirs?
  - a. Paragraph 1.
  - b. Paragraph 2.

- c. Paragraph 3.
  - d. Paragraph 4.
7. "They enjoyed the beautiful....." (line 12) The underlined word refers to?
- a. The students.
  - b. The guards.
  - c. The foreigners.
  - d. The drivers.
8. What is the main idea of paragraph 4?
- a. The students were tired and sad.
  - b. The students felt unhappy.
  - c. The students felt happy.
  - d. The students felt disappointed.
9. What is the antonym of the word "near" (line 8)?
- a. Close.
  - b. Beside.
  - c. Next to.
  - d. Far.
10. Which statement is NOT TRUE according to the above what?
- a. The students went to Bali by bus.
  - b. The students should pay 855.000 rupiahs.
  - c. The students visited 3 places.
  - d. The students shopping in Cening Bagus.

**Task II**

**Read the following text carefully and find the unfamiliar words.**

Line	Holiday in Grandparents' House
2	Last holiday, my father, my mother, my brother and I went to my grandparents' house. It is located in a small village on the slope of Mount Tidar, Magelang. The village is very quiet and the scenery is very beautiful.
7	One morning, my brother and I took for a walk in the garden, Taman Kyai Langgeng. We saw a nest of bees. It was hanging on a mango tree. Suddenly, one of the visitors in the garden took a stone and threw it. The nest broke down into pieces and thousands of bees flew out.
11	They were very angry. The bees chased everyone in the garden. My brother and I ran as fast as possible. We shouted loudly for help. Fortunately, there was a pool. Without thinking anymore, we jumped into the pool. The bees did not chase us. We went home at 03.30 p.m.
	My brother and I were very happy because we were safe from the sting of the bees.

*Adapted from: Ariastuti, 2008, Bima Kelas VIII*

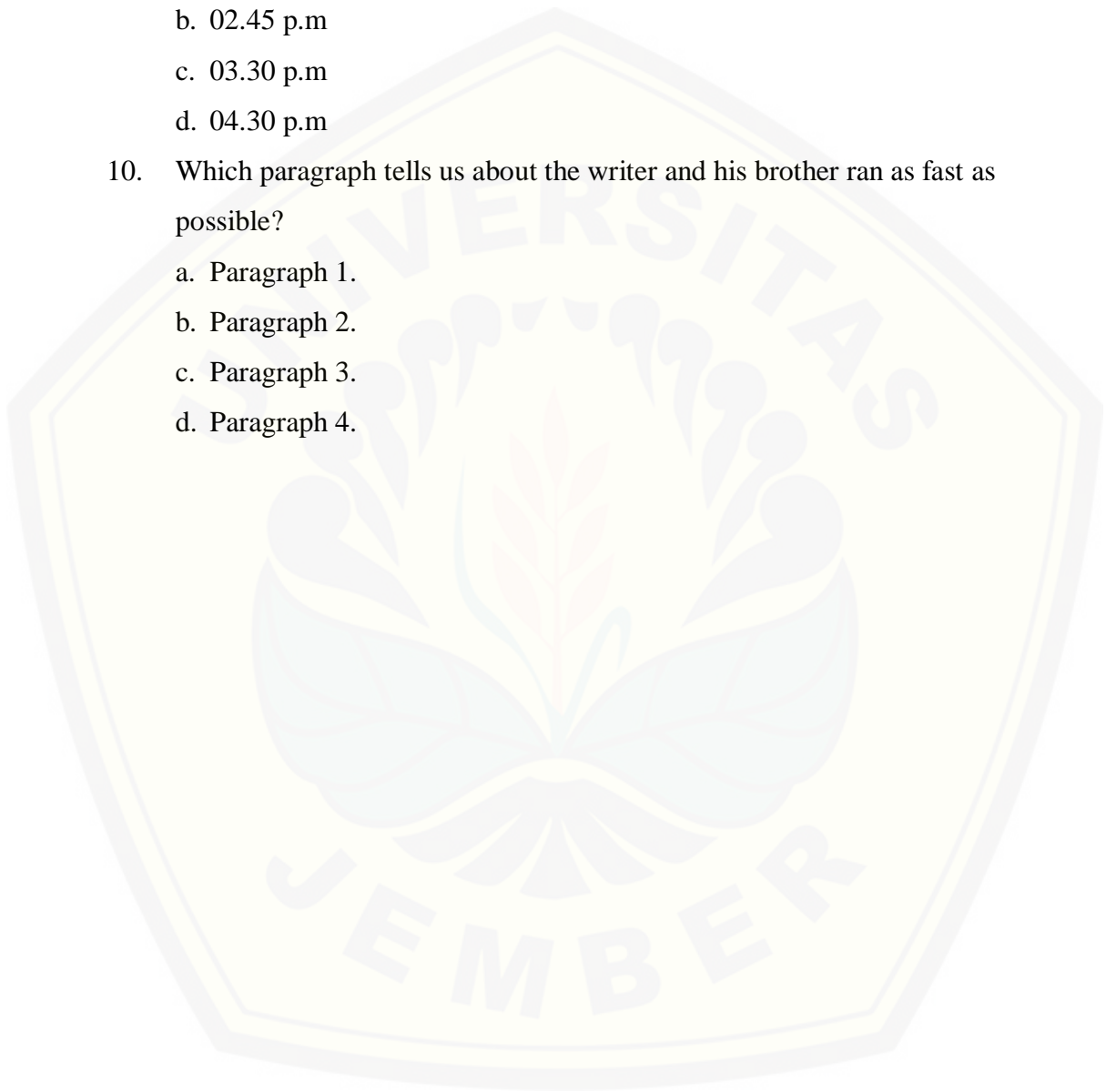
**Answer the following questions by crossing a, b, c or d as the best answer based on the text. Do it individually.**

1. What is the main idea of paragraph 2?
  - a. The writer felt happy.
  - b. The writer visited his grandparents' house.
  - c. The writer took a walk in the garden.
  - d. The writer ran away.
2. How many participants were there based on the text?
  - a. One participant.
  - b. Two participants.

- c. Three participants.
- d. Four participants.
3. Which statement is TRUE based on the text?
  - a. The writer and his brother were chased by bees.
  - b. The writer and his brother did not take a walk in the garden.
  - c. The writer and his brother did not jump into the pool.
  - d. The bees did not chase everyone in the garden.
4. "Fortunately, there was a pool" (line 12). What is the similar meaning of the underlined word?
  - a. Suddenly.
  - b. Doubtfully.
  - c. Regrettably.
  - d. Luckily.
5. "They were very angry" (line 10). The underlined word refers to?
  - a. The writer's brother.
  - b. The bees.
  - c. The writer's parents.
  - d. The visitor in the garden.
6. What is the purpose of the text above?
  - a. To tell about how to make something.
  - b. To describe a certain thing.
  - c. To inform the reader about the last holiday.
  - d. To persuade the reader.
7. What kinds of animals were angry?
  - a. Bees
  - b. Snakes
  - c. Cats
  - d. Rats
8. Where did the writer and his brother jump?
  - a. A swimming pool.
  - b. A pool.



- c. A lake.
  - d. A river.
9. What time did they go home?
- a. 03.00 p.m
  - b. 02.45 p.m
  - c. 03.30 p.m
  - d. 04.30 p.m
10. Which paragraph tells us about the writer and his brother ran as fast as possible?
- a. Paragraph 1.
  - b. Paragraph 2.
  - c. Paragraph 3.
  - d. Paragraph 4.



**ANSWER KEY**

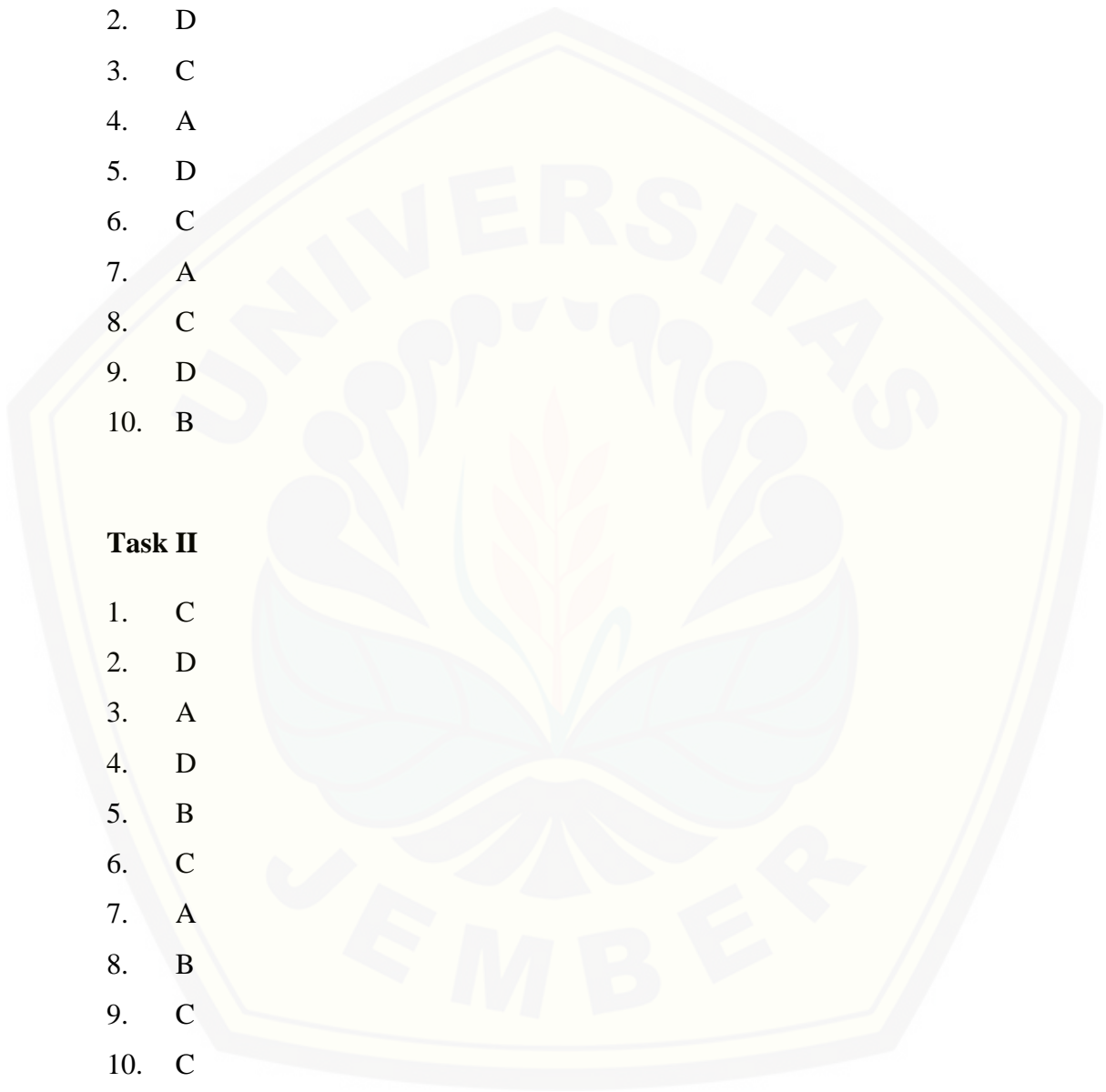
**Exercise**

**Task I**

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

**Task II**

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



Appendix E

**LESSON PLAN**  
**(Cycle 1, Meeting 2)**

School	: Junior High School
Subject	: English
Grade/Semester	: VIII/1
Language Skill	: Reading
Genre	: Recount Text
Theme	: Good Experience
Time Allocation	: 2 X 45'

**II. Standard Competence**

6. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

**Cognitive**

**1. Product**

- Finding the general information of recount text.
- Finding the specific information of recount text.

**2. Process**

- Answering leading question based on the picture (predicting)
- Reading the recount text.
- Identifying the difficult words of the text.
- Making a conclusion of recount text.

**Affective**

- a. Showing hard effort and enthusiasm in teaching and learning process
- b. Showing the attention during the lesson
- c. Showing respect to other students.

**IV Learning Objectives****Cognitive****Product**

- a. Students are able to find the general information of recount text
- b. Students are able to find the specific information of recount text

**Process**

- a. Students are able to answer leading question based on the picture (predicting).
- b. Students are able to read the recount text.
- c. Students are able to identify the difficult words of the text.
- d. Students are able to summarize the main idea of the text.

**Affective**

- a. Students are able to show hard effort and enthusiasm in teaching and learning process.
- b. Students are able to show the attention during the lesson.
- c. Students are able to show respect to other students.

**V. Material Description:** Enclosed**VI. Teaching and Learning Strategy:**

Collaborative Strategic Reading (CSR)

**VII. Teaching and Learning Activities**

No.	Teacher's activity	Students' activity	Technique	Time
<b>I.</b>	<b>Set Induction:</b>			
	Greeting the students	Responding greeting	Question-Answer	1'
	Checking students' attendance	Responding	Question-Answer	1'
	Asking some leading questions related to the upcoming topic.	Answering the leading questions	Question-Answer	3'
<b>II.</b>	<b>Main Activities:</b>			
	Distributing the model of recount text to the students	Receiving the text		1'
	Asking students to predict about the topic	Predicting		5'
	Reviewing the materials about recount text.	Reviewing		5'
	Assigning the students into several groups consisting of 5-6 students.	Remembering the members of their groups		3'
	Asking students to find the members of their groups.	Gathering and sitting with their groups		2'
	Asking students to read the recount text silently	Reading the text		5'
	Asking students to identify the difficult words of recount text	Identifying the text		5'
	Asking students to discuss the difficult words	Discussing		25'

	Asking the students to make a conclusion based on the text	Making a conclusion		10'
	Distributing the task to the students.	Receiving the task		1'
	Asking students to do the task	Doing the task		10'
	Asking students whether they get difficulties in doing the task.	Responding		4'
	Checking the students' answer and giving feedback to the students.	Discussing the answer		4'
<b>III.</b>	<b>Closure</b>			
	Guiding the students to make conclusion about the given materials that the students have discussed	Make a conclusion	Question-Answer	4'
	Parting the students	Parting the teacher		1'

### VIII. Media and Source

#### c. Media:

- 1) Picture
- 2) Students' worksheet.

#### d. Source (s) :

- 1) Kurikulum KTSP
- 2) English in Focus for Grade VIII

**IX. Evaluation**

- a. Process evaluation is conducted during the teaching and learning process by using observation checklist.
- b. Product evaluation is conducted after the teaching and learning process.

Jember, September 2015

**English Teacher**

**Trainee Teacher**

**Husnul Khotimah, S.Pd**  
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**Nur Cholifah**  
**NIM: 120210401091**

**THE OBSERVATION CHECKLIST IN ACTION 2****CYCLE 1**

No.	Name	Participation				Active	Passive
		1	2	3	4		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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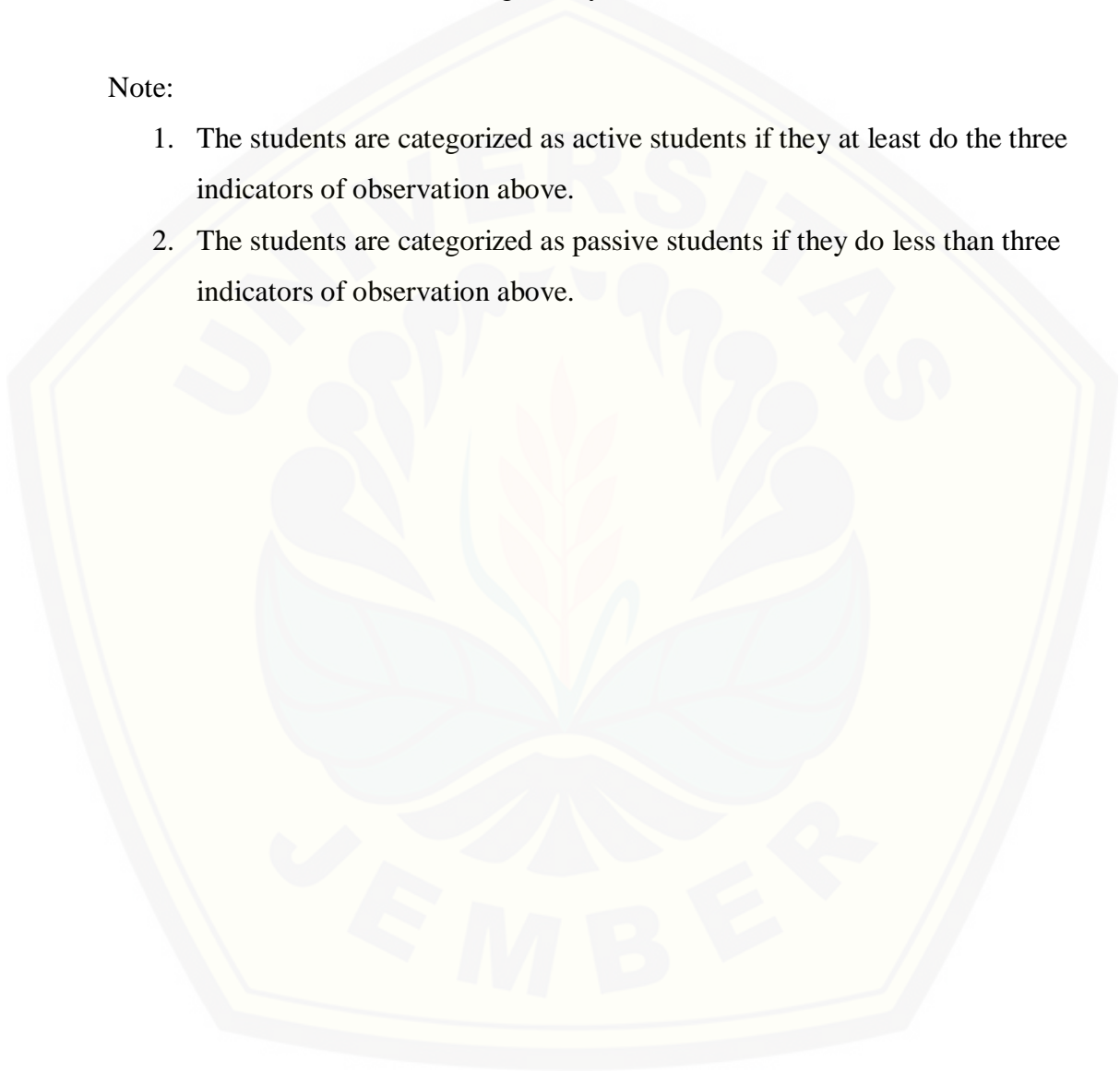


The indicators of the students' active participation are as follows:

1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading based on Collaborative Strategic Reading.
4. The students do the tasks given by the teacher.

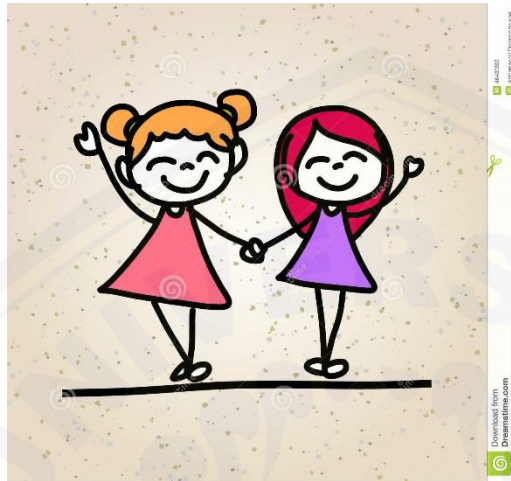
Note:

1. The students are categorized as active students if they at least do the three indicators of observation above.
2. The students are categorized as passive students if they do less than three indicators of observation above.



## Material

### 1. Leading questions.



- a. From the picture, how is their facial expression? Are they happy or sad?
- b. In your opinion, they have a bad experience or a good experience?
- c. Do you have any good experience?
- d. What is that about?

### 2. Main Activities

Teacher asks some questions in order to review the materials about recount text.

- a. Do you still remember about the definition of recount text?
- b. What is the social function of recount text?
- c. What are the language features of recount text?
- d. Do you still remember the formula of simple past tense?
- e. How many generic structures in recount text? What are they?
- f. According to the generic structures, which paragraph belongs to reorientation?

**Task 1**

**Read the following text carefully and find the unfamiliar words with your group.**

Line	<b>Trip to Lombok</b>
3	<p>Last Saturday, I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rang. It was my friend, Fanny. She asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.</p>
6	<p>Finally, we were out. On the street, I saw a piece of pink coupon. Interested with its color, I took it. Then, Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok!! The expired date was that day. To our surprise, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend,</p>
10	<p>and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.</p>
14	<p>We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun.</p>
16	<p>Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and</p>
18	<p>friends. It was an amazing experience.</p>

*Adapted from: Wardiman, Artono, 2008, English in Focus for Grade VIII*

**Answer the following questions by crossing a, b, c or d as the best answer based on the text. Do it with your group.**

1. How did the writer and her friend get the coupon?
  - a. The writer's parents bought it.
  - b. Someone gave it to them.
  - c. They found it on the street.
  - d. They bought it.
2. What statement is TRUE based on the text above?
  - a. The writer and her friend went to Senggigi Beach.
  - b. The writer woke up at 10.00 a.m.
  - c. The tour agency did not take care of everything
  - d. The writer and her friend felt disappointment.
3. "I saw a piece of pink coupon" (line 5)  
The underlined word means....
  - a. To feel sorry about something you have done.
  - b. To clean something by using tool.
  - c. To feel happy about something you have done.
  - d. To become aware of something by using the eyes.
4. What did the writer and her friend do after they realized that it was a tour coupon?
  - a. They threw away the coupon.
  - b. They let it go.
  - c. They went to the address of the tour agency.
  - d. They gave the coupon to other people.
5. What is the best title for the text?
  - a. My terrible day.
  - b. My amazing day.
  - c. My bad day.
  - d. My birthday.
6. Why did not the writer get up?
  - a. Because her friend called her.

- b. Because the school was free.
  - c. Because she was lazy.
  - d. Because she did not want to leave her room.
7. “We were thinking that .....” (line 10)  
The underlined word refers to?
- a. The tour agency.
  - b. The writer’s mother.
  - c. The writer’s relatives.
  - d. The writer and her friend.
8. What is the main idea of paragraph 4?
- a. The writer had an amazing experience.
  - b. The writer felt unhappy.
  - c. The writer felt happy.
  - d. The writer felt disappointed.
9. What is the antonym of the word “went” (line 13)?
- a. Started.
  - b. Back.
  - c. Came.
  - d. Departed.
10. Which paragraph tells us about the writer and his friend that were shocked after seeing a coupon?
- a. Paragraph 1.
  - b. Paragraph 2.
  - c. Paragraph 3.
  - d. Paragraph 4.

**Task II**

Read the following text carefully and find the unfamiliar words.

Line	Grandfather's Party
3	<p>It was my grandpa's birthday party last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favourite colour.</p>
6	<p>On Saturday morning, my brother and I helped my sister make a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake.</p>
10	<p>On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft drink and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him.</p>
13	<p>After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy. It was really a good experience.</p>

*Adapted from: Haryadi, 2008, Bahasa Inggris Sekolah Menengah*

*Pertama*

**Answer the following questions by crossing a, b, c or d as the best answer based on the text. Do it individually.**

1. Where did the event take place?
  - a. At the Garden.
  - b. At the stationery.
  - c. At the bookstore.
  - d. At the grandpa's house.
2. What is the main idea of paragraph two?
  - a. The writer bought a present.
  - b. The writer made a birthday cake.
  - c. The present was big.
  - d. The writer bought a shirt.
3. Which statement is TRUE based on the text?
  - a. The grandpa's party was held on Saturday.
  - b. The writer bought a blue shirt for grandpa's present.
  - c. The writer sold a white shirt.
  - d. The writer felt embarrassed.
4. "It was a big and beautiful....." (line 5). What is the similar meaning of the underlined word?
  - a. Huge.
  - b. Small.
  - c. Little.
  - d. Wide.
5. "I wrote 'Happy Birthday' on it" (line 6). The underlined word refers to?
  - a. Soft drink.
  - b. Present.
  - c. Birthday cake.
  - d. A chair.

6. What things did the writer's grandpa get?
  - a. Flowers and birthday cake.
  - b. Present and birthday cake.
  - c. Present, soft drink, flowers and birthday cake.
  - d. Flowers.
7. Why was grandpa happy?
  - a. He liked the present.
  - b. He went to garden.
  - c. He took a walk.
  - d. He ate the cake.
8. What is the purpose of the text above?
  - a. To tell the readers about how to give a present.
  - b. To tell the reader about how to make birthday cake.
  - c. To tell writer's bad experience.
  - d. To tell writer's good experience.
9. Why did the writer give a blue shirt to his grandpa?
  - a. Because there was no option.
  - b. Because it was grandpa's favourite colour.
  - c. Because the writer did not like white.
  - d. Because the grandpa asked the writer.
10. Which paragraph tells us that the grandpa feel happy?
  - a. Paragraph 1.
  - b. Paragraph 2.
  - c. Paragraph 3.
  - d. Paragraph 4.



**ANSWER KEY**

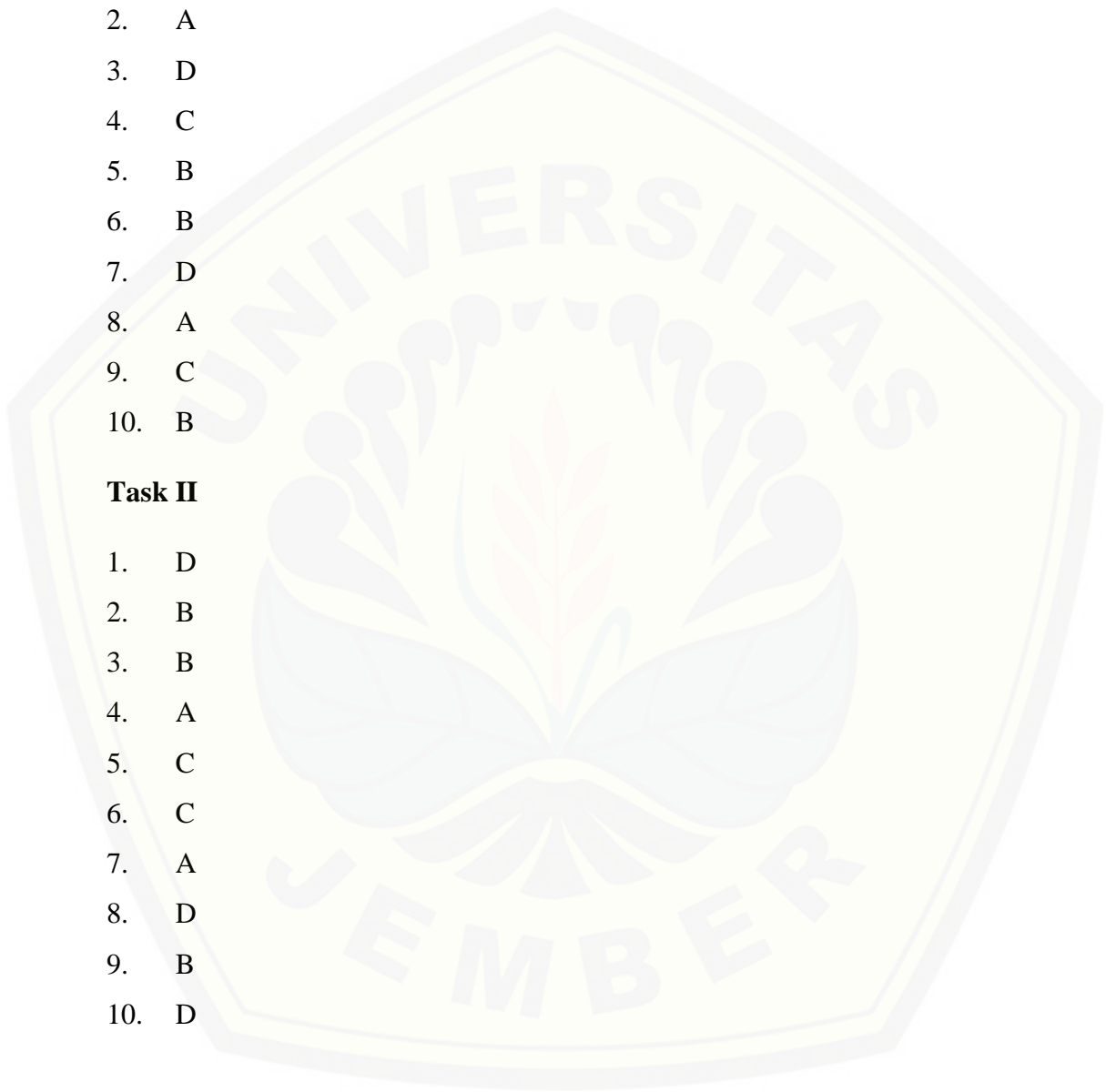
**Exercise**

**Task I**

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

**Task II**

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



Appendix F

**READING COMPREHENSION TEST**

**Subject** : English  
**Grade/Semester** : VIII/1  
**Language Skill** : Reading  
**Genre** : Recount Text  
**Time** : 60 minutes

**Read the text carefully.**

Line	
2	On Thursday 24 April, the eighth grade students spent the last vacation in Bogor. We went to the Botanical Garden. We walked down and got into the bus.
5	The Botanical Garden was amazing. After we arrived at the garden, we walked down to the Education Centre. We went to have a look around. First, we went to the Orchid Farm and Mrs. Rita read us some information. Then we
8	looked at all the lovely plants. After that, we went down to a little spot in the Botanical Garden and had morning tea.
11	Next, we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.
13	A lady took us around and introduced herself. Then, she explained what we were going to do. Next, she took us into
15	the green house. It was most interesting.
17	Soon after we had finished in the evening, we went back outside. Finally, we got into the bus and returned to the school. We were tired but happy. It was one of the best vacations that we've ever taken.

*Adapted from: Haryadi, 2008, Bahasa Inggris Sekolah Menengah*

*Pertama*

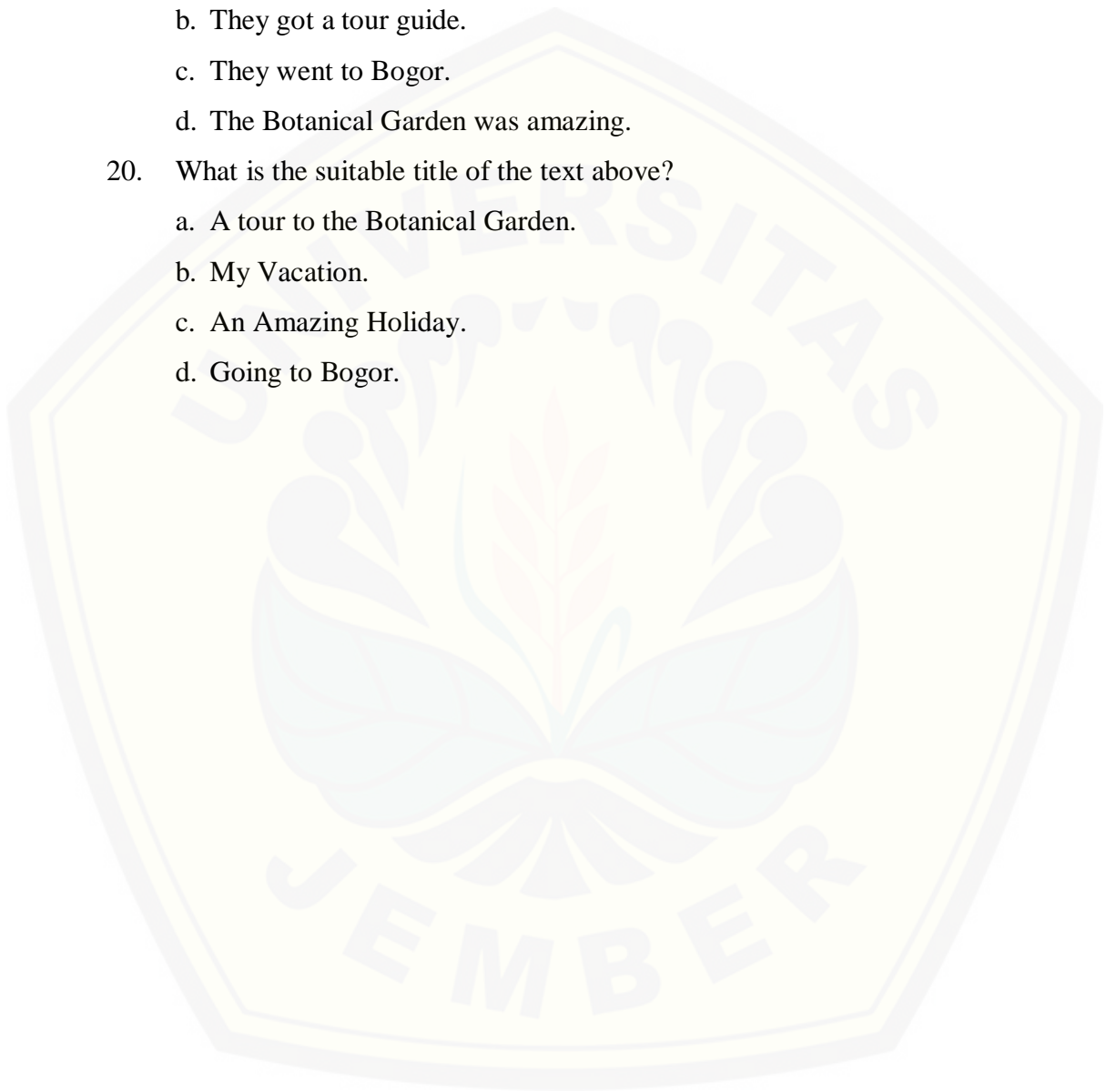
**Choose a, b, c, or d as the correct answer for the following questions based on the text.**

1. What did the writer do in Bogor?
  - a. He visited their friends.
  - b. He did a job.
  - c. He visited their relatives.
  - d. He visited Botanical Garden.
2. “The Botanical Garden was amazing.” (line 4)  
What is the meaning of the underlined word?
  - a. Very good.
  - b. Terrible.
  - c. Horrible.
  - d. Very bad.
3. What did they do in Botanical Garden?
  - a. They visited a hotel.
  - b. They did an experiment.
  - c. They enjoyed and looked around the garden.
  - d. They shopped.
4. Where did they have lunch?
  - a. At Education Centre.
  - b. At Orchid Farm.
  - c. At pool.
  - d. At school.
5. How long did they enjoy Botanical Garden?
  - a. Four days.
  - b. Three days.
  - c. Two days.
  - d. One day.
6. What is the purpose of writing the text?
  - a. To persuade the readers.
  - b. To tell about writer’s holiday.

- c. To describe Botanical Garden.  
d. To tell the Botanical Garden.
7. Whom did the writer go to Botanical Garden with?  
a. His family.  
b. His friends.  
c. His father.  
d. His relatives.
8. Where did they go after arriving at Botanical Garden?  
a. Education Centre.  
b. Swimming pool.  
c. Restaurant.  
d. Sport Centre.
9. What is the main idea of paragraph 3?  
a. They went to Botanical Garden.  
b. They had a vacation.  
c. They took some pictures.  
d. They went to Orchid Farm.
10. Which paragraph tells us that they went to the green house?  
a. Paragraph 1.  
b. Paragraph 2.  
c. Paragraph 3.  
d. Paragraph 4.
11. “We were tired but happy”  
What is the opposite meaning of the underlined word?  
a. Funny.  
b. Sad.  
c. Glad.  
d. Cheerful.
12. “She explained....” (line 13)  
The underlined word refers to?  
a. A boy

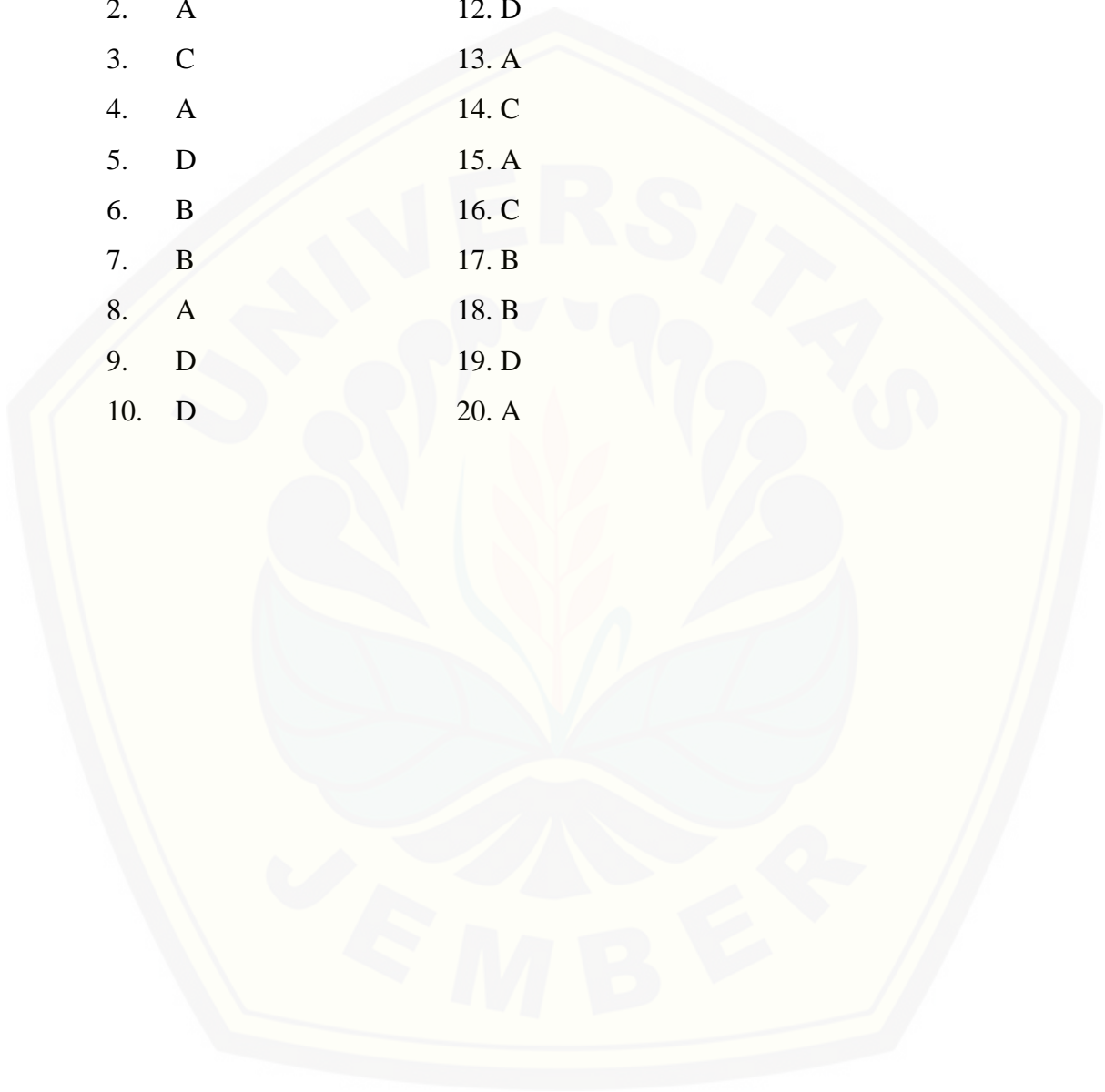
- b. Writer's friend.
  - c. Writers' mother.
  - d. A lady.
13. Which statement is TRUE according to the text above?
- a. They had a lunch at Education Centre.
  - b. They went to Botanical Garden for shopping.
  - c. They were really disappointment.
  - d. They did not take some pictures in the garden.
14. What is the main idea of paragraph 1?
- a. They walked to Education Centre.
  - b. They took some pictures.
  - c. They had a vacation.
  - d. They had a lunch in a famous restaurant.
15. What is the similar meaning of the word "arrived" (line 4)?
- a. Came.
  - b. Left.
  - c. Went.
  - d. Departed.
16. Which statement is FALSE based on the text above?
- a. They had a vacation on 24 April.
  - b. They went home in the evening.
  - c. They had a vacation in Bandung.
  - d. They were happy.
17. What is the similar meaning of the word "spent" (line 1)?
- a. Added.
  - b. Expended.
  - c. Saved.
  - d. Kept.
18. Which paragraph tells us about the writer's opinion of his vacation?
- a. Paragraph 4.
  - b. Paragraph 5.

- c. Paragraph 6.
  - d. Paragraph 7.
19. What is the main idea of paragraph 2?
- a. They went home.
  - b. They got a tour guide.
  - c. They went to Bogor.
  - d. The Botanical Garden was amazing.
20. What is the suitable title of the text above?
- a. A tour to the Botanical Garden.
  - b. My Vacation.
  - c. An Amazing Holiday.
  - d. Going to Bogor.



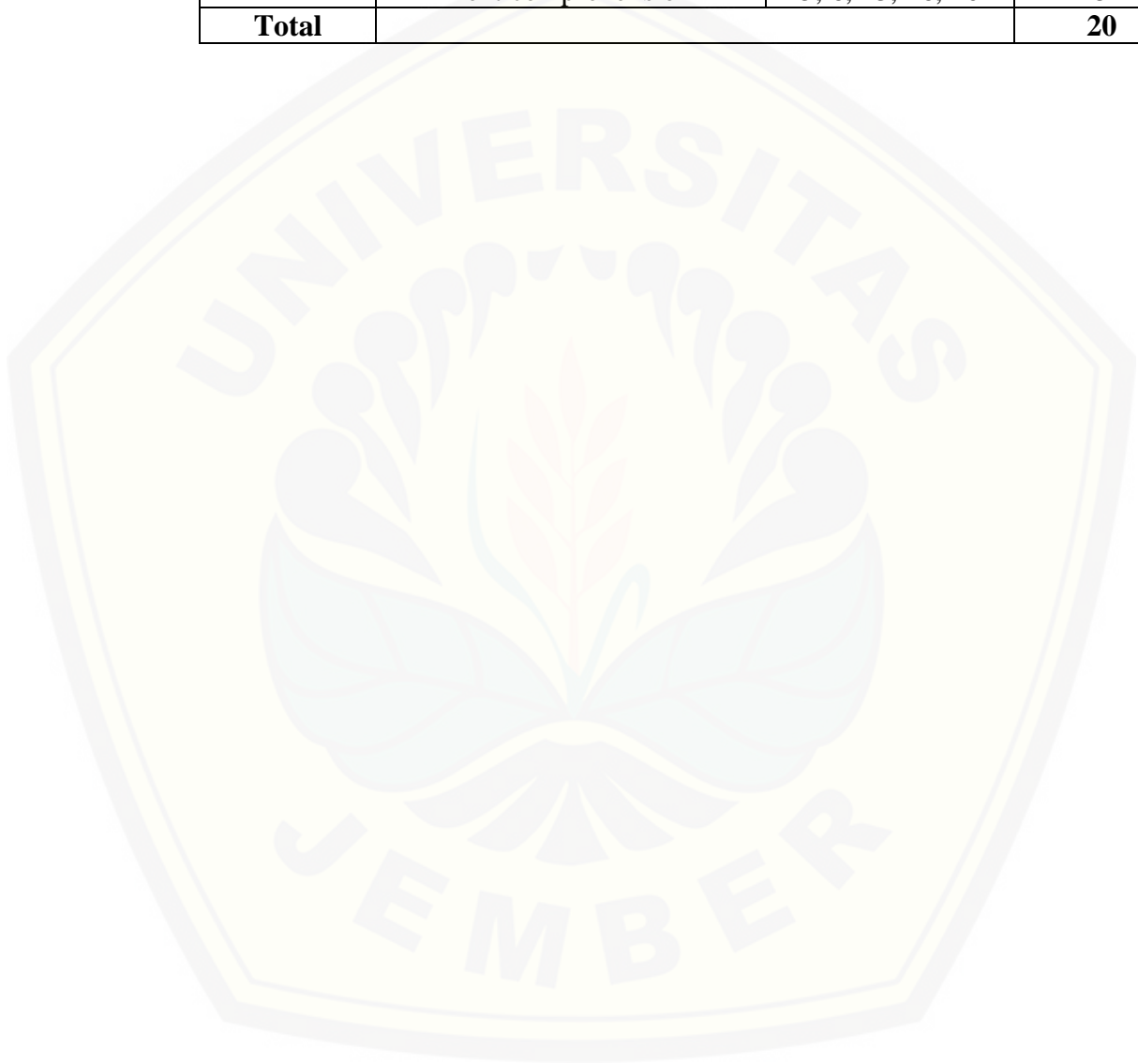
**ANSWER KEY**

- |       |       |
|-------|-------|
| 1. D  | 11. B |
| 2. A  | 12. D |
| 3. C  | 13. A |
| 4. A  | 14. C |
| 5. D  | 15. A |
| 6. B  | 16. C |
| 7. B  | 17. B |
| 8. A  | 18. B |
| 9. D  | 19. D |
| 10. D | 20. A |



**The Distribution of the Exercise Item**

<b>The Reading Indicators</b>		<b>Exercise Items</b>	<b>Total Items</b>
Specific information	Word comprehension	2, 11, 12, 15, 17	5
	Sentence comprehension	1, 3, 4, 7, 8	5
General information	Paragraph comprehension	9, 10, 14, 18, 19	5
	Text comprehension	5, 6, 13, 16, 20	5
<b>Total</b>			<b>20</b>





Appendix G

**LESSON PLAN**  
**(Cycle 2, Meeting 1)**

School	: Junior High School
Subject	: English
Grade/Semester	: VIII/1
Language Skill	: Reading
Genre	: Recount Text
Theme	: Bad Experience
Time Allocation	: 2 X 45'

**III. Standard Competence**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

**Cognitive**

**Product**

- a. Finding the general information of recount text.
- b. Finding the specific information of recount text.

**Process**

- a. Answering leading question based on the picture (predicting)
- b. Reading the recount text.
- c. Identifying the difficult words of recount text.
- d. Making a conclusion of recount text.

**Affective**

- a. Showing hard effort and enthusiasm in teaching and learning process
- b. Showing the attention during the lesson
- c. Showing respect to other students.

**IV Learning Objectives****Cognitive****Product**

- a. Students are able to find the general information of recount text.
- b. Students are able to find the specific information of recount text.

**Process**

- a. Students are able to mention the general information of recount text.
- b. Students are able to mention the social function of recount text.
- c. Students are able to mention the difficult words of recount text.

**Affective**

- a. Students are able to show hard effort and enthusiasm in teaching and learning process.
- b. Students are able to show the attention during the lesson.
- c. Students are able to show respect to other students.

**V. Material Description:** Enclosed**VI. Teaching and Learning Strategy:**

Collaborative Strategic Reading (CSR)

**VII. Teaching and Learning Activities**

No.	Teacher's activity	Students' activity	Technique	Time
<b>I.</b>	<b>Set Induction:</b>			
	Greeting the students	Responding greeting	Question-Answer	1'
	Checking students' attendance	Responding	Question-Answer	1'
	Asking some leading questions related to the upcoming topic.	Answering the leading questions	Question-Answer	3'
<b>II.</b>	<b>Main Activities:</b>			
	Distributing the model of recount text to the students	Receiving the text		1'
	Asking students to predict about the topic	Predicting		5'
	Assigning the students into several groups consisting of 5-6 students.	Remembering the members of their groups		5'
	Asking students to find the members of their groups.	Gathering and sitting with their groups		3'
	Asking students to read recount text silently	Reading the text		5'
	Asking students to identify the difficult words	Identifying the text		25'
	Asking students to make a conclusion based on the text	Making a conclusion		10'

	Distributing the task to the students	Receiving the task		1'
	Asking students whether they get difficulties in doing the task	Responding		10'
	Checking the students' answer and giving feedback to the students.	Discussing the answer together		4'
<b>III.</b>	<b>Closure</b>			
	Guiding the students to make conclusion about the given materials that the students have discussed	Make a conclusion	Question-Answer	4'
	Parting the students	Parting the teacher		1'

### VIII. Media and Source

#### e. Media:

- 1) Picture
- 2) White board,
- 3) Students' worksheet.

#### f. Source (s) :

- 1) Kurikulum KTSP
- 2) Bima untuk SMP Kelas VIII

### IX. Evaluation

- a. Process evaluation is conducted during the teaching and learning process by using observation checklist.
- b. Product evaluation is conducted after the teaching and learning process.

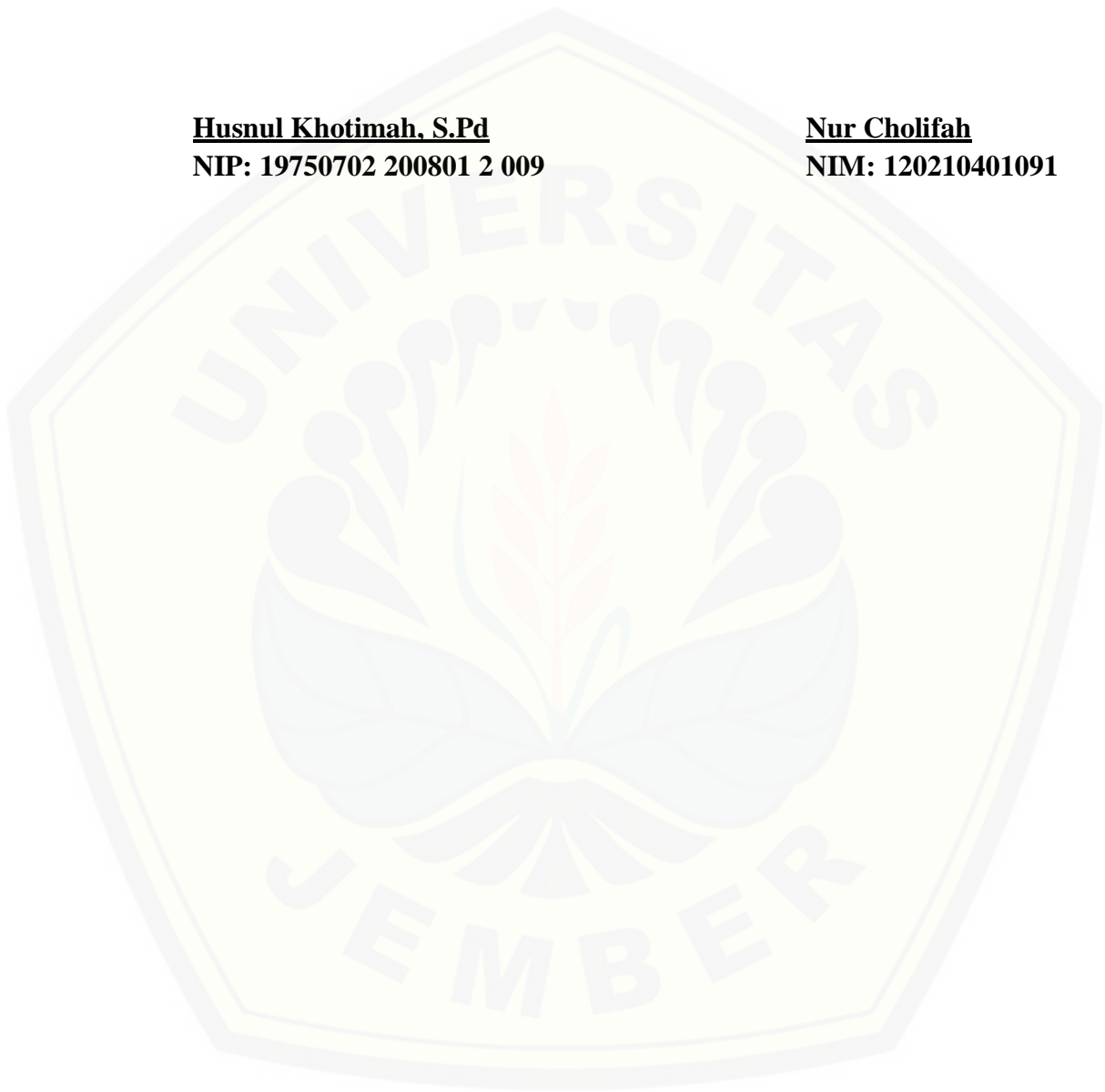
Jember, October 2015

**English Teacher**

**Trainee Teacher**

**Husnul Khotimah, S.Pd**  
**NIP: 19750702 200801 2 009**

**Nur Cholifah**  
**NIM: 120210401091**



## Material

### 1. Leading questions.



- a. How does she look?
- b. Is she happy or sad?
- c. In your opinion, she had a bad experience or a good experience?
- d. Do you have any bad experience?
- e. What is that about?

### 2. Main Activities

Teacher ask some questions in order to review the materials in the last meeting.

- a. Do you still remember about the definition of recount text?
- b. What is the social function of recount text?
- c. What are the language features of recount text?
- d. What tense used in recount text?
- e. How many generic structures in recount text? What are they?

**Task 1**

**Read the following text carefully and find the unfamiliar words with your group.**

Line	<b>Bad Experience</b>
2	<p>Last Tuesday, I had a bad experience. In the morning, I saw some mangoes on the table. I was happy because I wanted to eat mangoes.</p>
5	<p>I peeled one ate the mangoes greedily. Although my mother had advised me not to do so I did not think much about it.</p>
9	<p>The next day, I went to school. The first lesson was English and I had an English test. Suddenly, I got stomachache during the test. I tried to endure it and finish my test. However, I could not. I had to go to the toilet. Because of my strange behavior, my teacher thought that I had been cheating. The teacher got angry with me.</p>
12	<p>I asked for my teacher's permission to go to the toilet. I went outside and directly went to the toilet. Then I entered the class. However, the time was almost over and I could not finish my test.</p>
15	<p>Luckily, the teacher understood and gave me a chance to take a remedial test on the next day. I felt regretful because I did not obey my mother.</p>

*Adapted from: Ariastuti, 2008, Bima Kelas VIII*

**Answer the following questions by crossing a, b, c or d as the best answer based on the text. Do it with your group.**

1. Whom did the writer eat the mangoes with?
  - a. Himself.
  - b. His mother.
  - c. His father.
  - d. His brother.

2. What happened to the writer after he ate the mangoes?
  - a. He felt happy.
  - b. He was very full.
  - c. He got stomachache.
  - d. He was shock.
3. What is the main idea of paragraph 1?
  - a. The writer got stomachache.
  - b. The writer had a bad experience.
  - c. The writer could not do the test.
  - d. The writer was late.
4. What is the synonym of the word “experience” (line 1)?
  - a. Event.
  - b. Journey.
  - c. Trip.
  - d. Adventure.
5. Who was angry with the writer?
  - a. His teacher.
  - b. His friend.
  - c. His mother.
  - d. His sibling.
6. Which paragraph tells us about the teacher gave a chance to take a remedial test?
  - a. Paragraph 2.
  - b. Paragraph 3.
  - c. Paragraph 4.
  - d. Paragraph 5.
7. When did the writer get stomachache?
  - a. After having meals.
  - b. During the English test.
  - c. After having a test.
  - d. In the evening.



8. From the text, we know that the writer...
- Felt sad.
  - Felt unhappy.
  - Felt regret.
  - Felt disappointed.
9. "Because of my strange behavior" (line 9). The underlined word means....
- Kind.
  - Good.
  - Award.
  - Weird.
10. What does the text tell us about?
- It tells about the writer's bad experience.
  - It tells about the writer's amazing experience.
  - It tells about the writer's graduation party.
  - It tells about the writer's birthday party.

**Task II**

Read the following text carefully and find the unfamiliar words.

Line	Unforgettable Moment
	It was the beginning of July. My parents and I were on a plane heading home from our vacation.
3	A beautiful young lady announced that we were going to land in a few minutes. I was very happy. While listening to the announcement, I was looking out the window and noticed how dark the sky was. It was
6	raining heavily and lightning flashed everywhere.
	Suddenly, I felt the plane become bumpy. The impact was low at the beginning, but worsened gradually. Everything shook terribly. People started to scream. I held my parents' hands. I heard my dad
10	praying.
12	Fortunately, our plane landed safely at the airport in the extreme weather. I thanked God for saving us.

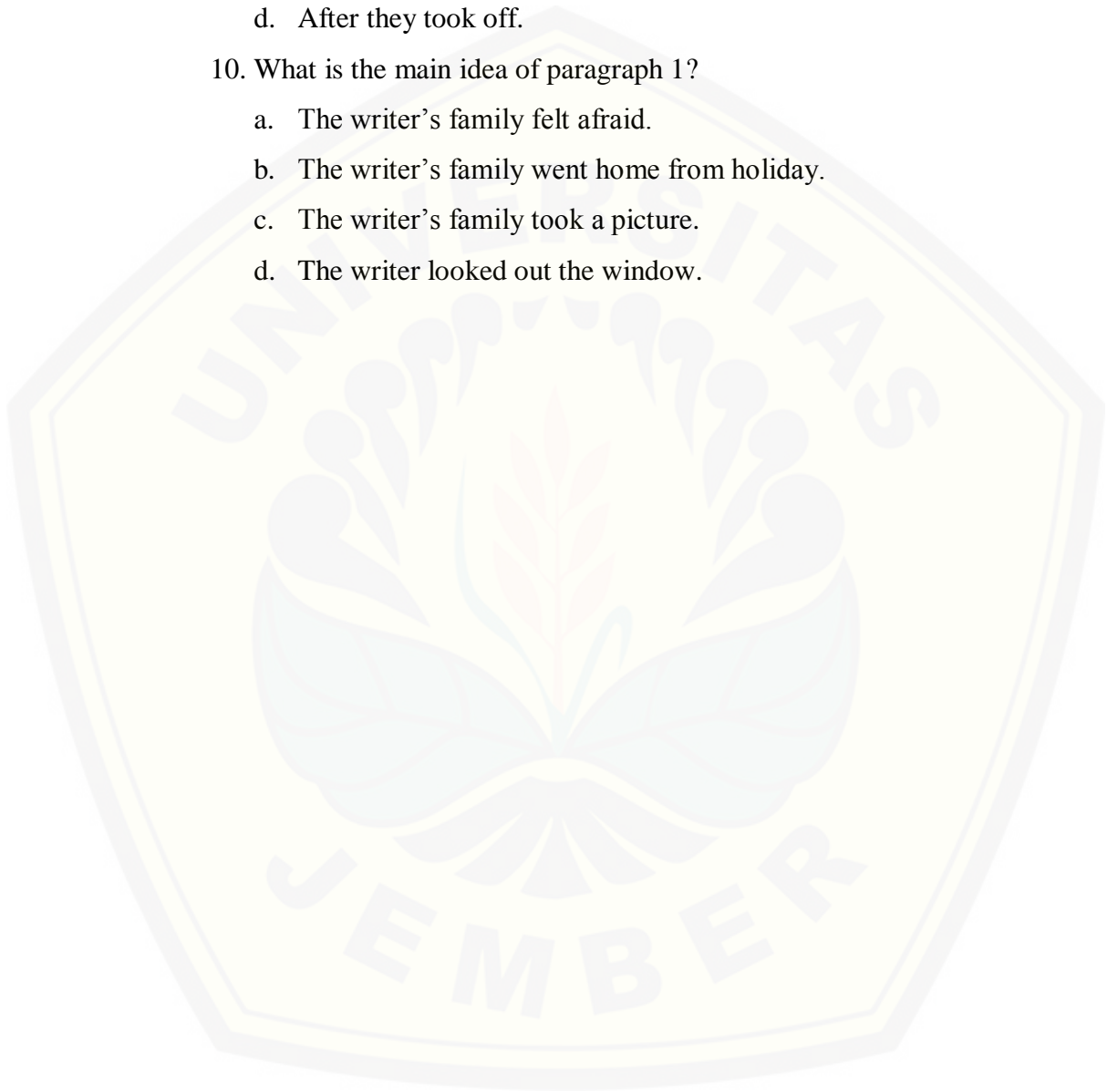
*Adapted from: Ariastuti, 2008, Bima Kelas VIII*

Answer the following questions by crossing a, b, c or d as the best answer based on the text. Do it individually.

1. What made the writer sad?
  - a. The writer did not go for vacation.
  - b. The plane were going to land in a few minutes.
  - c. The writer had a trouble.
  - d. The writer got an accident.
2. A beautiful young lady is probably a.....
  - a. A passenger.
  - b. A doctor.
  - c. A crew member.
  - d. A pilot.

3. Which statement is NOT TRUE based on the text?
  - a. The plane got a trouble.
  - b. The writer went home from his work.
  - c. The writer had a vacation at the beginning of July.
  - d. The plane landed safely at the airport.
4. What is the similar meaning of the word “vacation” in line 2?
  - a. Holiday.
  - b. Trip.
  - c. Journey.
  - d. Event.
5. What is the purpose of the text above?
  - a. To explain something.
  - b. To tell about the writer’s vacation.
  - c. To tell how to make a plane.
  - d. To persuade the reader.
6. When did the writer have a vacation?
  - a. On December.
  - b. Two years ago.
  - c. On November.
  - d. On July.
7. What did the writer do while hearing the announcement?
  - a. Looking out the window.
  - b. Took a walk.
  - c. Went to the bathroom.
  - d. Listening to the music.
8. Which paragraph tells us about the writer is afraid?
  - a. Paragraph 1.
  - b. Paragraph 2.
  - c. Paragraph 3.
  - d. Paragraph 4.

9. When did they thank God?
- Before their plane landed.
  - After their plane landed safely.
  - During the flight.
  - After they took off.
10. What is the main idea of paragraph 1?
- The writer's family felt afraid.
  - The writer's family went home from holiday.
  - The writer's family took a picture.
  - The writer looked out the window.



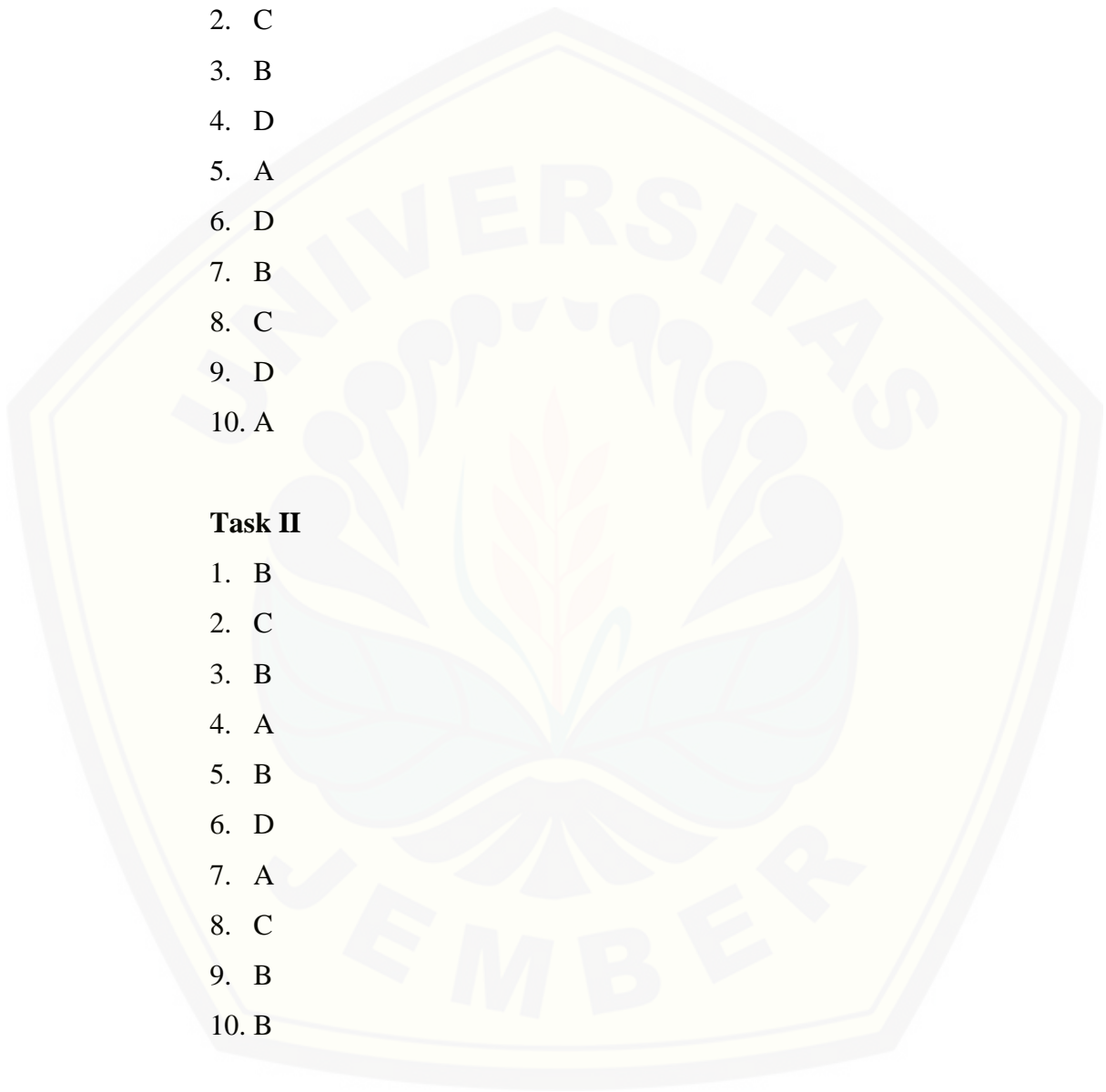
**ANSWER KEY**

**Task I**

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

**Task II**

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



APPENDIX H

**LESSON PLAN**  
**(Cycle 2, Meeting 2)**

School	: Junior High School
Subject	: English
Grade/Semester	: VIII/1
Language Skill	: Reading
Genre	: Recount Text
Theme	: Holiday
Time Allocation	: 2 X 45'

**I. Standard Competence**

6. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

**Cognitive**

**Product**

- a. Finding the general information of recount text.
- b. Finding the specific information of recount text.

**Process**

- a. Answering leading question based on the picture (predicting)
- b. Reading the recount text.
- c. Identifying the difficult words of recount text.
- d. Making a conclusion of recount text.

**Affective**

- a. Showing hard effort and enthusiasm in teaching and learning process
- b. Showing the attention during the lesson
- c. Showing respect to other students.

**IV Learning Objectives****Cognitive****Product**

- a. Students are able to find the general information of recount text.
- b. Students are able to find the specific information of recount text.

**Process**

- a. Students are able to mention the general information of recount text.
- b. Students are able to mention the social function of recount text.
- c. Students are able to mention the difficult words of recount text.

**Affective**

- a. Students are able to show hard effort and enthusiasm in teaching and learning process.
- b. Students are able to show the attention during the lesson.
- c. Students are able to show respect to other students.

**V. Material Description:** Enclosed**VI. Teaching and Learning Strategy:**

Collaborative Strategic Reading (CSR)

**VII. Teaching and Learning Activities**

No.	Teacher's activity	Students' activity	Technique	Time
<b>I.</b>	<b>Set Induction:</b>			
	Greeting the students	Responding greeting	Question-Answer	1'
	Checking students' attendance	Responding	Question-Answer	1'
	Asking some leading questions related to the upcoming topic.	Answering the leading questions	Question-Answer	3'
<b>II.</b>	<b>Main Activities:</b>			
	Distributing the model of recount text to the students	Receiving the text		1'
	Asking students to predict about the topic	Predicting		5'
	Assigning the students into several groups consisting of 5-6 students.	Remembering the members of their groups		5'
	Asking students to find the members of their groups.	Gathering and sitting with their groups		3'
	Asking students to read recount text silently	Reading the text		5'
	Asking students to identify the difficult words	Identifying the text		25'
	Asking students to make a conclusion based on the text	Making a conclusion		10'



	Distributing the task to the students	Receiving the task		1'
	Asking students whether they get difficulties in doing the task	Responding		10'
	Checking the students' answer and giving feedback to the students.	Discussing the answer together		4'
<b>III.</b>	<b>Closure</b>			
	Guiding the students to make conclusion about the given materials that the students have discussed	Make a conclusion	Question-Answer	4'
	Parting the students	Parting the teacher		1'

### VIII. Media and Source

#### f. Media:

- a. Picture
- b. White board,
- c. Students' worksheet.

#### b. Source (s):

- a. Kurikulum KTSP
- b. Bima untuk SMP Kelas VIII

### IX. Evaluation

- a. Process evaluation is conducted during the teaching and learning process by using observation checklist.
- b. Product evaluation is conducted after the teaching and learning process.

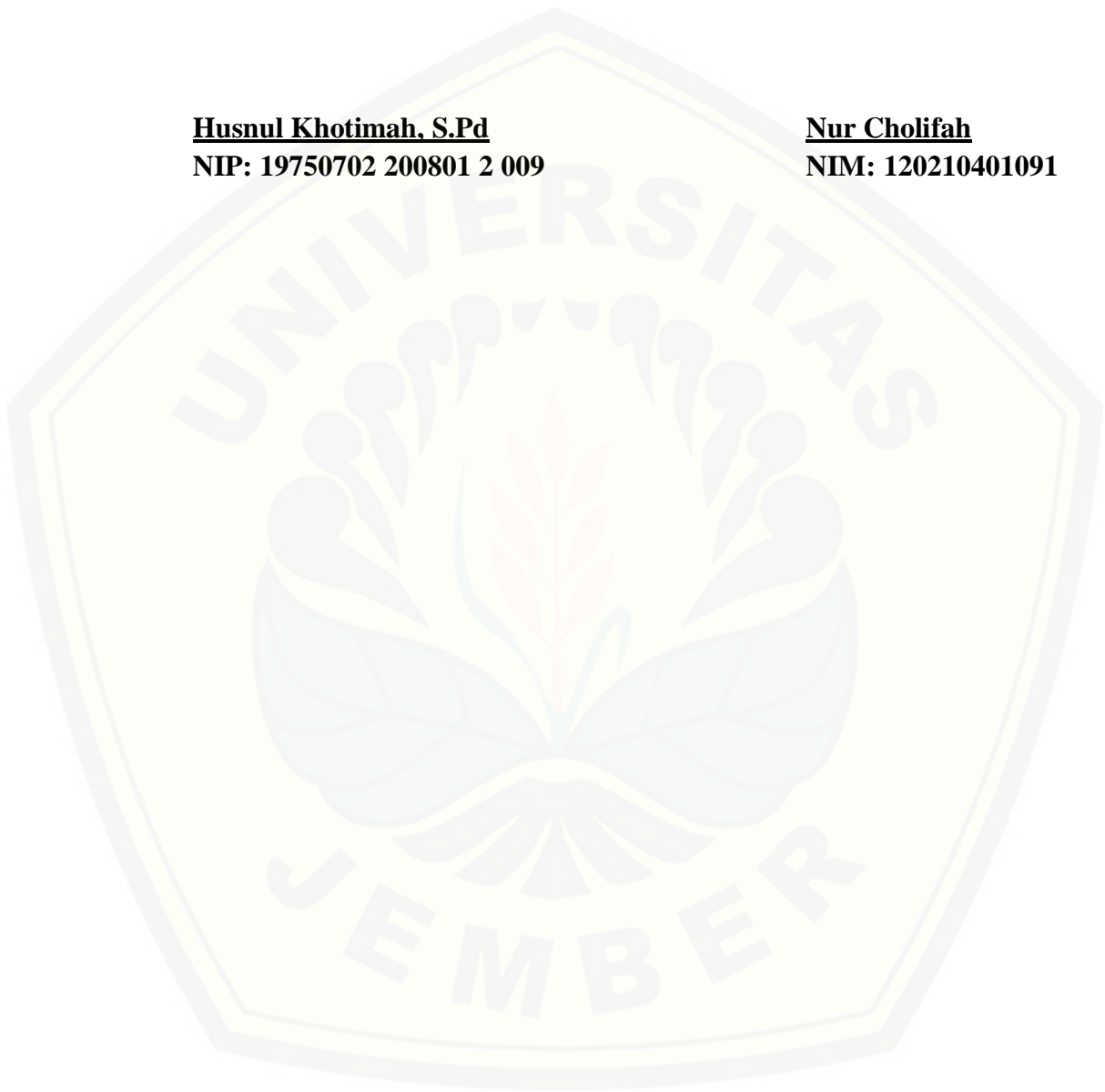
Jember, October 2015

**English Teacher**

**Trainee Teacher**

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**Nur Cholifah**  
**NIM: 120210401091**



## Material

### 1. Leading questions.



- a. How do you read the word in the picture?
- b. How do you say liburan in English?
- c. Where do you usually go during your holiday?
- d. With whom you spent your holiday?

### 2. Main Activities

Teacher ask some questions in order to review the materials about recount text.

- a. Do you still remember about the definition of recount text?
- b. What is the social function of recount text?
- c. What are the language features of recount text?
- d. What is the purpose of the text?
- e. Do you still remember the formula of simple past tense?
- f. How many generic structures in recount text? What are they?
- g. According to the generic structures, which paragraph belongs to orientation?

**Task I**

**Read the following text carefully and find the unfamiliar words with your group.**

Line	Diving in Bunaken Island
2	<p>Last year, I departed New Zealand to Bunaken Island. I went there with a group of New Zealand divers including several members of the Auckland Underwater Photographic Society.</p>
5	<p>Getting there was not quite easy. The first we flew from Auckland to Singapore and then, after one night stopover in Singapore, from Singapore to Manado. After landed in Manado and took a boat ride about an hour. We felt very tired.</p>
8	<p>Soon after our arrival at Bunaken, we got several briefing. We got briefing about one hour from the guide. It included a description about how to take picture under water.</p>
12	<p>Then, we began our diving. In our diving, we saw a group of tiny fish. In order to identify them, we needed a good guide, without some knowledge of their habitat and behavior. It was difficult to identify. We dived for about 70 minutes.</p>
15	<p>In summary, my trip was mostly enjoyable. This place is so impressive with its marine life.</p>

*Adapted from <http://www.ianskipworth.com/suig/bunaken.html>*

**Answer the following questions by crossing a, b, c or d as the best answer based on the text. Do it with your group.**

1. With whom the writer went to Bunaken Island?
  - a. By himself.
  - b. College's friends.
  - c. His family.

- d. A group of New Zealand divers.
2. Which statement is TRUE based on the text above?
- The writer and her friend went to Kuta Beach.
  - The journey to Bunaken Island was not quite easy.
  - The writer went alone to Bunaken Island.
  - The writer did not go diving.
3. How many hours did the writer and his friends spend for briefing?
- One hour
  - Two hours.
  - Three hours.
  - Four hours.
4. "We saw a group of tiny fish" (line 11).  
The underlined word refers to...
- They writer and his friends.
  - The guide.
  - The fish.
  - The stranger.
5. How long they dived?
- 40 minutes.
  - 50 minutes.
  - 60 minutes.
  - 70 minutes.
6. What is the main idea of paragraph 2?
- The writer's plan.
  - The writer's trip to Bunaken Island.
  - The writer's problem with his life.
  - The writer's bad experience.
7. "It was difficult to identify. (line 13)  
What is the similar meaning of the underlined word?
- Easy.
  - Trouble.

- c. Hard.
  - d. Simple.
8. How did the writer and his friends feel when they arrived in Manado?
- a. The writer had an amazing experience.
  - b. They felt tired.
  - c. They felt guilty.
  - d. They felt happy.
9. Which statement is FALSE based on paragraph 3?
- a. They got several briefing.
  - b. The briefing is about one hour.
  - c. They got several briefing from tourist.
  - d. The briefing included how to take picture under water
10. Which paragraph tells us about Bunaken Island is so impressive?
- a. Paragraph 5.
  - b. Paragraph 2.
  - c. Paragraph 3.
  - d. Paragraph 4.

**Task II**

**Read the following text carefully and find the unfamiliar words.**

Line	<b>Holiday in Bandung</b>
	<p data-bbox="512 539 1455 600">Last week, I had a holiday. My family and I went to Bandung. We stayed at my aunt's house, at the centre of Bandung city.</p>
3	<p data-bbox="512 600 1455 660">The house is very beautiful and cool. When we entered the house, we were fascinate by the beautiful small garden and a small fishpond. Then,</p>
5	<p data-bbox="512 660 1455 721">I stopped at the bench for a while to enjoy the beautiful flower and saw the fish swam inside the pond.</p>
8	<p data-bbox="512 781 1455 842">On Monday ,we went to the first destination that was Tangkuban Perahu mountain by car. A long the street ,there were a high green trees. When we arrived, I felt the fresh air and took some pictures</p>
10	<p data-bbox="512 842 1455 902">with the beautiful scenery on that place. The time is running. We also felt hungry and decided to eat. Then, we went home in the evening.</p>
12	<p data-bbox="512 902 1455 963">On Tuesday , we went to Cibaduyut. When we arrived there. There was a lot of people. My family and I look for a good shoes and bags. As you know that the price at Cibaduyut either the shoes or</p>
15	<p data-bbox="512 963 1455 1023">bag was cheap. After we got it, we also did not forget to buy a souvenir. In the evening we went to my aunt's house.</p>
	<p data-bbox="512 1023 1455 1084">Well, that was my great holiday. I really enjoyed it. Spending the time to visit the interesting place with my family.</p>

*Adapted from: Ariastuti, 2008, Bima Kelas VIII*

**Answer the following questions by crossing a, b, c or d as the best answer based on the text. Do it individually.**

1. Where did the writer spend the holiday last week?
  - a. Semarang.
  - b. Bali.
  - c. Bandung.
  - d. Yogyakarta.
2. How was the aunt's house?
  - a. Wide and beautiful.
  - b. Beautiful and cool.
  - c. Narrow and cool.
  - d. Beautiful and narrow.
3. Which statement is TRUE based on the text?
  - a. The writer went home in the afternoon.
  - b. The writer did not take some pictures in the Mountain.
  - c. The writer went to Tangkuban Perahu on Monday.
  - d. The writer went to his aunt's house with his brother.
4. How did the writer go to Tangkuban Perahu?
  - a. By car.
  - b. By motorcycle.
  - c. By pedicab.
  - d. By bicycle.
5. "When we entered the house" (line 3).  
The underlined word refers to...
  - a. The writer's brother.
  - b. The writer's parents.
  - c. The aunt's family.
  - d. The writer and his family
6. Why did the writer go to Cibaduyut for shopping?
  - a. Cibaduyut is famous.
  - b. There are many things in Cibaduyut.



- c. Cibaduyut is near.
  - d. The price is cheap.
7. What did the writer buy in Cibaduyut?
- a. Souvenir and shoes.
  - b. Bag, souvenir and shoes.
  - c. Shoes and bag.
  - d. Bag.
8. Which paragraph tells us about the writer really enjoy his holiday?
- a. Paragraph 1.
  - b. Paragraph 2.
  - c. Paragraph 3.
  - d. Paragraph 4.
9. What is the purpose of the text?
- a. To tell about Tangkuban Perahu.
  - b. To tell about Bandung.
  - c. To tell about writer's holiday.
  - d. To tell about writer's family.
10. "After we got it" (line 15). The word "it" refers to...
- a. Souvenirs.
  - b. Bag and shoes.
  - c. The writer.
  - d. The aunt's house.

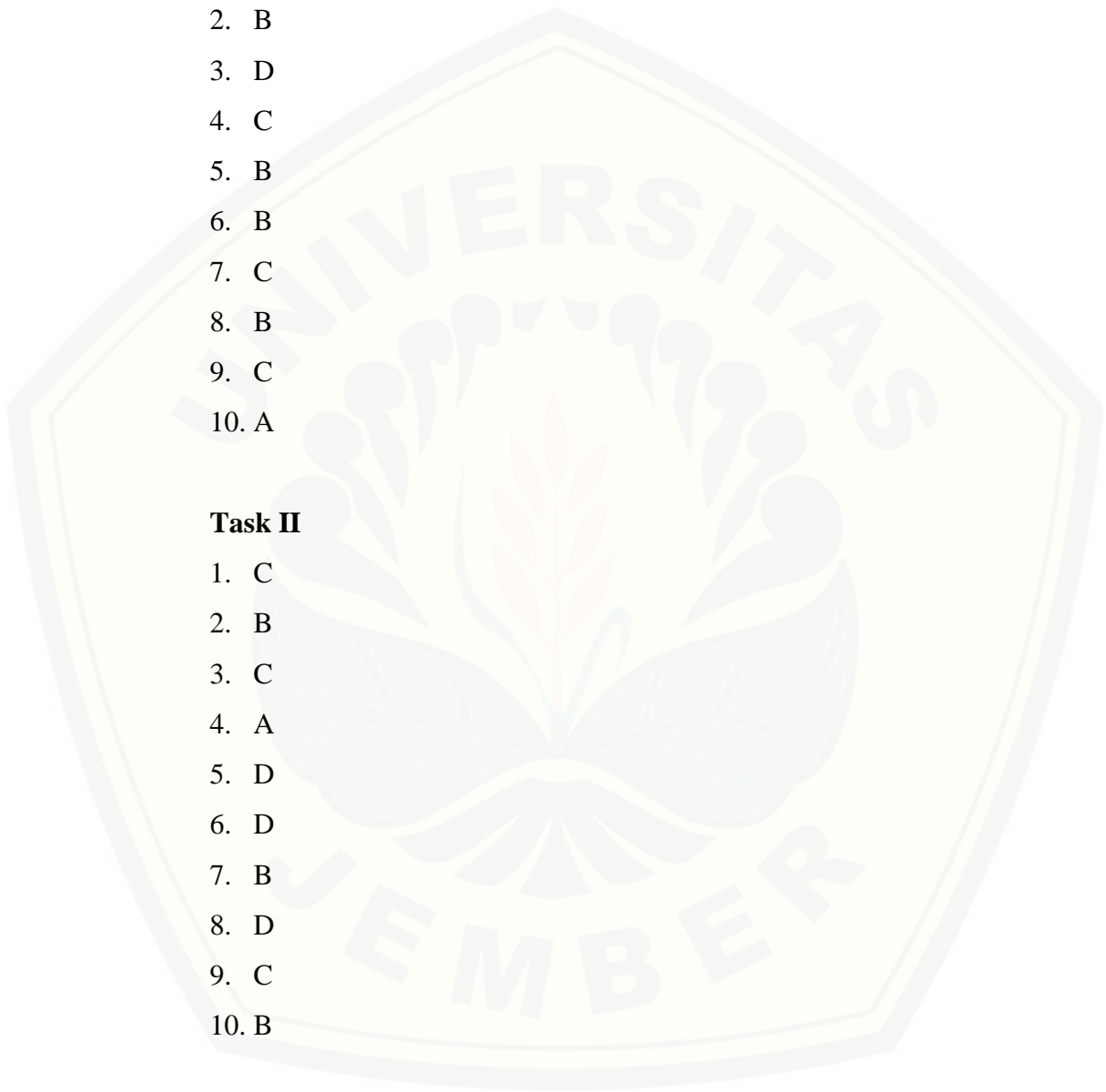
**ANSWER KEY**

**Task I**

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

**Task II**

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



APPENDIX I

**READING COMPREHENSION TEST**

**Subject** : English  
**Grade/Semester** : VIII/1  
**Language Skill** : Reading  
**Genre** : Recount Text  
**Time** : 60 minutes

**Read the text carefully.**

Line	<b>The Flood</b>
3	On Christmas in 2007, I was joining a final test try out a school. It was held from 8 a.m. to 2 p.m. We rushed to the bus stop. When we arrived at the bus stop, suddenly the heavy rain fell down from the sky. Rini suggested me to go home soon while we were entering the bus.
5	
8	It was still raining when I was home. My mother, father and my little sister waited for me. The rain did not stop and became bigger when the night had come. People were standing in front of their house, hoped that the flood would not come. In the middle of the night, I got news that South Purwodadi had been drowned.
11	
13	The next day, Purwodadi had been totally flooded. No one went for work or school because the land had been covered by flood. However, I thank God for not allowing the flood to enter my house. My father and I took a walk around the center market and Central Purwodadi.
16	
19	All that we could see was water. At night, the flood looked like a beautiful ocean with the moonlight on it.  Finally, the flood decreased in the next morning. My family and I cleaned our front yard together. That was the greatest flood and bad experience I ever had.

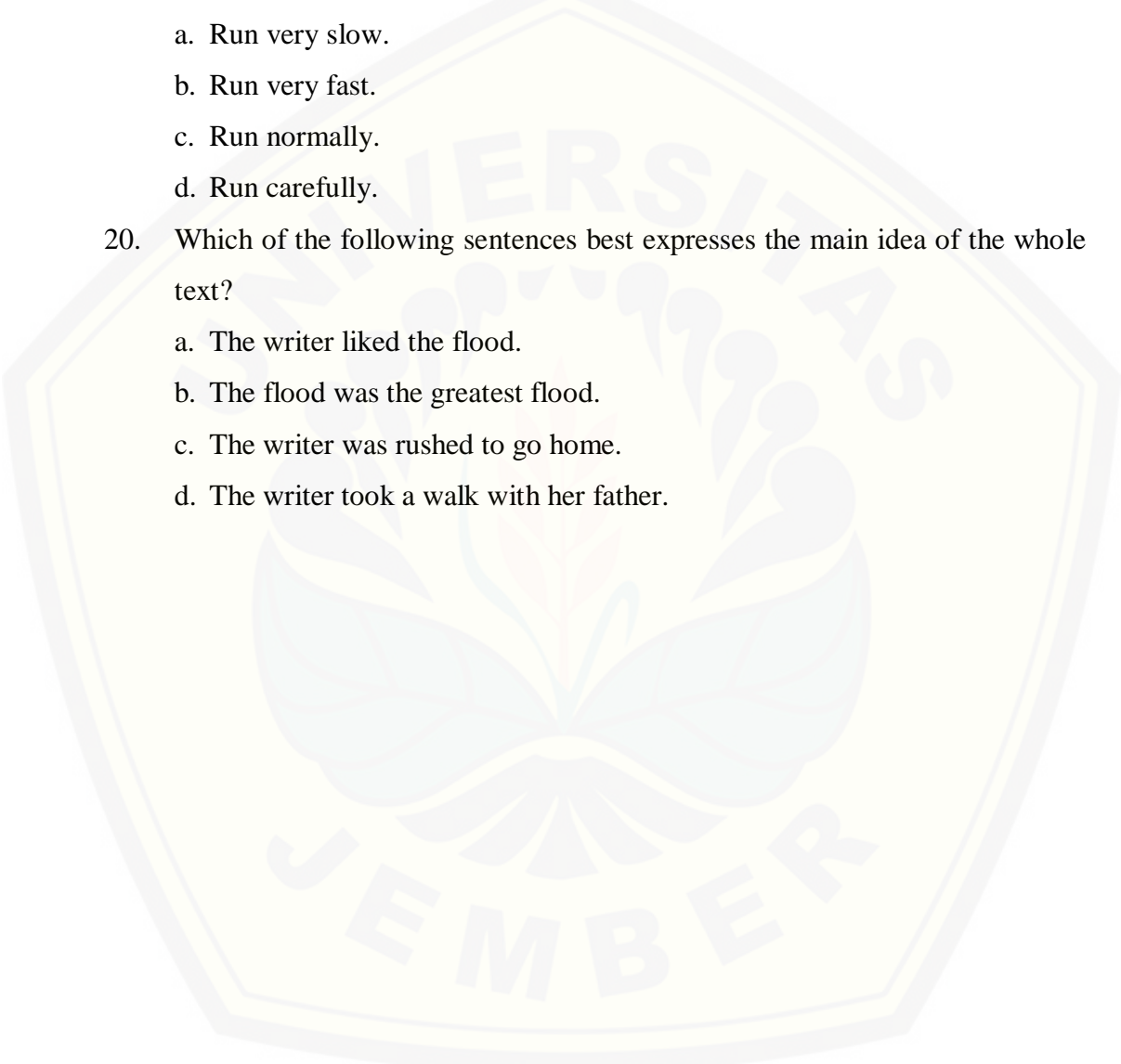
*Adapted from Englishindo.com*

**Choose a, b, c, or d as the correct answer for the following questions based on the text.**

1. What happened in Purwodadi?
  - a. Land pollution.
  - b. Flood.
  - c. An earthquake.
  - d. Air pollution.
2. How did the writer go home?
  - a. By bus.
  - b. By feet.
  - c. By motorcycle.
  - d. By train.
3. "It was held from 8 a.m. to 2 p.m." (line 2)  
The underlined word refers to?
  - a. Ceremony.
  - b. Rain.
  - c. Flood.
  - d. Try out.
4. What is the main idea of paragraph 3?
  - a. Purwodadi was flood.
  - b. The writer was happy.
  - c. The writer joined the try out. .
  - d. The writer took a walk.
5. How many person were there in the house?
  - a. 3.
  - b. 4.
  - c. 5.
  - d. 6.
6. What did the writer do when Purwodadi was flood?
  - a. She slept.
  - b. Took a walk around the center market. .

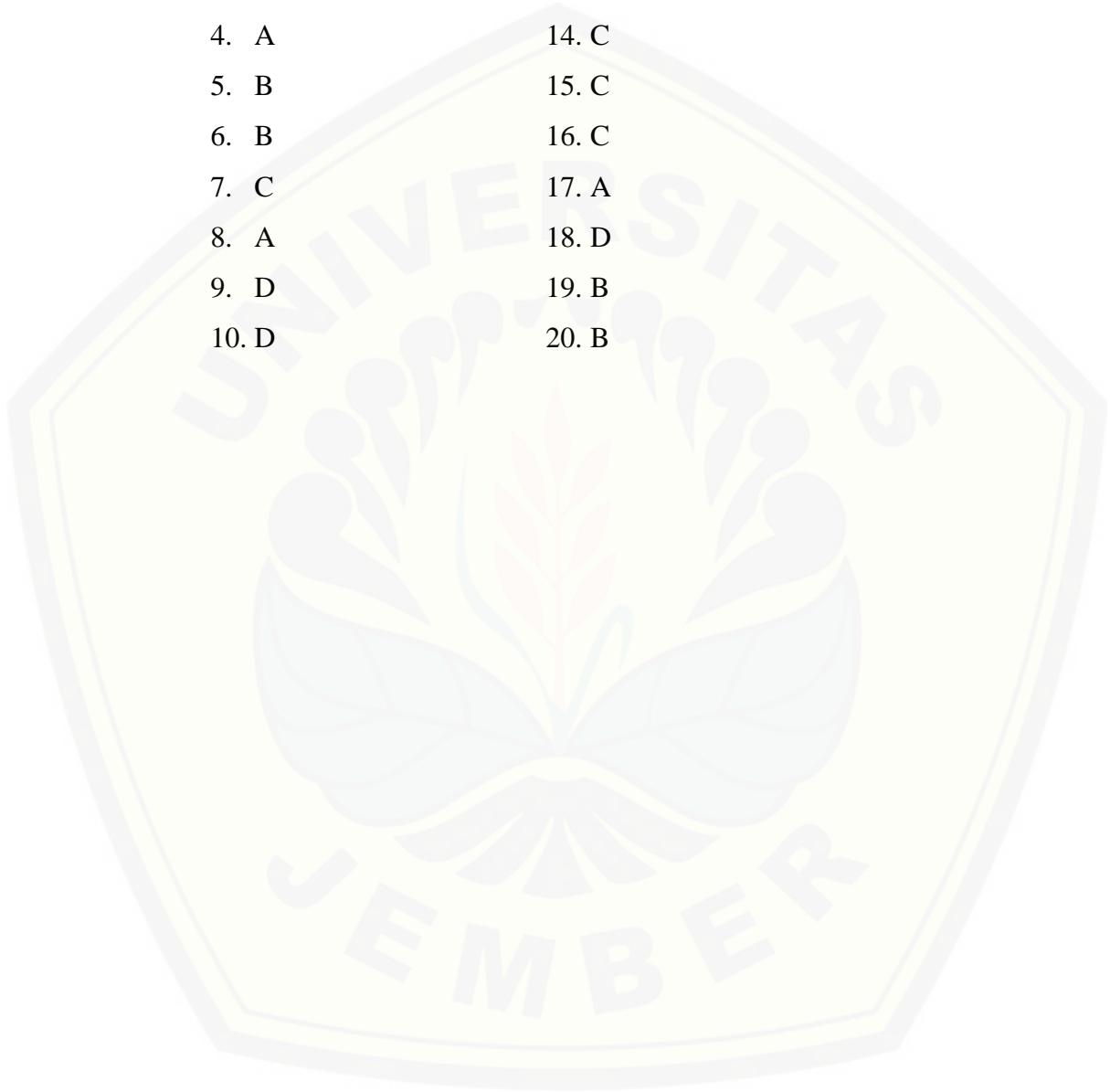
- c. She played with the water.
- d. She helped people.
7. Whom did the writer take a walk with?
- Her mother.
  - By herself.
  - Her father.
  - Her brother.
8. Where did the flood come first?
- South Purwodadi.
  - A central market.
  - A school.
  - A central city.
9. Which statement is FALSE based on the text above?
- The writer went home with Rini.
  - The writer went home by bus.
  - The rain was heavy.
  - The test was held from 8 a.m. to 1 p.m.
10. Which paragraph tells us about the flood looked like a beautiful ocean with the moonlight?
- Paragraph 1.
  - Paragraph 2.
  - Paragraph 3.
  - Paragraph 4.
11. “The rain did not stop and became bigger” (line 7)  
What is the opposite meaning of the underlined word?
- Smaller.
  - Larger.
  - Greater.
  - Huger.
12. “We were entering the bus” (line 4)  
The underlined word refers to?

- a. The writer's friends.
  - b. Rini's friends.
  - c. The writer and Rini.
  - d. The writer and family.
13. Which statement is TRUE according to the text above?
- a. Purwodadi was not flood.
  - b. The rain became bigger at the night.
  - c. They were really happy.
  - d. They hoped for flood.
14. What is the main idea of paragraph 5?
- a. They walked to center market.
  - b. They took some medicine.
  - c. The flood was decrease.
  - d. The flood was not decrease.
15. What is the similar meaning of the word "covered" (line 11)?
- a. Exposed.
  - b. Disclosed.
  - c. Closed.
  - d. Opened.
16. Which paragraph tells us about the situation of Purwodadi?
- a. Paragraph 1.
  - b. Paragraph 2.
  - c. Paragraph 3.
  - d. Paragraph 4.
17. What is the purpose of the text?
- a. To tell about writer's bad experience in Purwodadi.
  - b. To tell about Purwodadi.
  - c. To tell about center market.
  - d. To tell about the flood.
18. What is the main idea of paragraph 1?
- a. He walked to Purwodadi.

- b. He had a vacation
  - c. He waited a bus
  - d. He joined a final test.
19. “We rushed to the bus stop” (paragraph 1)  
What is the meaning of the underlined words?
- a. Run very slow.
  - b. Run very fast.
  - c. Run normally.
  - d. Run carefully.
20. Which of the following sentences best expresses the main idea of the whole text?
- a. The writer liked the flood.
  - b. The flood was the greatest flood.
  - c. The writer was rushed to go home.
  - d. The writer took a walk with her father.
- 
- A large, faint watermark of the Universitas Jember logo is centered on the page. The logo is a shield-shaped emblem with a stylized tree or plant in the center, surrounded by the text 'UNIVERSITAS JEMBER'.

**ANSWER KEY**

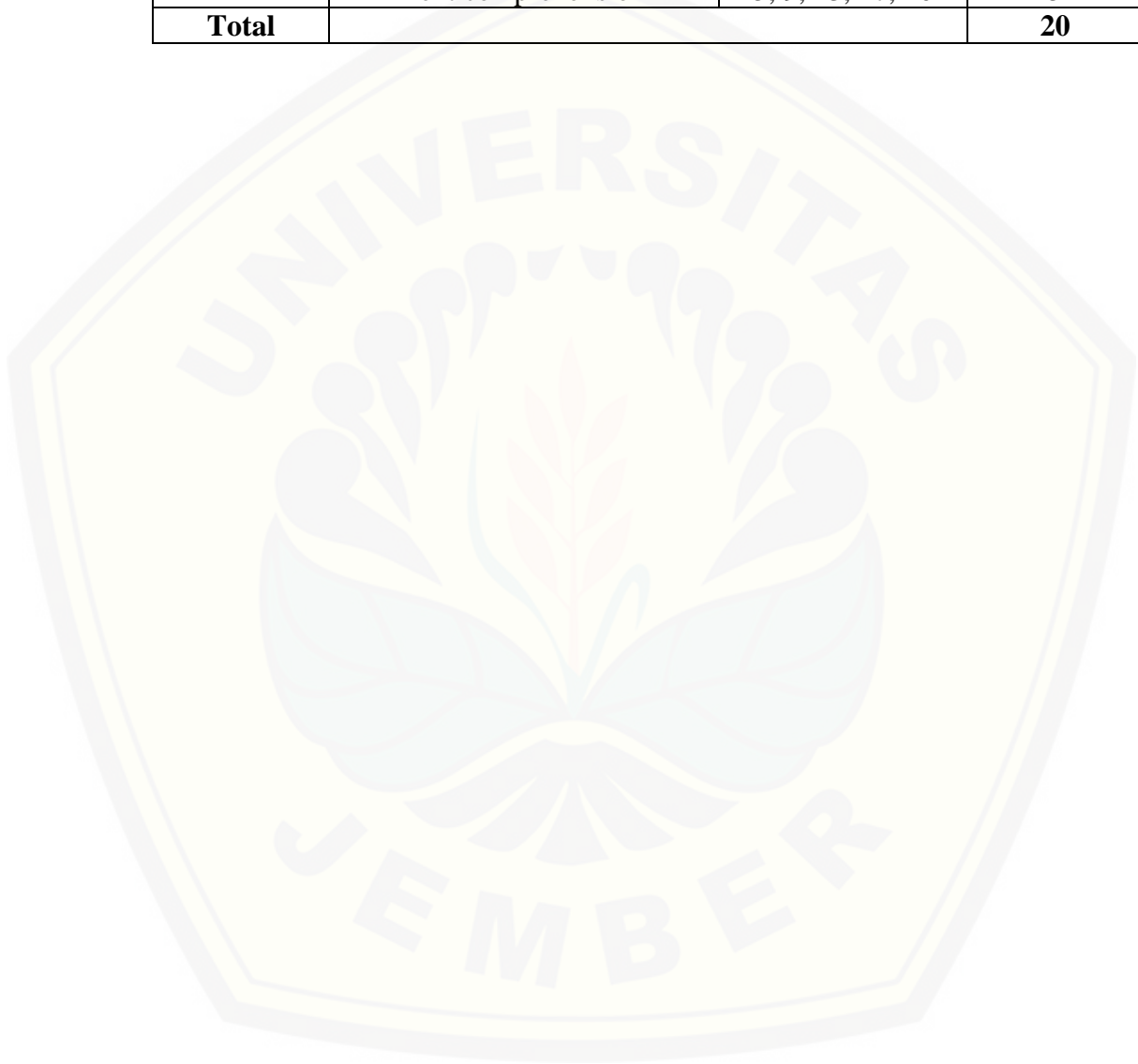
- |       |       |
|-------|-------|
| 1. B  | 11. A |
| 2. A  | 12. C |
| 3. D  | 13. B |
| 4. A  | 14. C |
| 5. B  | 15. C |
| 6. B  | 16. C |
| 7. C  | 17. A |
| 8. A  | 18. D |
| 9. D  | 19. B |
| 10. D | 20. B |





**The Distribution of the Exercise Item**

<b>The Reading Indicators</b>		<b>Exercise Items</b>	<b>Total Items</b>
Specific information	Word comprehension	3, 11, 12, 15, 19	5
	Sentence comprehension	1, 2, 6, 7, 8	5
General information	Paragraph comprehension	4, 10, 14, 16, 18	5
	Text comprehension	5, 9, 13, 17, 20	5
<b>Total</b>			<b>20</b>



APPENDIX J

OBSERVATION CHECKLIST MEETING 1 IN CYCLE I

Students' Number	Name	Indicators				Score	Active	Passive
		1	2	3	4			
1	AAI	-	-	√	√	2	-	√
2	ANA	√	√	-	√	3	√	-
3	ADC	√	√	√	√	4	√	-
4	AS	√	-	√	√	3	√	-
5	AZ	-	-	-	√	1	-	√
6	AWR	√	√	-	√	3	√	-
7	AMR	-	√	√	√	3	√	-
8	ARA	-	-	-	√	1	-	√
9	AMDP	√	√	√	√	4	√	-
10	ADL	√	-	√	√	3	√	-
11	AF	-	-	√	√	2	-	√
12	DI	√	√	√	√	4	√	-
13	EW	√	√	√	√	4	√	-
14	EADA	-	-	-	√	1	-	√
15	EKQ	-	-	-	√	1	-	√
16	ESA	√	-	√	√	3	√	-
17	GAR	√	-	√	√	3	√	-
18	GAF	√	-	√	√	3	√	-
19	HFP	√	-	-	√	2	-	√
20	HAR	-	-	-	√	1	-	√
21	INI	√	√	√	√	4	√	-
22	IN	-	-	√	√	2	-	√
23	JRA	-	-	-	√	1	-	√
24	MF	-	-	-	√	1	-	√
25	MAR	-	-	√	√	2	-	√
26	MAS	√	-	√	√	3	√	-
27	NS	√	√	√	√	4	√	-
28	NAR	-	-	√	√	2	-	√
29	RW	√	√	-	√	3	√	-
30	RKD	-	-	-	√	1	-	√
31	RUN	√	-	√	√	3	√	-
32	RFN	-	√	-	√	2	-	√
33	RW	√	√	√	√	4	√	-
34	SIG	√	-	-	√	2	-	√
35	SMP	-	√	√	√	3	√	-
36	TA	√	-	√	√	3	√	-
37	WAP	-	-	√	√	2	-	√
<b>Total</b>		20	13	23	37		20	17
<b>Percentage</b>		54.05%	35.13%	62.16%	100%		54.05%	45.94%

Jember, October 14<sup>rd</sup>, 2016

The English Teacher,

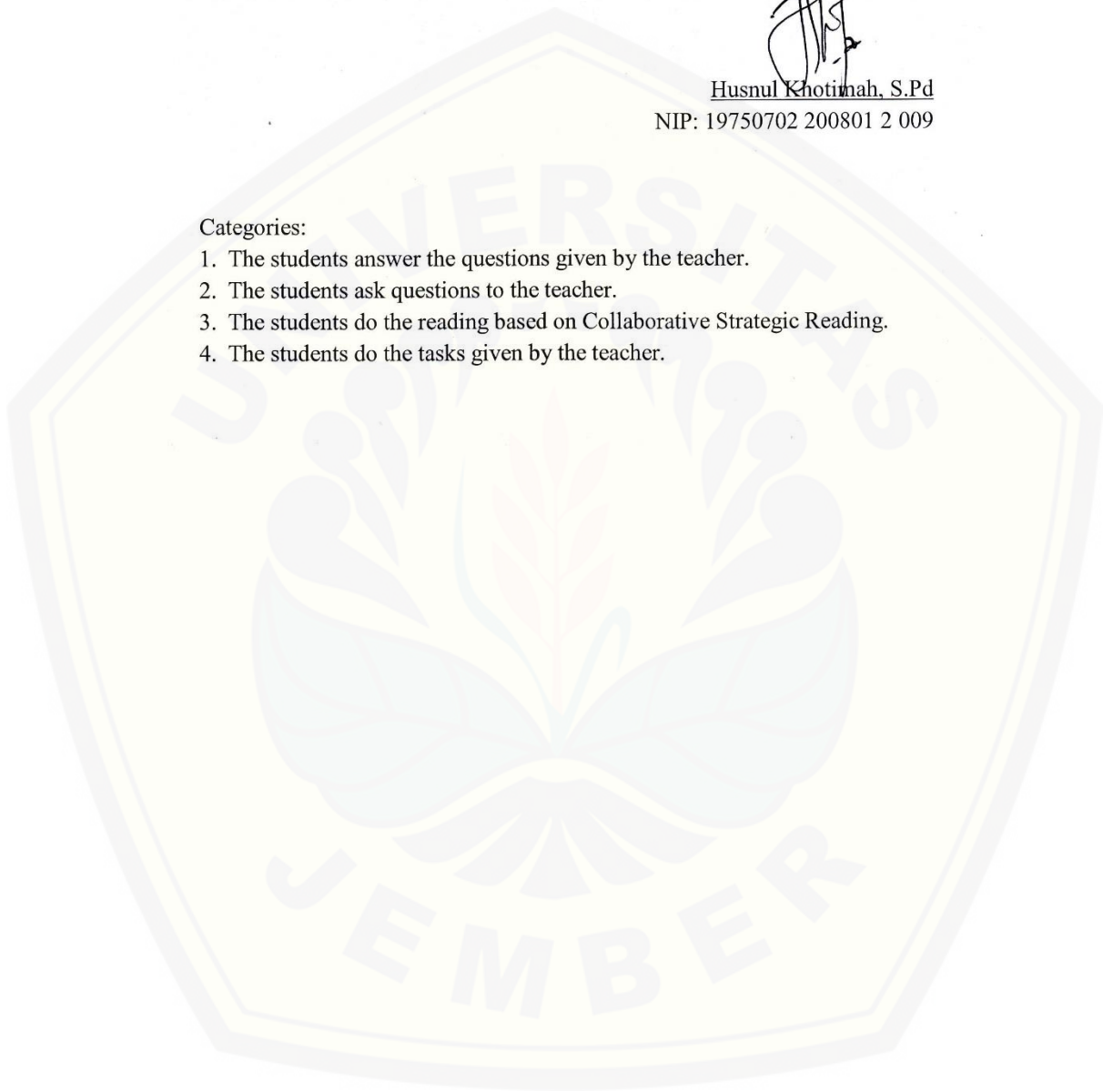


Husnul Khotimah, S.Pd

NIP: 19750702 200801 2 009

Categories:

1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading based on Collaborative Strategic Reading.
4. The students do the tasks given by the teacher.



## OBSERVATION CHECKLIST MEETING 2 IN CYCLE I

Students' Number	Name	Indicators				Score	Active	Passive
		1	2	3	4			
1	AAI	-	-	√	√	2	-	√
2	ANA	√	√	-	√	3	√	-
3	ADC	√	√	√	√	4	√	-
4	AS	√	-	√	√	3	√	-
5	AZ	-	-	-	√	1	-	√
6	AWR	√	√	-	√	3	√	-
7	AMR	-	√	√	√	3	√	-
8	ARA	-	√	√	√	3	√	-
9	AMDP	√	√	√	√	4	√	-
10	ADL	√	-	√	√	3	√	-
11	AF	-	-	√	√	2	-	√
12	DI	√	√	√	√	4	√	-
13	EW	√	√	√	√	4	√	-
14	EADA	-	-	-	√	1	-	√
15	EKQ	-	-	-	√	1	-	√
16	ESA	√	-	√	√	3	√	-
17	GAR	√	-	√	√	3	√	-
18	GAF	√	-	√	√	3	√	-
19	HFP	√	-	-	√	2	-	√
20	HAR	-	-	-	√	1	-	√
21	INI	√	√	√	√	4	√	-
22	IN	-	-	√	√	2	-	√
23	JRA	-	-	-	√	1	-	√
24	MF	√	-	√	√	3	√	-
25	MAR	-	-	√	√	2	-	√
26	MAS	√	-	√	√	3	√	-
27	NS	√	√	√	√	4	√	-
28	NAR	-	-	√	√	2	-	√
29	RW	√	√	-	√	3	√	-
30	RKD	-	-	-	√	1	-	√
31	RUN	√	-	√	√	3	√	-
32	RFN	-	√	-	√	2	√	-
33	RW	√	√	√	√	4	√	-
34	SIG	√	√	√	√	4	-	√
35	SMP	-	√	√	√	3	√	-
36	TA	√	-	√	√	3	√	-
37	WAP	-	-	√	√	2	-	√
<b>Total</b>		21	15	26	37		23	14
<b>Percentage</b>		56.75%	40.54%	70.27%	100%		62.16%	37.83%

Jember, October 15<sup>th</sup>, 2016

The English Teacher,

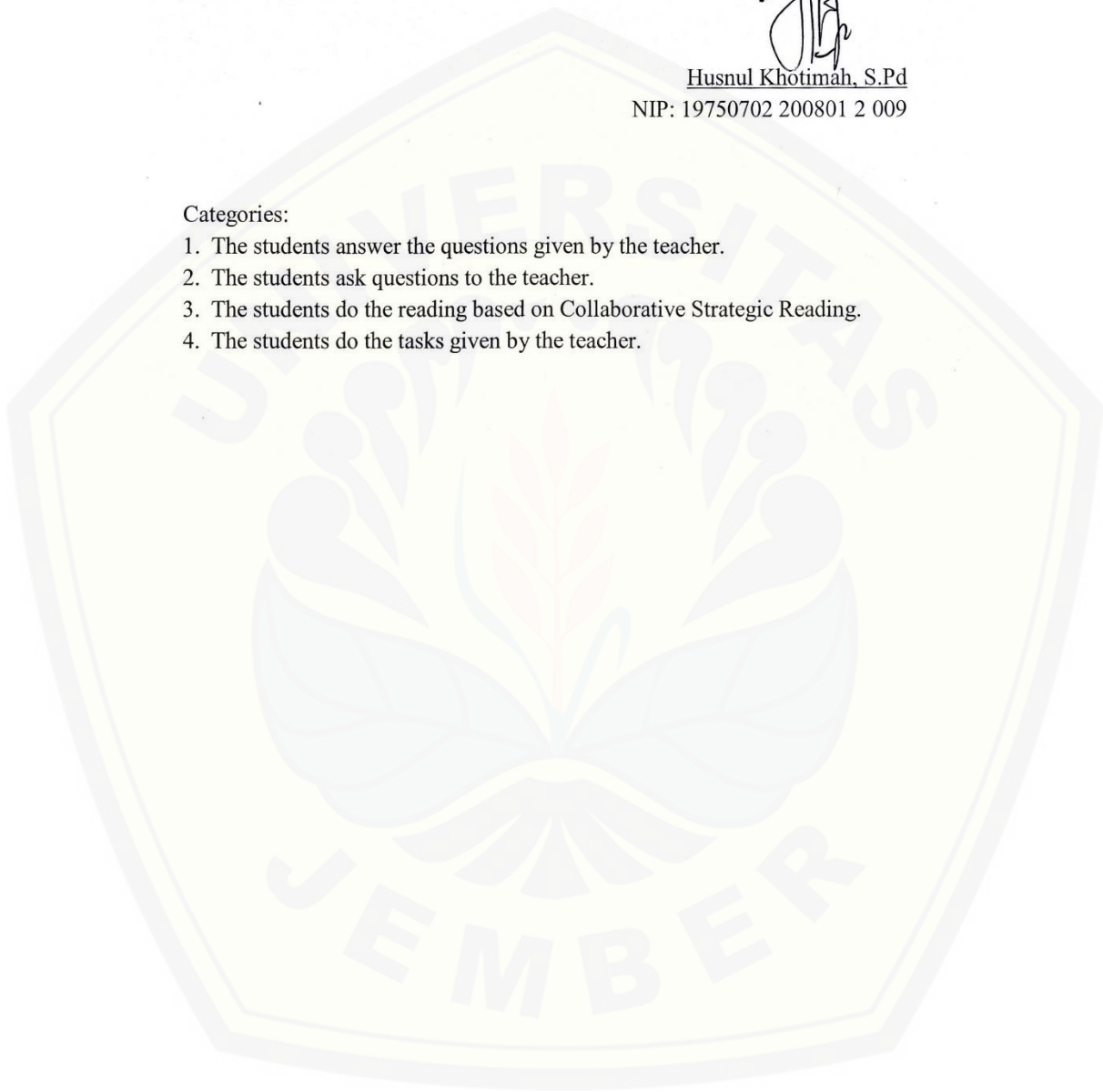


Husnul Khotimah, S.Pd

NIP: 19750702 200801 2 009

Categories:

1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading based on Collaborative Strategic Reading.
4. The students do the tasks given by the teacher.



## OBSERVATION CHECKLIST MEETING 1 IN CYCLE 2

Students' Number	Name	Indicators				Score	Active	Passive
		1	2	3	4			
1	AAI	-	-	√	√	2	-	√
2	ANA	√	√	-	√	3	√	-
3	ADC	√	√	√	√	4	√	-
4	AS	√	-	√	√	3	√	-
5	AZ	-	-	-	√	1	-	√
6	AWR	√	√	-	√	3	√	-
7	AMR	-	√	√	√	3	√	-
8	ARA	-	√	√	√	3	√	-
9	AMDP	√	√	√	√	4	√	-
10	ADL	√	-	√	√	3	√	-
11	AF	-	-	√	√	2	-	√
12	DI	√	√	√	√	4	√	-
13	EW	√	√	√	√	4	√	-
14	EADA	-	-	-	√	1	-	√
15	EKQ	√	-	√	√	3	√	-
16	ESA	√	-	√	√	3	√	-
17	GAR	√	-	√	√	3	√	-
18	GAF	√	-	√	√	3	√	-
19	HFP	√	-	-	√	2	-	√
20	HAR	-	-	-	√	1	-	√
21	INI	√	√	√	√	4	√	-
22	IN	√	√	√	√	4	√	-
23	JRA	-	√	√	√	3	√	-
24	MF	√	-	√	√	3	√	-
25	MAR	-	-	√	√	2	-	√
26	MAS	√	-	√	√	3	√	-
27	NS	√	√	√	√	4	√	-
28	NAR	-	-	√	√	2	-	√
29	RW	√	√	-	√	3	√	-
30	RKD	-	√-	√	√	3	√	-
31	RUN	√	-	√	√	3	√	-
32	RFN	-	√	-	√	2	√	-
33	RW	√	√	√	√	4	√	-
34	SIG	√	√	√	√	4	-	√
35	SMP	-	√	√	√	3	√	-
36	TA	√	-	√	√	3	√	-
37	WAP	-	-	√	√	2	-	√
<b>Total</b>		23	18	29	37		27	10
<b>Percentage</b>		62.16%	48.64%	78.37%	100%		72.97%	27.02%

Jember, October 22<sup>nd</sup>, 2016

The English Teacher,

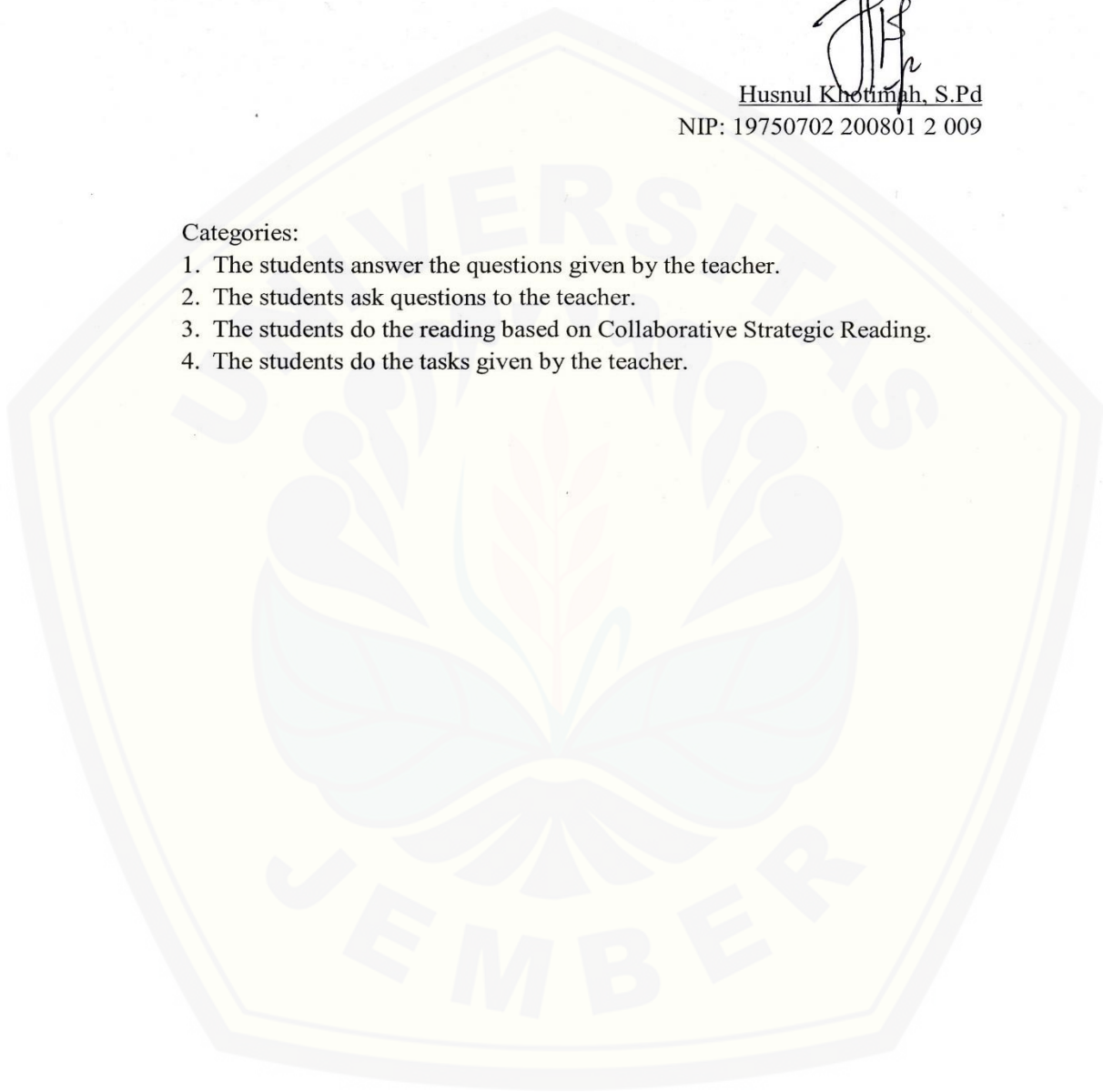


Husnul Khotimah, S.Pd

NIP: 19750702 200801 2 009

Categories:

1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading based on Collaborative Strategic Reading.
4. The students do the tasks given by the teacher.



## OBSERVATION CHECKLIST MEETING 2 IN CYCLE 2

Students' Number	Name	Indicators				Score	Active	Passive
		1	2	3	4			
1	AAI	-	-	√	√	2	-	√
2	ANA	√	√	-	√	3	√	-
3	ADC	√	√	√	√	4	√	-
4	AS	√	-	√	√	3	√	-
5	AZ	-	-	-	√	1	-	√
6	AWR	√	√	-	√	3	√	-
7	AMR	-	√	√	√	3	√	-
8	ARA	-	√	√	√	3	√	-
9	AMDP	√	√	√	√	4	√	-
10	ADL	√	-	√	√	3	√	-
11	AF	-	-	√	√	2	-	√
12	DI	√	√	√	√	4	√	-
13	EW	√	√	√	√	4	√	-
14	EADA	-	-	-	√	1	-	√
15	EKQ	√	-	√	√	3	√	-
16	ESA	√	-	√	√	3	√	-
17	GAR	√	-	√	√	3	√	-
18	GAF	√	-	√	√	3	√	-
19	HFP	√	√	√	√	4	√	-
20	HAR	-	-	-	√	1	-	√
21	INI	√	√	√	√	4	√	-
22	IN	√	√	√	√	4	√	-
23	JRA	-	√	√	√	3	√	-
24	MF	√	-	√	√	3	√	-
25	MAR	√	√	√	√	2	√	-
26	MAS	√	-	√	√	3	√	-
27	NS	√	√	√	√	4	√	-
28	NAR	-	-	√	√	2	-	√
29	RW	√	√	-	√	3	√	-
30	RKD	-	√	√	√	3	√	-
31	RUN	√	-	√	√	3	√	-
32	RFN	-	√	-	√	2	√	-
33	RW	√	√	√	√	4	√	-
34	SIG	√	√	√	√	4	-	√
35	SMP	-	√	√	√	3	√	-
36	TA	√	-	√	√	3	√	-
37	WAP	-	-	√	√	2	-	√
<b>Total</b>		24	20	30	37		29	8
<b>Percentage</b>		64.86%	54.05%	81.08%	100%		78.37%	21.62%



Jember, October 28<sup>th</sup>, 2016

The English Teacher,

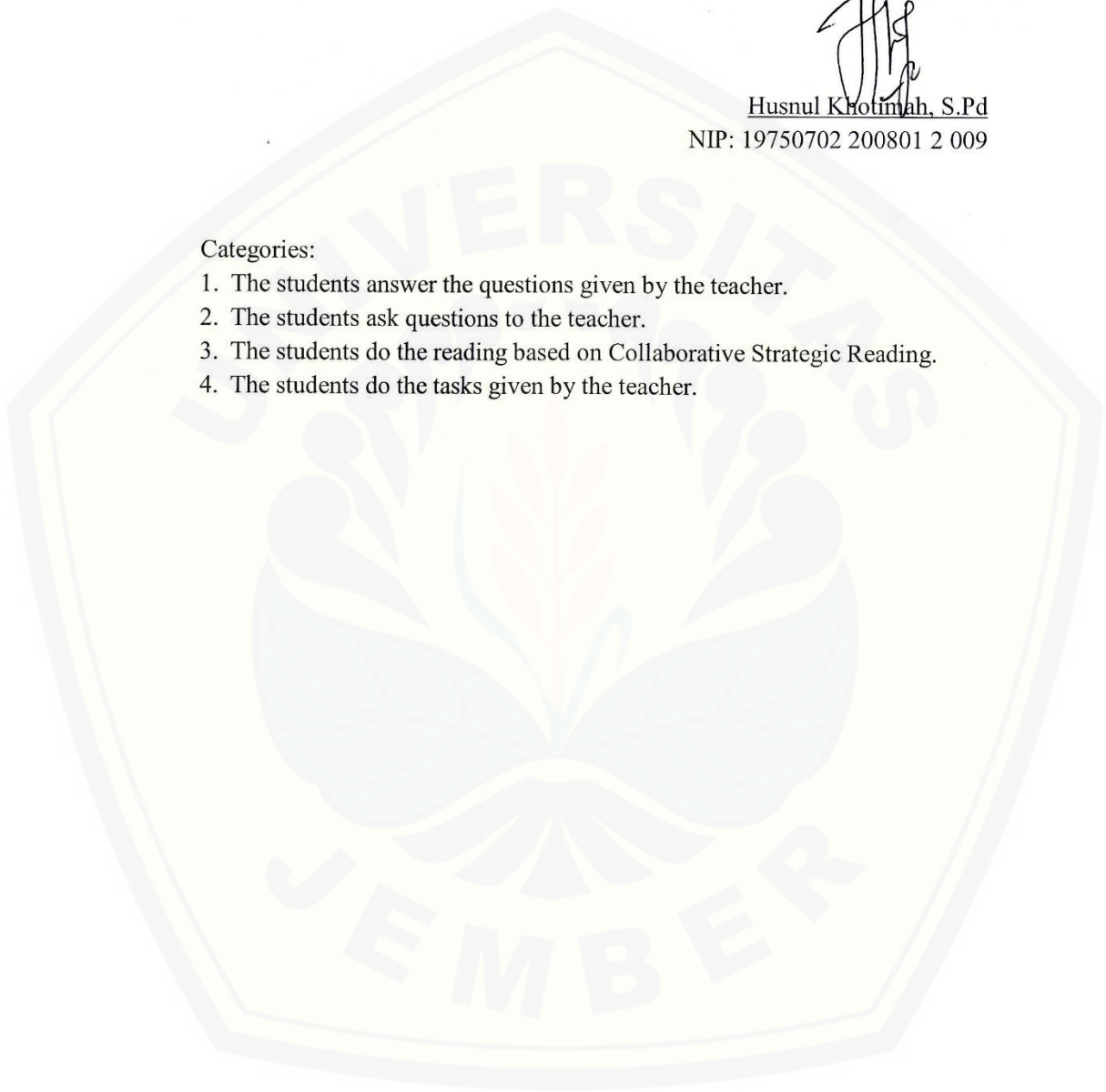


Husnul Khotimah, S.Pd

NIP: 19750702 200801 2 009

Categories:

1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading based on Collaborative Strategic Reading.
4. The students do the tasks given by the teacher.



## APPENDIX K

### The Results of the students' Reading Comprehension Test in Cycle I

Students' Number	Name	Scores	Achieved	Not Achieved
1	AAI	75	√	
2	ANA	85	√	
3	ADC	70		√
4	AS	80	√	
5	AZ	50		√
6	AWR	75	√	
7	AMR	70		√
8	ARA	90	√	
9	AMDP	85	√	
10	ADL	80	√	
11	AF	85	√	
12	DI	90	√	
13	EW	65		√
14	EADA	90	√	
15	EKQ	85	√	
16	ESA	100	√	
17	GAR	95	√	
18	GAF	70		√
19	HFP	60		√
20	HAR	90	√	
21	INI	90	√	
22	IN	85	√	
23	JRA	80	√	
24	MF	90	√	
25	MAR	65		√
26	MAS	75	√	
27	NS	95	√	
28	NAR	90	√	
29	RW	90	√	
30	RKD	80	√	
31	RUN	90	√	
32	RFN	85	√	
33	RW	65		√
34	SIG	70		√
35	SMP	95	√	
36	TA	75	√	
37	WAP	70		√
<b>Total</b>		2300	27	10
		Mean Score= 62.16	72%	27%

## The Results of the students' Reading Comprehension Test in Cycle 2

Students' Number	Name	Scores	Achieved	Not Achieved
1	AAI	80	√	
2	ANA	90	√	
3	ADC	85	√	
4	AS	85	√	
5	AZ	55		√
6	AWR	80	√	
7	AMR	75	√	
8	ARA	80	√	
9	AMDP	95	√	
10	ADL	90	√	
11	AF	90	√	
12	DI	75	√	
13	EW	75	√	
14	EADA	70		√
15	EKQ	75	√	
16	ESA	100	√	
17	GAR	95	√	
18	GAF	85	√	
19	HFP	65		√
20	HAR	95	√	
21	INI	85	√	
22	IN	65		√
23	JRA	85	√	
24	MF	75	√	
25	MAR	75	√	
26	MAS	100	√	
27	NS	90	√	
28	NAR	80	√	
29	RW	80	√	
30	RKD	75	√	
31	RUN	85	√	
32	RFN	90	√	
33	RW	80	√	
34	SIG	80	√	
35	SMP	85	√	
36	TA	85	√	
37	WAP	75	√	
<b>Total</b>		3030	33	4
		Mean Score= 81.89	89%	10%

## APPENDIX L

**The Samples of the Students' Worksheet in Reading Test Cycle 1  
(The Highest Score)**

100

READING COMPREHENSION TEST	
Name : EPT SRI AYUHI	
Student's Number : 16	
Class : 8f-	
1. A B C <input checked="" type="checkbox"/> D	11. A <input checked="" type="checkbox"/> C D
2. <input checked="" type="checkbox"/> B C D	12. A B C <input checked="" type="checkbox"/> D
3. A B <input checked="" type="checkbox"/> D	13. <input checked="" type="checkbox"/> B C D
4. <input checked="" type="checkbox"/> B C D	14. <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> D
5. A B C <input checked="" type="checkbox"/> D	15. <input checked="" type="checkbox"/> B C D
6. A <input checked="" type="checkbox"/> C D	16. A B <input checked="" type="checkbox"/> D
7. A <input checked="" type="checkbox"/> C D	17. A <input checked="" type="checkbox"/> C D
8. <input checked="" type="checkbox"/> B C D	18. A <input checked="" type="checkbox"/> C D
9. A B <input checked="" type="checkbox"/> D	19. A B C <input checked="" type="checkbox"/> D
10. A B C <input checked="" type="checkbox"/> D	20. <input checked="" type="checkbox"/> B C D

## APPENDIX M

**The Samples of the Students' Worksheet in Reading Test Cycle 1  
(The Lowest Score)**

50

READING COMPREHENSION TEST	
Name	: AHMAD ZAHIRUN
Student's Number	: 05
Class	: VIIA
1. A B C <del>D</del>	11. <del>A</del> B C D
2. <del>A</del> B C D	12. A <del>B</del> C D
3. A <del>B</del> C D	13. <del>A</del> B C D
4. <del>A</del> B C D	14. <del>A</del> B C D
5. A B C <del>D</del>	15. A B <del>C</del> D
6. A B <del>C</del> D	16. <del>A</del> B C D
7. <del>A</del> B C D	17. A <del>B</del> C D
8. A B C <del>D</del>	18. A <del>B</del> C D
9. A B <del>C</del> D	19. A B C <del>D</del>
10. A B C <del>D</del>	20. A B C <del>D</del>

## APPENDIX N

**The Samples of the Students' Worksheet in Reading Test Cycle 2  
(The Highest Score)**

100

READING COMPREHENSION TEST	
Name	: ERY SRI AYUANI
Student's Number	: 16
Class	: 8F
1. A <input checked="" type="checkbox"/> B C D	11. <input checked="" type="checkbox"/> B C D
2. <input checked="" type="checkbox"/> B C D	12. A B <input checked="" type="checkbox"/> D
3. A B C <input checked="" type="checkbox"/> D	13. A <input checked="" type="checkbox"/> C D
4. <input checked="" type="checkbox"/> B C D	14. A B <input checked="" type="checkbox"/> D
5. A <input checked="" type="checkbox"/> C D	15. A B <input checked="" type="checkbox"/> D
6. A <input checked="" type="checkbox"/> C D	16. A B <input checked="" type="checkbox"/> D
7. A B <input checked="" type="checkbox"/> D	17. <input checked="" type="checkbox"/> B C D
8. <input checked="" type="checkbox"/> B C D	18. A B C <input checked="" type="checkbox"/> D
9. A B C <input checked="" type="checkbox"/> D	19. A <input checked="" type="checkbox"/> C D
10. A B <input checked="" type="checkbox"/> D	20. A <input checked="" type="checkbox"/> C D

APPENDIX O

The Samples of the Students' Worksheet in Reading Test Cycle 2  
(The Lowest Score)

55

READING COMPREHENSION TEST	
Name : <u>Hikmah Zahwa</u>	
Student's Number : <u>05</u>	
Class : <u>VIII</u>	
1. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	11. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
2. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	12. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
3. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	13. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
4. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	14. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
5. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	15. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
6. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	16. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
7. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	17. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
8. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	18. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
9. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	19. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>
10. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>	20. A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/>

## APPENDIX P



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331-334988, 330738 Fax: 0331-332475

Laman: www.fkip.unej.ac.id

Nomor : 9 1 9 2 /UN25.1.5/PL.5/2016  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

27 SEP 2016

Yth. Kepala SMP Negeri 1 Gumukmas  
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Nur Cholifah  
NIM : 120210401091  
Jurusan : Ilmu Pendidikan  
Program studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "Improving the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas" di Sekolah yang Saudara pimpin.

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 terima kasih.

a.n. Dekan  
Pembantu Dekan I,  
  
Dr. Sukatman, M. Pd.  
NIP-19640123 1998812 1 001



## APPENDIX Q



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 1 GUMUKMAS**



Jl. Mayangan No. 2 Gumukmas Telp./ Fax. 0336 – 321626 Kode Pos 68165

### SURAT KETERANGAN

NOMOR: 070/ 299 / 413.24 . 20523966 / 2016

Yang bertanda tangan dibawah ini :

Nama : LISWIADJI, S.Pd  
NIP. : 19570612 197803 1 010  
Pangkat / Gol. Ruang : Pembina TK. I , IV/b  
Jabatan : Kepala Sekolah  
Unit kerja : SMP Negeri 1 Gumukmas  
Alamat : Jl. Mayangan No. 2 Gumukmas

Menerangkan bahwa mahasiswa UNIVERSITAS NEGERI JEMBER ( UNEJ ) Kab Jember :

N a m a : NUR CHOLIFAH  
Nim : 120210401091  
Jurusan : Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris

Benar-benar yang bersangkutan telah melakukan Kegiatan Tugas Penelitian di SMP Negeri 1 Gumukmas pada tanggal, 14 s.d 29 Oktober 2016, dengan judul : **Improving the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gumukmas, 31 Oktober 2016

Kepala Sekolah  
DINAS PENDIDIKAN  
**SMPN 1**  
SEKOLAH MENENGAH  
PERTAMA NEGERI  
GUMUKMAS  
JEMBER

LISWIADJI, S.Pd  
NIP. 19570612 197803 1 010