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THE INFLUENCE OF IMPLEMENTING COLLABORATIVE STRATEGIC READING (CSR) ON SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION ACHIEVEMENT

THESIS

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UNIVERITY OF JEMBER
2019

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THESIS

Compose to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program, Language and Arts Department,
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2019

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Jumari and Sugiyati, who always support me to accomplish my study.
2. My younger brother, Dandhi Dwi Ari Prasetya.
3. My grandmother, Kustiyah.

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STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, January 8th 2019

The writer

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MOTTO

"Reading gives us some place to go when we have to stay where we are"

- Mason Cooley -

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CONSULTANTS' APPROVAL

THE INFLUENCE OF IMPLEMENTING COLLABORATIVE STRATEGIC READING (CSR) ON SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSIN ACHIEVEMENT

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APPROVAL OF THE EXAMINATION COMMITTEE

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First, I would like to thank Allah SWT for all the guidance and blessing, therefore I could finish my thesis entitled "The Influence of Implementing Collaborative Strategic Reading (CSR) on Senior High School Students' Reading Comprehension Achievement". Further, I would like to express my deepest appreciation and sincere thanks to:

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2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Study Program;
4. My first and second consultants, Dr. Aan Erlyana Fardhani, M.Pd. and Dr. Budi Setyono M.A. for giving me guidance and motivation to accomplish this thesis;
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6. The Principal of SMA Negeri 2 Tanggul and the English teachers who gave me permission and helped me to conduct the research;
7. The people around me who used to motivate and support me.

Lastly, I realize that this thesis might have some weaknesses. Therefore, any critics and suggestions are appreciated for the sake of the better development for this thesis.

Jember, January 8th 2019

The writer,

Sucik Fitri Wulandari

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SUMMARY

The Influence of Implementing Collaborative Strategic Reading (CSR) on Senior High School Students' Reading Comprehension Achievement; Sucik Fitri Wulandari, 140210401068; 2019; English Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, University of Jember.

This quasi-experimental research was administered to investigate the effect of implementing Collaborative Strategic Reading (henceforth CSR) on the students' reading comprehension achievement of the senior high school students, especially on the genre of analytical exposition text. This research was conducted in SMA Negeri 2 Tanggul. All the students of the 11th grade of science were included as the population of this research. However, the research participants (the experimental and the control groups) were selected based on the results of the homogeneity test. Based on the results of the homogeneity test, the population was homogeneous. Therefore, the experimental and the control groups were chosen by using lottery method of sampling. As the result, 36 students of XI MIPA 3 and 35 students of XI MIPA 4 were chosen as the participants of this research. The students in the experimental group were taught analytical exposition text by using Collaborative Strategic Reading (CSR) while the students in the control group were taught analytical exposition text by using Chair-Mate.

After the treatments were carried out, the researcher administered a reading comprehension test as post-test to measure the students' reading comprehension achievement, especially on analytical exposition text. The post test results were analyzed by using Independent sample t-test in the SPSS computing system to find the mean difference between two groups. Based on the data analysis, there was a significant difference between reading comprehension level of the experimental group and control group. It also revealed that the significant value was 0.042 which was lower than the p-value. Again, this data proved that there was a significant difference between the experimental and the control groups. Therefore, the alternative hypothesis which was formulated as: "There is a significant effect of

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implementing Collaborative Strategic Reading (CSR) on the senior high school students' reading comprehension achievement" was accepted.

Lastly, since it was proved that there was a significant effect of using Collaborative Strategic Reading in teaching reading, especially on the genre of analytical exposition text, the English teachers should consider the use of CSR as a variation of his teaching techniques in the classroom to help the students collaborate well and make an interesting learning situation as well as the benefit of implementing CSR, especially in using Clunk Cards and do Wrap Up in this strategy. Furthermore, the finding of this research hopefully will be useful for other researchers who want to conduct a further research related to CSR either in a different skill, area or design. Dealing with the interesting activities above, the future researchers are also advised to conduct the research in a longer time so that the result might be different.

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CHAPTER 1. INTRODUCTION

This introductory chapter gives readers' information about the research background, research problem, research objective, and research contribution.

1.1 Research Background

Starting from the academic year of 2013, education in Indonesia has begun applying 2013 curriculum. This curriculum brings innovation where teacher-centered learning is shifted with student-centered learning. The innovation aims to develop learner autonomy and independence by putting more responsibility for the learning path in the hands of students. For English Subject, 2013 curriculum materials learned are stressed on language competence as a means for communicating ideas and knowledge both in oral and written. Focusing on learning reading skill, students are trained to read and comprehend the text presented, summarize, and present it with their own words.

Dealing with the learning of reading skills, one of the methods which emphasizes on student-centered learning which can support the students' reading comprehension achievement is called Collaborative Strategic Reading (CSR). CSR offers the combination of reading comprehension strategy (preview, click and clunk, get the gist, and wrap up) with cooperative learning where students can learn collaboratively to share in decisions and believe in their capacity to be a leader. This idea intends to ease the students to comprehend a text by allowing students to collaborate with their friends.

The effectiveness of CSR in developing students' reading skill has been investigated by previous studies in different contexts (e.g. Texas, Colorado, Oklahoma, Turkey, Iran, Saudi Arabia, and Aceh) with different research participants. Some studies on CSR involved junior high school students with learning disabilities (LD) (Kim et al. 2006; Boardman et al. 2016), junior high

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school students (Vaughn et al. 2011; Demachkie and Oweini, 2014), elementary school students (Hitchcock et al. 2011), EFL (English as a Foreign Language) students of senior high school (Gani, Yusuf, and Susiani, 2016), and adult EFL learners (Karabuga and Kaya, 2013; Vaughn et al. 2013; Zoghi, Mustapha, and Riza, 2011).

The findings of previous studies investigating the effect of CSR on reading comprehension involving elementary school students revealed that CSR gave no significant effects on students' reading comprehension, even though it was believed that CSR can promote reading comprehension for students with various reading ability. In contrast, the findings of previous studies investigating the effect of CSR on junior high school students, LD students, and adult EFL learners' reading comprehension revealed that CSR had significant influence on reading comprehension. Similarly, the findings of previous studies examining the influence of CSR on senior high school students' reading comprehension also revealed that CSR had significant effect on reading comprehension. In addition, CSR's procedure provides a competitive atmosphere to encourage students to read and understand the text more seriously, and helps them gain positive relationships and interactions among students.

Based on those findings, it can be concluded that CSR was not effective to be implemented on elementary school, but it was effective for junior high school students, senior high school students, and adult EFL learners. Therefore, to know whether or not CSR also contributes to reading comprehension of senior high school students in different context, the present study investigated one of senior high school in Jember by using post-test only design. Thus, the title of this research is "The Influence of Implementing Collaborative Strategic Reading (CSR) on Senior High School Students' Reading Comprehension Achievement".

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1.2 Research Problem

Is there any significant influence of implementing Collaborative Strategic Reading (CSR) on senior high school students' reading comprehension achievement?

1.3 Research Objective

This research intended to know whether or not the collaboration procedures of CSR can support senior high school students better in text comprehending so that they are able to have better reading comprehension achievement.

1.4 Research Contributions

The result of this research is expected to give significant contribution theoretically, empirically, and practically.

Theoretically, the findings of this study are expected to confirm the applicability of Collaborative Strategic Reading in teaching reading skill based on 2013 curriculum.

Empirically, the finding of this research will be useful for other researchers who want to conduct a further research related to CSR either in a different skill, area or design. Dealing with the interesting activities above, the future researchers are also advised to conduct the research in a longer time so that the result might be different.

The last, practically, from the result of this study, the English teachers are recommended to implement this strategy as a variation of his teaching techniques in the classroom to help the students collaborate well and make an interesting learning situation as well as the benefit of implementing CSR, especially in using Clunk Cards and do Wrap Up in this strategy.

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CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents the theoretical framework of Collaborative Strategic Reading Technique (CSR), the conceptual framework of CSR on reading comprehension, review studies on CSR, and research hypothesis.

2.1 Social Constructivism

This current study uses a specific, theoretical perspective known as social constructivism proposed by Vygotsky (1962). Social constructivism underlines the importance of social interaction and interactive of the learning process on cognitive growth. Therefore, this theory convinces the importance of social interaction where learners are able to play an active role as process of making sense of things through interactions with others (Fosnot & Perry, 2005; Felix, 2005).

As a result of social interaction, Vygotsky (1978) believes the existence of Zone of Proximal Development (ZPD). Vygotsky (1978) added that ZPD has been defined as the gap between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under teacher guidance or even peers. This zone is a place of a continual movement of learning occurred. The movement shows the change of current cognitive level to a higher level one. Such a pedagogical model in education comes under the heading of cooperative learning in which students work together in small groups on a clearly defined task and role. Related to CSR, this perspective becomes the root of CSR since CSR emphasizes the importance of interaction with others to ease students in comprehending a text.

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2.2 CSR as a Combination of Cooperative Learning

Cooperative Learning (CL) is a set of teaching techniques which provide students opportunities to work together more effectively (Jacob et al., 2002). Students will work in a team and responsible for their team-mates's learning as well as their own. Kagan (2009) asserts CL helps students establish cooperation within the group (team building), build their social skill, improve their communication skills, and build students' thinking skills (knowledge building).

In reading strategy instruction, tasks in CL ease the learners to comprehend the text as they read (Zoghi, Mustapha & Rizan, 2010). Since the students can work cooperatively in small groups, they also can read texts more efficiently, share their ideas, and understand the reading materials better (Vaughn & Edmonds, 2006). From the perspectives discussed above, Collaborative Strategic Reading (CSR) is a proper strategy that combines reading strategy instruction with the essence of CL.

2.3 The Implementation of CSR in Teaching Reading

CSR is a set of learning strategy with collaborative groups and technique for reading comprehension skill. Firstly, CSR is an instructional approach developed by Klingner and Vaughn in 1998. CSR includes four reading strategies in which are divided into three phases, regarding before reading (preview), during reading (click and clunk, get the gist), and after reading (wrap up). Before reading phase, students do preview by glancing at title, bolded or underlined words, pictures, tables, graphs, and other keys in the text that lead them to predict what they are going to learn before reading the whole text. Preview aims to gather students' interest in the topic and to involve them in active reading from the onset.

The next phase is during reading which consists of Click and Clunk and Get the Gist. Click and Clunk is designed to help the students understand what they read deeply. Clicks represent words in the text that make sense to the students. However, Clunks mean words that students do not understand. The

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students will solve clunk-problems with the help of Clunk Cards which have four steps, those are: (1) reread the sentence without the word and think about what would make sense; (2) reread the sentence with the clunk and the sentences before or after the clunk looking for clues; (3) look for a prefix or suffix in the word that might help; (4) break the word apart and look for smaller words that the students know.

Meanwhile, Get the Gist is an activity of predicting main idea. Here, the students try to identify the idea of each paragraph they have just read. They write the gist in the CSR logs and then tell the teacher in their own words the most important idea about the person, place, or thing by providing the gist in as few words as possible while conveying the most meaning, leaving out details. This activity goal is to teach students to restate in their own words the most important point as a way of making sure they have understood what they have read.

The last phase is after reading. Here, students will do wrap up by formulating WH questions about what they have learnt and then swap it to another group under the teacher guidance to get the answer. This strategy guarantees the students to understand and memorize what they have read easily by sharing questions and ideas.

All those strategies are firstly introduced by the teacher. As students are fluent in using the strategy, the strategies are combined into a full model in which small heterogeneous groups of student use CSR to guide them through reading process. CSR uses small cooperative group, approximately four or five students per group to give each student a critical role associated with the effective function of the group and the implementation of the strategies (e.g., clunk expert, gist expert, announcer, and leader). Clunk Expert reminds the group members to follow the steps when trying to figure out difficult words by using clunk cards. Gist Expert guides the group to get the gist contains the most important idea. Leader leads the group by saying what to read next and what

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strategy to apply next based on the CSR Leader's Cue Sheet. To know the example of CSR Leader's Cue Sheet, Appendix B is provided.

2.4 Reading Comprehension

Reading comprehension relates to the readers' ability to explore information of a text. Grellet (1981:7) defines that reading comprehension is the capability to gain information appeared in the text as efficiently as possible. It includes meaningful interpretation of written language and the strategy being used while the text is read. Similarly, Rathvon (2004:156) explains reading comprehension as the ability to derive meaning from text in order to understand idea being discussed. Therefore, in order to achieve a successful reading, the students have to read the text carefully through an appropriate strategy.

2.4.1 Aspects of Reading

Reading comprehension divided into some types. According to Herber (1970:62), reading comprehension is divided into three aspects. Those are literal comprehension, inferential comprehension, and evaluative comprehension. Those classifications will be explained as follows:

1) Literal comprehension is the understanding of information which is directly or explicitly stated in the passage (Carnine et al., 2010 cited in Basabara et al., 2012). It can be in form of questions about supporting details.
2) Inferential comprehension is the ability to process written information and understand the underlying meaning appeared in the text. This information is then used to understand the passage by looking the relationship that is implicitly stated in the passage. (Applegate et al., 2002 cited in Basabara et al., 2012). This kind of comprehension requires readers to combine ideas, draw conclusions, interpret information, and give opinion.

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3) Evaluative comprehension is the readers' capability to analyze and critically interpret the text based on their prior knowledge and experiences

However, this research only focused on literal comprehension and inferential comprehension since it is mentioned in the learning objective that "The students are able to understand information in the passage explicitly and implicitly".

2.5 Developing Reading Comprehension Skill Using CSR

Regarding to the complex process of reading comprehension, a great strategy is needed to teach reading effectively. One of the strategies that help students to comprehend a text is CSR. CSR systematically builds students' background knowledge, motivation, and engagement in reading, as well as offers four collaborative strategies that help students understand information in a text. Grellet (1981:4) argues that guessing (preview), checking (click and clunk), predicting main ideas (get the gist), and asking oneself questions or reviewing (wrap up) can help students understand reading text.

Klingner and Vaughn (1998:32) state that CSR is an outstanding strategy for teaching students reading comprehension, building students' vocabulary, and working together cooperatively. Furthermore, CSR is applicable for most heterogeneous class of any levels and learning disabilities. Therefore, CSR can be applied for students at the class which has various abilities in terms of reading comprehension. Moreover, by implementing CSR, students are able to work collaboratively with their peers in comprehending the text by using comprehension strategies under the teacher guidance. These are some strengths of using CSR.

1) Promoting students and academic achievement
2) Increasing students retention
3) Enhancing students satisfaction with their learning experience
4) Helping students develop skills in oral communication

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5) Developing students' social skills
6) Promoting students' self-esteem
7) Helping to promote positive race relation

Meanwhile, CSR also has some weaknesses dealing with the implementation of CSR, they 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. Therefore, the teacher needs to manage the class more efficiently.

2.6 Previous Studies on CSR

Many researches have been conducted to investigate the influence of CSR in teaching reading. Some examples are related to the teaching of reading for middle school students with learning disabilities (LD) (Kim et al. 2006; Boardman et al. 2016; Boardman et al. 2016), junior high school students (Vaughn et al. 2011; Demachkie and Oweini, 2014), EFL (English as a Foreign Language) senior high school students (Gani, Yusuf, and Susiani, 2016), and adult EFL (Karabuga and Kaya, 2013; Vaughn et al. 2013; Zoghi, Mustapha, and Riza, 2011).

Applying a modified form of CSR, Kim et al. (2006) conducted an experimental research by using computer assisted CSR on LD learners' reading comprehension ability. The research findings showed that there was a significant effect of using CSR between the control and experimental group. From the interview, they found out that each procedures in CSR ease the students to comprehend the text, especially Wrap Up activity where the students can generate questions. As the results, the students were more aware of whether they have understood what they read or not. Moreover, the activity provided the students a good opportunity to review and summarize what they have read and it could lead to improvements in reading comprehension.

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Furthermore, Boardman et al. (2016) administered a multisite cluster randomized on CSR to students with LD on upper elementary schools (general educations). The research revealed that there was a significantly greater gains in the treatment's group reading achievement than the comparison group. The research result revealed that similar instruction across conditions in CSR made a good deal in improving the students' achievement, including some form of reading strategies likely to promote reading comprehension.

Again, Boardman et al. (2016) examined the interaction between the fidelity of implementation of a set of research-based strategies CSR and outcomes for students with mild to moderate disabilities by using data from two of their studies in middle school language arts and reading classrooms (Study 1) and middle school social studies and science classrooms (Study 2). Results showed that higher quality CSR instruction was associated with higher reading outcomes for students with disabilities. This finding was consistent across Study 1 and Study 2.

Related to CSR application on junior high school students, Vaughn et al. (2011) had conducted an experimental research on the reading achievement of middle grade students (seventh and eighth graders) of English language arts classes in Texas and Colorado. The finding indicated that there was a significant difference on the experimental groups' reading comprehension achievement. The study also proved that CSR helped the students gain their reading fluency since they worked as a team to comprehend the text.

Similarly, Demachkie and Oweini (2011) administered an experimental research to investigate the improvement of students' reading of Arabic by using CSR in Lebanon. The result indicated that implementing CSR at the intermediate school level improved students' performance which was evident through the progress of students' post-test scores. In addition, CSR provided them with a chance to work in groups and interact on a regular basis, which

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increased the students' self-confidence and improved their communication skills.

Dealing with EFL senior high school students, the effect CSR was explored lately. Gani, Yusuf, and Susiani (2016) aimed to discover the effects of using CSR on teaching reading for EFL learners in Banda Aceh. Findings revealed that there was a significant effect of using CSR on students' reading comprehension achievement. The study also showed that the students responded positively and considered that CSR encouraged their motivation in learning and also improved their ability to comprehend the reading material since the procedure of CSR provided a competitive atmosphere to encourage the students to read and understand the text more seriously. The students also had good interactions with their team members and had shared their knowledge with the less-proficient ones during the Click and Clunk, and Get the Gist activities. This surely helped those with less proficiency to follow the activities without feeling intimidated.

Lastly, CSR was also examined on adult EFL learners. Karabuga and Kaya (2013) conducted an experimental research in Turkey. The participants were 40 students of prep-class undergraduate from different departments of Kahramanmaras Sutcu Imam University. The results indicated that CSR had significant effect on adult EFL learners' reading comprehension. Moreover, the study showed that the students in each group took part in the process and contributed to progress of each other. While working with their peers, the students made conversations to fill in CSR learning logs. The students were also observed to regard the other groups as rivals, which seems to encourage them. Besides, CSR was claimed as the contribution to the improvement of their vocabulary knowledge and thus supporting them in dealing with unknown vocabulary during their Click and Clunk process.

In the same case, Zoghi, Mustapha, and Rizan (2010) examined the effect of the Modified Collaborative Strategic Reading (MCSR) in enhancing

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university-level first-years' EFL reading comprehension in East-Azerbaijan province of Iran by using mixed methods research. The sample for this research is one class (existing group) with 42 students. The quantitative result showed that there was no statistically significant difference in the students' mean scores after the MCSR program. It was related to the lack of the students' curiosity towards the instructions of CSR. However, qualitative result indicated that most of the participants did have positive attitudes towards the MCSR technique.

Based on those findings, most of the researches results revealed that CSR gave significant effect on students' reading comprehension. Thus, by considering the strength of CSR based on the previous research, the researcher investigated the influence of CSR in which it emphasized students collaboration and embodied student-centered learning for teaching reading based on 2013 curriculum. In addition, this present study applied the CSR list of Klingner and Vaughn (1998) as the methodology of implementing CSR on students' reading comprehension of analytical exposition text.

2.7 Research Hypothesis

Having reviewed related theories, concepts and empirical research findings on the use of CSR in reading comprehension, the research hypothesis was formulated as follows: "There is a significant influence of implementing Collaborative Strategic Reading on senior high school students' reading comprehension achievement".

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CHAPTER 3. THE RESEARCH

This chapter presents the methodology used in conducting the study regarding research design, research context, research participants, data collection methods, and data analysis method.

3.1 Research Design

This research was intended to investigate the influence of implementing CSR on reading comprehension achievement of senior high school students. Thus, this present research was designed as quasi-experimental research with Post-Test Only Control Group Design. The design of quasi-experiment proposed by Creswell (2012:310) was adopted in this study, as can be seen in the Diagram 3.1 below.

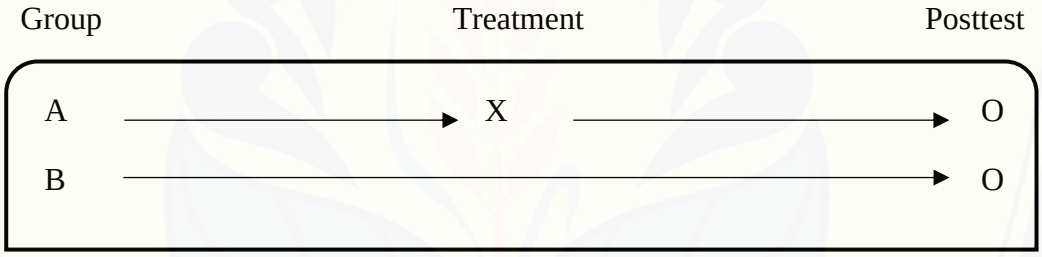

Diagram 3.1: Quasi-experimental design (Creswell, 2012:310)

Descriptions:
A: Experimental group
B: Control group
X: Treatment for the experimental group
O: Post-test

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To conduct the research activities, the researcher followed the daily schedule that was provided by the school. However, there were some obstacles in adapting the research schedule into the school schedule because there were so many holiday in line with the events to celebrate Independence Day. In line with the Diagram 3.1, the steps of this research design are as follows.

1. Administering the homogeneity test

   On July 23rd - August 3rd 2018, the test was administered to all students of the eleventh grade of science to know the homogeneity of the population. Seven classes were included in this research
2. Analyzing the scores of homogeneity test

   On August 4th 2018, the researcher analyzed all the students' score by using ANOVA (Analysis of Variance) on SPSS application.
3. Choosing experimental and control groups by considering the value of ANOVA. Based on the result of the test, the population was homogenous with the range 0.008 from the p-value which is 0.05. Therefore, the researcher used lottery method of sampling to determine both the experimental and the control group.
4. Teaching reading to both experimental and control group

   On August 9th 2018 and August 16th 2018, the researcher taught analytical exposition text by applying CSR to the experimental class. On the other hand, using Chair-Mate, the researcher taught analytical exposition text to control group which was regularly used by the English teacher on August 10th 2018 and August 24th 2018.
5. Administering a reading comprehension test

   To both experimental and control group, the reading comprehension test was given on August 23th 2018, September 7st 2018. This step aimed to measure the students' reading comprehension achievement.

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6. Finding the mean scores of both groups

   On September 8st 2018, this step was done by using T-test formula of SPSS application. After that, the researcher compared the mean scores of both group to know the significant influence of CSR in teaching reading comprehension.
7. Concluding the result of the data analysis to answer the research problem.

3.2 Research Context

This research was conducted in SMAN 2 Tanggul. This school was selected purposefully based on the following considerations. First, the principal gave the researcher permission to conduct an experimental research in this school. Second, the school has applied 2013 Curriculum. In this school, English is taught once a week with 2x45 minutes for each meeting. For teaching English, this school uses English textbook and students work book published by Viva Pakarindo that supports the use of K-13 with language philosophy used is text/genre-based instruction. Third, the English teacher never applied CSR to teach reading comprehension.

3.3 Research Participants

The population of this research was all the eleventh grade of science students of SMAN 2 Tanggul. There are 7 classes for this level, including: 11th science 1, 11th science 2, 11th science 3, 11th science 4, 11th science 5, 11th science 6, and 11th science 7. Choosing two classes as the sample of the study, homogeneity test was given to the population.

The test was conducted to know the homogeneity of the population in the form of reading comprehension test focusing on analytical exposition text. Their scores were analyzed by using one-way ANOVA with the SPSS computing system as described below.

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Table 1. The Output of One-Way ANOVA of Homogeneity Test

Descriptives

Homogeneity test of Analytical Exposition Text

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
XI IPA 1	33	55.30	12.621	2.197	50.83	59.78	30	85
XI IPA 2	34	61.03	9.027	1.548	57.88	64.18	40	80
XI IPA 3	28	61.43	13.734	2.595	56.10	66.75	25	85
XI IPA 4	33	61.67	10.582	1.842	57.91	65.42	30	85
XI IPA 5	30	58.33	10.694	1.953	54.34	62.33	35	85
XI IPA 6	35	55.57	13.600	2.299	50.90	60.24	35	90
XI IPA 7	35	54.00	14.593	2.467	48.99	59.01	30	95
Total	228	58.07	12.488	.827	56.44	59.70	25	95

p-value = 0.05

Test of Homogeneity of Variances

Homogeneity test of Analytical Exposition Text

Levene Statistic	df1	df2	Sig.
1.788	6	221	.103

ANOVA

Homogeneity test of Analytical Exposition Text

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2093.508	6	348.918	2.315	.035
Within Groups	33307.369	221	150.712		
Total	35400.877	227			

The table above revealed that the population of the eleventh grade of science was homogeneous since the significance value was higher than the p-value, with the range 0.053. The table showed that the significance value was 0.103. Therefore, the experimental and the control groups were selected by using lottery method of sampling. Consequently, 11th science 3 was chosen as the experimental group and 11th science 4 was chosen as the control group.

3.4 Interventions

This study was conducted in 5 weeks. In consequence, each meeting was conducted once in a week, 1 meeting running for 90 minutes. Two meetings were provided for each class. Both experimental and control group were given the same materials and exercises. Based on the syllabus, analytical exposition

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text was chosen to be taught. The theme for the first meeting was plastic surgery and the second theme was fast food. However, the groups were treated differently, CSR was applied on the experimental group whereas Chair-Mate was used for the control group.

3.4.1 Intervention in Experimental Group

Having reading through CSR, a set of CSR strategy proposed by Klinger and Vaughn (1998) was followed in the present study. The researcher taught reading by using CSR on August 9th 2018 and August 16th 2018. There were two stages in teaching of reading through CSR, regarding presentation stage and practice stage. Since CSR consists of four strategies: preview, clink and clunk, get the gist, and wrap up. All those strategies were firstly introduced by the researcher (presentation stage). Here, the students were told that they were going to learn analytical exposition text by using CSR to ease them in comprehending the material. After that, the reading strategy in CSR was explained. As students understood the strategy, the strategies were combined into a full model in which small heterogeneous groups of student used it to guide them through reading process. After that, the students applied CSR with their own group to understand the passage (practice stage). Then, the students wrote their discussion results on the CSR logs. The last, the students received the individual worksheet about the text and did the task individually.

In the second meeting of this group, there was no presentation stage included because the students had understood the use of CSR on the first meeting. Here, the researcher directly went to the material.

3.4.2 Intervention in Control Group

Chair-Mate was used during the teaching and learning process in this group. The researcher taught the control group on August 10th 2018 and August 24th 2018. Similarly, this group received the same reading

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material and exercises as the experimental group. After the students got the text, they read it silently. Then, they were given a chance to ask any difficult words in the passage to the teacher. Under the teachers' guidance, the students discussed the difficulty while reading the text and identified the information from each paragraph. After all, the students were divided in pairs to do the group task. Next, they swapped their group tasks with another group to be discussed. The last, they did the individual task on the worksheet that was provided by the teacher.

3.5 Data Collection Method

The data collected in this study were students' scores of reading comprehension gathered from reading comprehension test developed by the researcher. The test items constructed from two exposition texts that were designed to measure the students' literal and inferential comprehension. The test consisted of 22 multiple-choice items. The time allocation to do the test was 90 minutes. To establish its content validity, the items of reading test were tested by using Point-Biserial Correlation formula and then followed by using Kuder Richardson Formula 20 (KR-20) to examine the reliability.

The following formula belongs to Point-Biserial Correlation.

$$r_{pbi} = \frac{M_x - M_{class}}{St_{class}} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} = Point-Biserial Coefficient

M_x = Whole-test mean for students answering item correctly (i.e., those coded as 1s)

M_{class} = Mean score of the test for the entire class

St_{class} = Standard deviation of whole test

p = Proportion of students answering correctly (i.e., those coded as 1s)

q = Proportion of students answering incorrectly (i.e., those coded as 0s)

(Shiken, 2001:13)

In order to make the calculation easier, the researcher used Point-Biserial Correlation formula on Microsoft Excel to analyze the validity.

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The calculation included 22 reading comprehension questions in the form of multiple choice. Based on the result of Point-Biserial Correlation, it showed that 2 from 22 questions were invalid. Thus, the researcher eliminated those questions and continued the analysis of reliability test. Using KR-20 formula, the reliability of the test was analyzed. The following formula belongs to KR-20.

$$r_{11} = \frac{n}{n-1}\left[\frac{s^2 - \sum pq}{s^2}\right]$$

Where:
r_{11}= Reliability Instruments
n = Number of items in the test
s^2 = The test-score variance
p = The proportions of students who answered correctly
n = The proportions of students who answered incorrectly

(Nurgiantoro, 2010:170)

The result of reliability coefficient was 0.76. In order to obtain the reliability of the test, the value of KR 20 was taken into the Spearman-Brown formula Guilford interpretation scale of r_{11} (Ruseffendi, 1991:191):

$r_{11} \leq 0{,}20$ = Very Low
$0{,}20 < r_{11} \leq 0{,}40$ = Low
$0{,}40 < r_{11} \leq 0{,}60$ = Fair
$0{,}60 < r_{11} \leq 0{,}80$ = High
$0{,}80 < r_{11} \leq 1{,}00$ = Very High

Jakni (2016:167)

From the data above, the reliability coefficient of the test items was 0.76. Based on the scale, the test items had high reliability. Therefore, the test items of this research were reliable based on this criteria and fulfilled the qualification of being a good test. As a result, the reading comprehension test had 20 items with four options in each item. Dealing with the time allocation of the test, the researcher clarified that the sufficient time allocation for the students to do the test was 45 minutes. Therefore, the researcher shortened the time allocation of the test.

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Then, to know whether the test items were too difficult or too easy for the students, the difficulty index of the test items was analyzed. The researcher used the degree of test item difficulties by using the following formula:

Where:
FV = Faculty of value (The difficulty index)
R = The number of correct answer
N = The number of the students who take the test

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

The criteria of difficulty index based on Sudjana (1999:137 cited in Jakni 2016:168):
0.00 – 0.30 = Difficult
0.31 – 0.70 = Fair
0.71 – 1.00 = Easy

After analyzing the items by using difficulty index, the researcher found 7 items were categorized as easy, 9 items were fair, and 4 items were difficult. By considering all the analysis, the researcher modified the try out test and the result was a post-test. Thus, giving a post-test was the second step in collecting the data. The post test was a reading test, including of 20 test items of multiple choices. At the end, the researcher calculated students' score of post-test by using the following formula:

$$\frac{\text{Correct answers}}{\text{Total Numbers}} \times 100 = \text{Total Score}$$

3.6 Data Analysis Method

To analyze the data, statistical analysis method was used. The reading comprehension test scores in the post-test were analyzed using independent sample t-test in SPSS program. Independent sample t-test was used to compute the mean difference between two populations and examine the significant differences regarding two factors. The independent sample t-test with 5% significant level was used to compare the mean score of control and experimental group.

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CHAPTER 5. CONCLUSION

This chapter deals with the conclusion of the research and suggestions. Each point is presented respectively in the following sections.

5.1 Conclusion

Based on the hypothesis verification and discussion in the previous chapter, it could be concluded that there was a statistically significant effect of using Collaborative Strategic Reading (CSR) on the students' reading comprehension achievement, especially in the genre of analytical exposition text. The students who were taught reading through analytical exposition text achieved better scores on the post-test than those in the control group who were taught reading by using Chair-Mate. In addition, the research finding obtained that there was a significant effect between the students who were taught reading by using CSR and the students who were taught reading by using Chair-Mate

5.2 Suggestions

Based on the conclusion above, the researcher would like to give some suggestions to the people, as follows:

5.2.1 The English Teacher

The English teachers are suggested to use CSR in his teaching and learning process. Furthermore, by using CSR, the teacher can make an interesting teaching learning process situation and help the students to collaborate well. However, the teacher should prepare the media and learning material properly in order to avoid any obstacle that possibly happens in the learning process.

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5.2.2 The Future Researchers

Finally, the results of this research is expected to be useful for the future researchers as the reference to who want to conduct a further research related to CSR either in a different skill, area or design. Dealing with the interesting activities above, the future researchers are also advised to conduct the research in a longer time so that the result might be different.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPHOTESIS
The Influence of Implementing Collaborative Strategic Reading (CSR) on Senior High School Students' Reading Comprehension Achievement	Is there any significant influence of implementing Collaborative Strategic Reading (CSR) on senior high school students' reading comprehension achievement?	1. Independent Variable: Teaching reading by using Collaborative Strategic Reading 2. Dependent Variable: The students' reading comprehension achievement	1. Collaborative Strategic Reading consists of four students' activities as follow: 1. Previewing the text by glancing at headings, bolded or underlined words, pictures, tables, graphs, and other keys in the text 2. Filling Click and Clunk cards 3. Getting the gist by summarizing paragraph per paragraph 4. Doing wrap up by asking questions and reviewing information in the text 2. The reading comprehension components covering: 1. Literal comprehension 2. Inferential comprehension	Participants: The students of eleventh grade of science of SMAN 2 Tanggul in the 2018/2019 academic year Informants: The English teacher and the administrative staff of SMAN 2 Tanggul Documents: The attendance list of the eleventh grade of SMAN 2 Tanggul (the experimental group and the control group)	1. Research Design: Nonequivalent-Groups Posttest Only Design. (Cresswell, 2012:310) 2. Area Determination Method: Purposive method 3. Respondent Determination Method: Lottery method of sampling 4. Data Collection Methods: Conducting reading comprehension tests 5. Method: T-test formula by using SPSS.	There is a significant effect of using Collaborative Strategic Reading (CSR) on senior high school students' reading comprehension achievement

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APPENDIX B

COLLABORATIVE STRATEGIC READING (CSR) MEDIA

1. CSR Learning Logs

Students will write the result of each activity in CSR on CSR Learning Logs. Each group member will only have one Learning Log.

CSR Learning Log		
Before reading Preview	During reading	After reading Wrap up
Knowledge: What do you know about the topic?	**Clunks**: Make a list.	**Questions and discussion**
Prediction: What will you learn?	**The gist**: Write the gist for each section. *You may add more sections.* Paragraph 1: Paragraph 2: Paragraph 3:	**Review**: What did you learn?

(Adapted from *Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR)*, by Klingner, J. K. & Vaughn, S.1999, p. 745)

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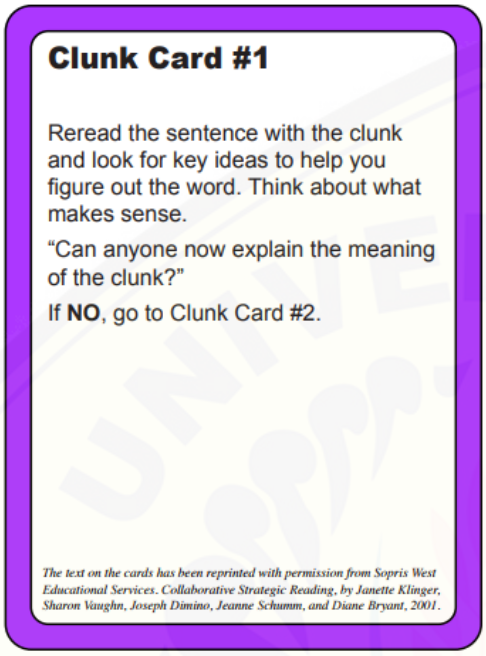
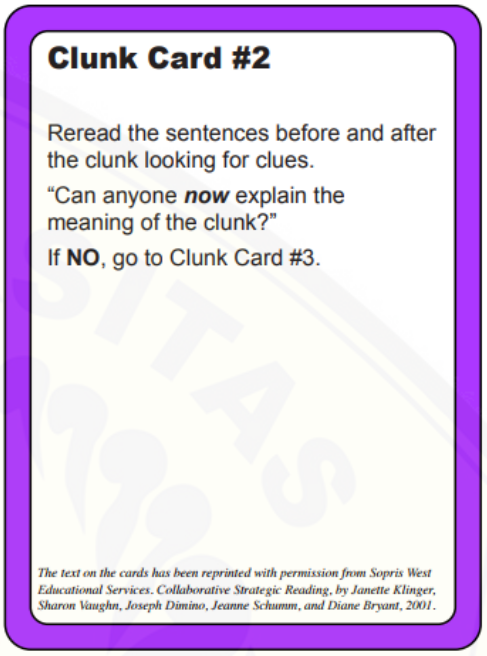
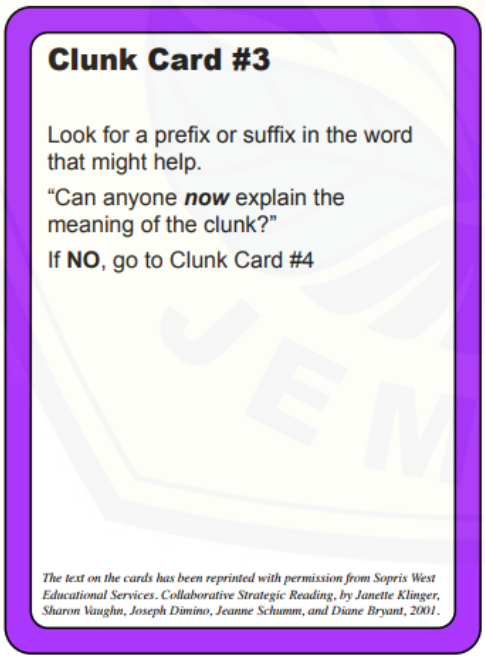
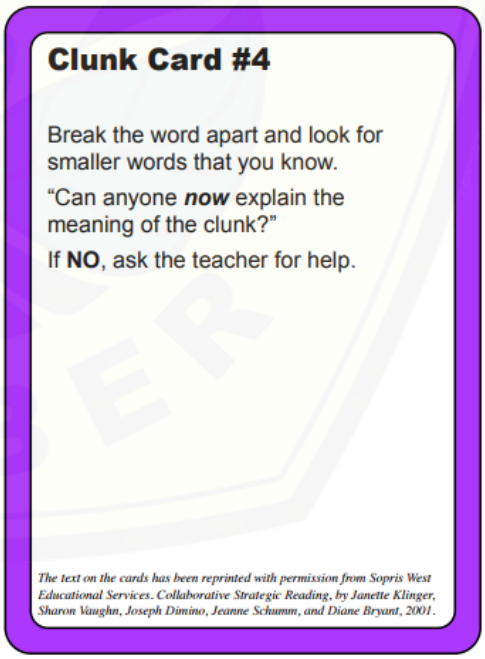
2. CSR Clunk Cards

Students will use Clunk Cards to solve unfamiliar words in the text (clunk). Each card has different step to follow. The students should follow the step appears on each card in sequence. If they cannot solve the clunk on the first go, they should go to the next card and follow its step.









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3. CSR Leader's Cue Card

The Leader's Cue Card will help the leader to keep the group in track in the learning process. The leader will open and discuss every phase on the reading process by using this card.

Figure 1: CSR Leader's Cue Card

Before Reading	During Reading	After Reading
Preview Today's topic is ____. Let's brainstorm everything we already know about the topic and write it on your learning logs. Who would like to share their best ideas? Now let's predict. Look at the title, pictures, and headings and think about what you think we will learn today. Write your ideas in your learning logs. Who would like to share their best ideas?	**Read** Who would like to read the next section? **Click and Clunk** Did everyone understand what we read? If you did not, write your clunks in your learning logs. [If someone has a clunk] Clunk Expert, please help us out. **Get the Gist** It's time to Get the Gist. Gist Expert, please help us out. Go back and repeat all of the steps in this column over for each section that is read.	**Wrap up** Now let's generate some questions to check if we really understood what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone, write your questions in your learning logs. Who would like to share their best question? In your learning logs, let's write down as much as we can about what we learned today. Let's go around the group and each share something we learned.

Adapted from Texas Center for Reading and Language Arts. (2000). Professional development guide: Enhancing reading comprehension for secondary students-part II. Austin, TX: Texas Center for Reading and Language Arts.

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APPENDIX C

LESSON PLAN

Subject : English
Level/Semester : XI/2
Language Skill : Reading
Genre : Analytical Exposition Text
Theme/Topic : Health / Plastic Surgery
Time Allocation : 2 x 45 Minutes

Core Competence

KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence	Indicator(s)
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	3.4.1 Explaining the meaning, social function, the language features, and generic structure of ***analytical exposition text.*** 3.4.2 Identifying similarities between two ***analytical exposition texts.*** 3.4.3 Identifying differences between two ***analytical exposition texts.***
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual	4.4.1 Identifying the general information of ***analytical exposition text.*** 4.4.2 Identifying the specific information of ***analytical exposition text*** 4.4.3 Inferring the main idea of each paragraph in ***analytical exposition text***

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Learning Objective

1. Students will be able to explain the meaning, social function, the language features, and generic structure of ***analytical exposition text***
2. Students will be able to identify similarities and differences between two ***analytical exposition texts***
3. Students are able to comprehend the information of ***analytical exposition text*** explicitly and implicitly.

Learning Material

(Appendix 1 and Appendix 2)

Learning Methods

1. Experimental Group : Collaborative Strategic Reading
2. Control Group : Scientific Learning of 2013 Curriculum

Media, Tools, and Learning Resources

1. Media
   a. For experimental group: Analytical exposition text, CSR logs, Clunk Cards, Leaders' Cue Sheet, and Microsoft Power Point
   b. For control group: Analytical exposition text and Microsoft Power Point
2. Tools
   Laptop and LCD projector

Teaching Learning Activities

Experimental Group	Time	Control Group	Time
Pre-activities		**Pre-activities**	
1. Responding teacher's greeting 2. Praying together 3. Answering some apperceptions about the topic that will be learned 4. Paying attention to the title and objective of the lesson	5'	1. Responding teacher's greeting 2. Praying together 3. Answering some apperceptions about the topic that will be learned 4. Paying attention to the title and objective of the lesson	5'
Main Activities		**Main Activities**	
Listening to the explanation of using Clunk Cards, Leaders' Cue Card and CSR Learning Logs	5'	**Observing** Reading the analytical exposition text given by the teacher and comparing two	15'

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Preview 1. Predicting the content of the text by scanning the information appear on headings; title; bolded or underlined words; or pictures provided to ease their process of reading Comparing two analytical exposition texts about plastic surgery to know the similarities and differences of each language features and generic structures. *(For the following steps, only the second text will be used)* **Click and Clunk** 1. Identifying words which they familiar with and they do not familiar with 2. Writing the unfamiliar words which they do not understand the meaning (clunk) on the CSR logs 3. Finding the meaning of each clunk by following the steps written on the clunk cards **Get the Gist** 1. Identifying the most thing being discussed in every paragraph in order to write the main idea 2. Writing main idea of each paragraph on the CSR logs 3. Rephrasing the idea of a whole text by using their own words **Wrap Up** 1. Formulating two WH question about the text	5’ 10’ 15’ 5’ 15’	analytical exposition texts about plastic surgery to know the similarities and differences of each language features and generic structures *(For the following steps, only the second text will be used)* **Questioning** Asking about any difficult vocabularies appear on the text to the teacher **Exploring** Having divided into pair groups, students start discussing with their peers to answer the group’s task **Associating** 1. Swapping their answer to another group 2. Having discussion and checking the answers under the teacher guidance **Communicating** 1. Answering individual task given by the teacher 2. Swapping and checking their answers in the classroom discussion with the teacher’s feedback	15’ 15’ 10’ 25’

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2. Writing the questions on the learning log 3. Sharing the questions to be answered by other members of the group **Communicating** 1. Sharing and confirming the answer of group's questions to the class 2. Answering the questions given by the teacher individually 3. Swapping and checking their answers in classroom discussion with the teacher's feedback	25'		
1. Ending the class by summarizing the lesson 2. Parting with the teacher	5'	1. Ending the class by summarizing the lesson 2. Parting with the teacher	5'

Assessment

The Scoring of Test Items

The Indicators of Reading Comprehension	Correct	Incorrect	Correct	Incorrect
Literal Comprehension	5	0	5	0
Inferential Comprehension	5	0	5	0
Technique	Multiple Choice		True False	
Form of Instrument	Reading comprehension questions		Reading comprehension questions	
Instrument	Worksheet		Worksheet	

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LEARNING MATERIALS FOR EXPERIMENTAL GROUP

Leading Questions

1. Look closely to those two pictures! Those pictures belong to one person. Can you find the differences?

2. In your opinion, what possible action did she do to reshape her face?
3. Now, besides the promises of plastic surgery, please mention the disadvantages of having plastic surgery!
4. So, having plastic surgery is risky, right?
5. If you write those benefits of gadgets into a text, it is called analytical exposition text.

Main Materials

1. **Definition of Analytical Exposition Text**
   Exposition is a text that elaborates the writer‘s idea about the phenomenon surrounding.
2. **Social Function of Analytical Exposition Text**
   The specific function of analytical exposition text is to convince the reader that the idea is important matter.
3. **Language Features of Analytical Exposition Text**
   A. Using mental verbs: believe, trust, valuable, trustworthy, etc.
   B. Using conjunctive relations: first, secondly, then, finally, etc.
   C. Using causal conjunction: so, thus, consequently, therefore, hence, etc.
   D. Stating evidence: research, expert opinion, or testimony.
   E. Using Simple Present Tense
4. **The Generic Structure of Analytical Exposition Text**
   A. Thesis: Introducing the topic and indicating the writer’s position
   B. Argument 1: Explaining the argument to support the writer’s position
   C. Argument 2: Explaining the other arguments support the writer’s position more
   D. Reiteration: Restating the writer’s position.

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The Analytical Exposition Text
Text 1

PLASTIC SURGERY

Thesis

Plastic surgery is really booming nowadays, as everyone tries hard to look good. It promises people to improve their physical appearance. However, I believe, apart from its good sides, plastic surgery has bad ones as well. Here are two examples of its bad effect.

Argument 1

Firstly, the scars. Depending on the procedure, it can leave scars. A lot of plastic surgery procedures surely will leave visible scars although some of them are vague. Actually, this is not a huge problem for some people, but most of them are still quite disappointed, knowing scars on their body instead of perfect smooth skin.

Argument 2

Secondly, disproportion. Your face or appearance might end up strange if you only think to change everything without paying attention to the doctor's advice. For instance, if you watch popular TV shows like On The Spot, some of the episodes talked about people who look for renowned plastic surgeons' help in order to repair their bodies that were destroyed by other plastic surgeons. It happened after they were addicted to plastic surgery. In addition, they neglected the balance of their body proportion and any potential risks of having too much surgeries. That is definitely one of the worst things that can happen.

Reiteration

From those facts, it can be concluded that plastic surgery is a quite big decision to do. Thus, having no reason of doing it will only lead to the worst nightmare of appearance.

Adapted from http://www.healthline.com/health/most-common-plastic-surgery-complications#4

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Text 2

Plastic Surgery

When you hear about plastic surgery, what do you think of? Doing simple steps and injection to delay the effects of aging? Or those who have gone to extreme measures to look like a real-life Barbie and Ken? The truth is there are a lot of misconceptions about plastic surgery.

Thesis

Anyone who is considering surgery must remember that any procedure has risks, so does plastic surgery. Complication will always haunt the ones who are eager to have this kind of surgery. There must be pain to think about, as well as the time takes to heal. In some cases, there could be long lasting effects to certain people. To make it clearer, here are the bad impact of plastic surgery.

Argument 1

Firstly, the risk of disappointment. When people choose to have plastic surgery, they surely have a particular feature in mind what they want to be. In consequence, they think that changing their physical appearance will improve their looks and make them happier. However, they cannot depend on the result. Even if they have realistic expectations before having the surgery, there is always a risk of disappointment. After having some surgery procedures, they might not like how the surgery turned out. In the end, they might learn to love it, or they could regret having the procedure.

Argument 2

Secondly, requirements for further surgery. Commonly, to get a flawless result, not every plastic procedure requires only one surgery. In this case, the patients need a further treatment. That treatment deals with the step to get perfection from the surgery before, or perhaps because something goes wrong. As a result, they will need more time to have the surgery and recover from it. Moreover, it will be more expensive because they do need more money to pay the cost.

Reiteration

Therefore, considering the risk of plastic surgery, it is essential to think about the right reason to do it. In the reality, some people have too much expectations of what plastic surgery could do for them. Some people hope that having the surgery will be an answer to all their problems. Although it might boost their confidence, there is no guarantee how it will ease them to live perfectly. It is not going to fix their marriage nor their career. They cannot count on the effect except they will only look different.

Adapted from: https://www.medrepublic.com/blog/plasrtic-surgery/the-truth-about-plastic-surgery/

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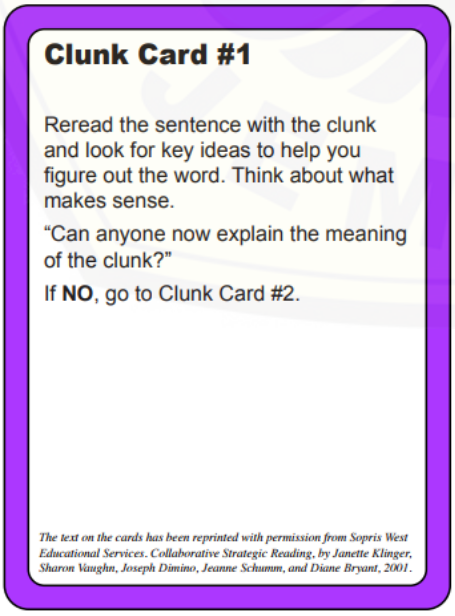
Collaborative Strategic Reading (CSR) Media

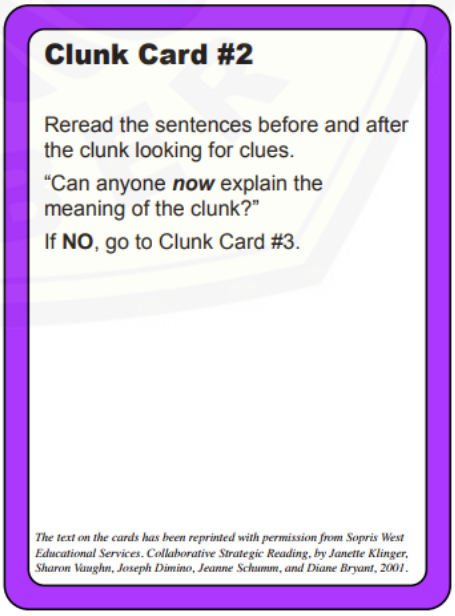
1. **CSR Learning Logs**
   Students will write the result of each activity in CSR on CSR Learning Logs. Each group member will only have one Learning Log.

CSR Learning Log		
Before reading Preview	During reading	After reading Wrap up
Knowledge: What do you know about the topic?	**Clunks**: Make a list.	**Questions and discussion**
Prediction: What will you learn?	**The gist**: Write the gist for each section. *You may add more sections.*	**Review**: What did you learn?
	Paragraph 1:	
	Paragraph 2:	
	Paragraph 3:	

(Adapted from *Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR)*, by Klingner, J. K. & Vaughn, S.1999, p. 745)

2. **CSR Clunk Cards**
   Students will use Clunk Cards to solve unfamiliar words in the text (clunk). Each card has different step to follow. The students should follow the step appears on each card in order. If they cannot solve the clunk on the first go, they should go to the next card and follow its step.





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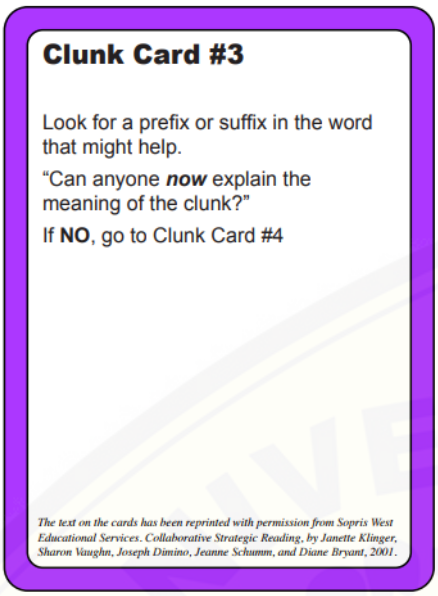

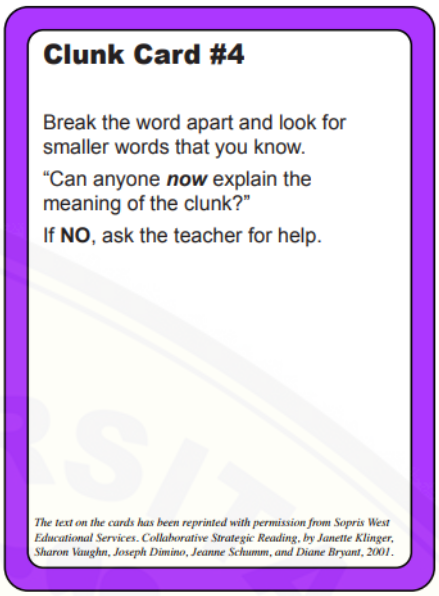

3. CSR Leader's Cue Card

The Leader's Cue Card will help the leader to keep the group in track in the learning process. The leader will open and discuss every phase on the reading process by using this card.

Figure 1: CSR Leader's Cue Card

Before Reading	During Reading	After Reading
Preview Today's topic is _____. Let's brainstorm everything we already know about the topic and write it on your learning logs. Who would like to share their best ideas? Now let's predict. Look at the title, pictures, and headings and think about what you think we will learn today. Write your ideas in your learning logs. Who would like to share their best ideas?	**Read** Who would like to read the next section? **Click and Clunk** Did everyone understand what we read? If you did not, write your clunks in your learning logs. [If someone has a clunk] Clunk Expert, please help us out. **Get the Gist** It's time to Get the Gist. Gist Expert, please help us out. Go back and repeat all of the steps in this column over for each section that is read.	**Wrap up** Now let's generate some questions to check if we really understood what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone, write your questions in your learning logs. Who would like to share their best question? In your learning logs, let's write down as much as we can about what we learned today. Let's go around the group and each share something we learned.

Adapted from Texas Center for Reading and Language Arts. (2000). Professional development guide: Enhancing reading comprehension for secondary students-part II. Austin, TX: Texas Center for Reading and Language Arts.

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Students' Worksheet

Plastic Surgery

Anyone who is considering surgery must remember that any procedure has risks, so does plastic surgery. Complication will always haunt the ones who are eager to have this kind of surgery. There must be pain to think about, as well as the time takes to heal. In some cases, there could be long lasting effects to certain people. To make it clearer, here are the bad impact of plastic surgery.

Firstly, the risk of disappointment. When people choose to have plastic surgery, they surely have a particular feature in mind what they want to be. In consequence, they think that changing their physical appearance will improve their looks and make them happier. However, they cannot depend on the result. Even if they have realistic expectations before having the surgery, there is always a risk of disappointment. After having some surgery procedures, they might not like how the surgery turned out. In the end, they might learn to love it, or they could regret having the procedure.

Secondly, requirements for further surgery. Commonly, to get a perfect result, not every plastic procedure requires only one surgery. In this case, the patients need a further treatment. That treatment deals with the step to get perfection from the surgery before, or perhaps because something goes wrong. As a result, they will need more time to have the surgery and recover from it. Moreover, it will be more expensive because they do need more money to pay the cost.

Therefore, considering the risk of plastic surgery, it is essential to think about the right reason to do it. In the reality, some people have too much expectations of what plastic surgery could do for them. Some people hope that having the surgery will be an answer to all their problems. Although it might boost their confidence, there is no guarantee how it will ease them to live perfectly. It is not going to fix their marriage nor their career. They cannot count on the effect except they will only look different.

Adapted from: https://www.medrepublic.com/blog/plasrtic-surgery/the-truth-about-plastic-surgery/

Group Task (for control group)

Answer questions below based on the text you have read with your mate!

1. What does the text tell us about?
2. What is the function of the text?
3. How many reasons does the writer give to support the idea?
4. Please mention the reasons in the text above!
5. What is the conclusion of the text?

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Individual Task (for control and experimental group)

A. Questions 1-10

Select the correct answer by crossing (X) A, B, C, D, or E!

1. What does the text tell us about?
   A. The procedures in surgery
   B. The importance of plastic surgery
   C. The types of surgery
   D. The necessity of surgery
   E. The risks of plastic surgery

2. What is the purpose of the text?
   A. To describe the plastic surgery procedures
   B. To convince the reader about its benefit
   C. To tell the reader about the plastic surgery process
   D. To convince the reader about the harm of plastic surgery
   E. To inform the reader about the plastic surgery advantages

3. "After having some surgery procedures, they might not like how the surgery turned out." The sentence means…
   A. Some patients might regret after knowing the surgery result
   B. Everyone will pay more to get the perfect result from plastic surgery
   C. Their appearance gives no effect to their quality of life
   D. Plastic surgery promises to improve everyone's physical appearance
   E. The patient will never be disappointed to have plastic surgery

4. "…, there could be **long lasting** effects to certain people". (Paragraph 1). The bolded word is best replaced by…
   A. operable
   B. healable
   C. incurable
   D. harmless
   E. flawless

5. What is mostly discussed in paragraph 2?
   A. Plastic surgery has some risks to the patients' health
   B. Imperfection after doing plastic surgery is quite possible
   C. Each patient need different healing time for their treatment
   D. Changing physical appearance through plastic surgery is expensive
   E. Wasting money is the common problem in having plastic surgery

6. "This procedure will alter a part of the body that the person is not satisfied with and correct any perceived **flaws**." (Paragraph 2). What is the antonym of the bolded word?
   A. Perfection
   B. Defect
   C. Weakness
   D. Blemish
   E. Disfigurement

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7. What are the disadvantages of having plastic surgery based on the text?
   A. Extravagance and death
   B. Disappointment and money waste.
   C. Disappointment and blemish
   D. Reconstruction and time waste
   E. Scars and deformity

8. The plastic surgery costs are mostly discussed in …
   A. The first paragraph
   B. The second paragraph
   C. The third paragraph
   D. The fourth paragraph
   E. The fifth paragraph

9. "Sometimes, the patients need to go back and have further treatment." (Paragraph 3). The underlined word is best replaced by…
   A. allure
   B. illness
   C. complexion
   D. disease
   E. cure

10. "Although it might boost their confidence, there is no guarantee of how it will help them to live perfectly." (Paragraph 3). What does the writer mean?
   A. Your confidence will be increasing day by day
   B. Living happily ever after is everyone's life goal
   C. Plastic surgery will only beautify your appearance not your life
   D. Any physical deformity can be fixed by plastic surgery
   E. Doing plastic surgery surely will give you happiness

B. Questions 11-20

Based on the text above, circle 'T' if the statement is true and circle 'F' if the statement is wrong.

11. Disappointment is a common problem in having plastic surgery. T F
12. People often do plastic surgery because they need a perfect life. T F
13. Plastic surgery only need one procedure to make the best result. T F
14. Instead of using make up, plastic surgery is economical to be done. T F
15. Having much money is not a must to do plastic surgery. T F
16. Plastic surgery surely helps the patients increase their confidence. T F
17. Plastic surgery will not always guarantee a flawless result. T F
18. Plastic surgery can change the patients' physical appearance. T F
19. The result always turn out exactly as planned. T F
20. Improving physical appearance means improving life. T F

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Group Task
Key Answers

1. The text tells us about the of having plastic surgery.
2. The function of the text is to convince the disadvantages of plastic surgery.
3. There are two reasons.
4. The first reason is plastic surgery is disappointment. The second reason is money waste.
5. Plastic surgery promises a potential way to fix everyone's physical defects.

Individual Task
Key answers (Questions 1 -10)

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

Key Answers (Questions 11-20)

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. T
9. F
10. F

The Distribution of the Test Items

Kinds of Comprehension	Number	Total Number
Literal comprehension	7, 8, 11, 12, 13, 14, 15, 16, 18,19	10
Inferential comprehension	1, 2, 3, 4, 5, 6, 9, 10, 17, 20	10

Students' Total Score
Questions A and B
Each correct answer is scored 5
The wrong answer is scored 0
Total score for question 1-20 is 100

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APPENDIX D

LESSON PLAN

Subject : English
Level/Semester : XI/2
Language Skill : Reading
Genre : Analytical Exposition Text
Theme/Topic : Health / Fast Food
Time Allocation : 2 x 45 Minutes

Core Competence

KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence	**Indicator(s)**
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	3.4.4 Explaining the meaning, social function, the language features, and generic structure of ***analytical exposition text.*** 3.4.5 Identifying similarities between two ***analytical exposition texts.*** 3.4.6 Identifying differences between two ***analytical exposition texts.***
4.4 Teks *eksposisi analitis* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual	4.4.4 Identifying the general information of ***analytical exposition text.*** 4.4.5 Identifying the specific information of ***analytical exposition text*** 4.4.6 Inferring the main idea of each paragraph in ***analytical exposition text***

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Learning Objective

1. Students will be able to explain the meaning, social function, the language features, and generic structure of ***analytical exposition text***
2. Students will be able to identify similarities and differences between two ***analytical exposition texts***
3. Students are able to comprehend the information of ***analytical exposition text*** explicitly and implicitly.

Learning Material

(Appendix 1 and Appendix 2)

Learning Methods

1. Experimental Group : Collaborative Strategic Reading
2. Control Group : Scientific Learning of 2013 Curriculum

Media, Tools, and Learning Resources

1. Media
   a. For experimental group: Analytical exposition text, CSR logs, Clunk Cards, Leaders' Cue Sheet, and Microsoft Power Point
   b. For control group: Analytical exposition text and Microsoft Power Point
2. Tools
   Laptop and LCD projector

Teaching Learning Activities

Experimental Group	Time	Control Group	Time
Pre-activities		**Pre-activities**	
1. Responding teacher's greeting 2. Praying together 3. Answering some apperceptions about the topic that will be learned 4. Paying attention to the title and objective of the lesson	5'	1. Responding teacher's greeting 2. Praying together 3. Answering some apperceptions about the topic that will be learned 4. Paying attention to the title and objective of the lesson	5'
Main Activities		**Main Activities**	
Listening to the explanation of using Clunk Cards, Leaders' Cue Card and CSR Learning Logs	5'	**Observing** Reading the analytical exposition text given by the teacher and	15'

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Preview 1. Predicting the content of the text by scanning the information appear on headings; title; bolded or underlined words; or pictures provided to ease their process of reading 2. Comparing two analytical exposition texts about fast food to know the similarities and differences of each language features and generic structures. *(For the following steps, only the first text will be used)* **Click and Clunk** 1. Identifying words which they familiar with and they do not familiar with 2. Writing the unfamiliar words which they do not understand the meaning (clunk) on the CSR logs 4. Finding the meaning of each clunk by following the steps written on the clunk cards **Get the Gist** 1. Identifying the most thing being discussed in every paragraph in order to write the main idea 2. Writing main idea of each paragraph on the CSR logs 3. Rephrasing the idea of a whole text by using their own words **Wrap Up** 1. Formulating two WH question about the text 2. Writing the questions on the learning log	5’ 10’ 15’ 5’ 15’	comparing two analytical exposition texts about fast food to know the similarities and differences of each language features and generic structures *(For the following steps, only the first ttext will be used)* **Questioning** 15’ Asking about any difficult vocabularies appear on the text to the teacher **Exploring** 15’ Having divided into pair groups, students start discussing with their peers to answer the group’s task **Associating** 10’ 1. Swapping their answer to another group 2. Having discussion and checking the answers under the teacher guidance **Communicating** 25’ 1. Answering individual task given by the teacher 2. Swapping and checking their answers in the classroom discussion with the teacher’s feedback	

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3. Sharing the questions to be answered by other members of the group **Communicating** 1. Sharing and confirming the answer of group's questions to the class 2. Answering the questions given by the teacher individually 3. Swapping and checking their answers in classroom discussion with the teacher's feedback	25'		
1. Ending the class by summarizing the lesson 2. Parting with the teacher	5'	1. Ending the class by summarizing the lesson 2. Parting with the teacher	5'

Assessment

The Scoring of Test Items

The Indicators of Reading Comprehension	Correct	Incorrect	Correct	Incorrect
Literal Comprehension	5	0	5	0
Inferential Comprehension	5	0	5	0
Technique	Multiple Choice		True False	
Form of Instrument	Reading comprehension questions		Reading comprehension questions	
Instrument	Worksheet		Worksheet	

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LEARNING MATERIALS FOR EXPERIMENTAL GROUP

Leading Questions

1. Look closely to this picture! What can you see?

2. Do you know what kind of food is that?
3. In your opinion, is it healthy or not?
4. Today, we will discuss about the disadvantages of eating fast food by using analytical exposition text.

Main Materials

1. Definition of Analytical Exposition Text

Exposition is a text that elaborates the writer‘s idea about the phenomenon surrounding.

2. Social Function of Analytical Exposition Text

The specific function of analytical exposition text is to convince the reader that the idea is important matter.

3. Language Features of Analytical Exposition Text

a. Using mental verbs: believe, trust, valuable, trustworthy, etc.
b. Using conjunctive relations: first, secondly, then, finally, etc.
c. Using causal conjunction: so, thus, consequently, therefore, hence, etc.
d. Stating evidence: research, expert opinion, or testimony.
e. Using Simple Present Tense

4. The Generic Structure of Analytical Exposition Text

a. Thesis: Introducing the topic and indicating the writer’s position
b. Argument 1: Explaining the argument to support the writer’s position
c. Argument 2: Explaining the other arguments support the writer’s position more
d. Reiteration: Restating the writer’s position.

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The Analytical Exposition Text
Text 1

Fast Food should be Unconsumed

Thesis

You likely know fast food is unhealthy choice since it is high in calories and fat. However, eating fast food is considered as a normal eating venture nowadays. In fact, when you eat fast food regularly, the effects on your health can be disastrous. Studies have shown that people who eat fast food more than twice a week drastically increase some physical chronic problems, here are the examples of the diseases.

Argument 1

First, atherosclerosis. Fast foods contain high amounts of cholesterol and salt, two nutrients that contribute to cardiovascular health problems. The Indonesia National Agency of Drug and Food Control report a direct link between sodium intake and negative effects on blood pressure, and note that Indonesian consume most of their sodium in processed and restaurant foods. As with eating too many salty foods, getting too much cholesterol can cause plaque build-up in the arteries, or atherosclerosis. This condition can lead to stroke, heart attack and death.

Argument 2

Second, obesity. Fast foods are loaded with fat and calories. Ordering without restraint will have negative effects on your weight as you routinely take in more calories than you can expend. Hamburgers with multiple beef patties, cheese, bacon and mayonnaise may exceed the 65 milligrams fat limit recommended by the NADFC for the whole day. Moreover, obesity increases the risk for potentially fatal heart disease, diabetes and some cancers, as well as sleep apnea and asthma.

Reiteration

In conclusion, fast food is bad for your health. I feel that everyone should not eat fast food regularly since it causes many bad impacts to the body. Moreover, fast food has no nutrition and it simply feeds your hunger and craving.

Adapted from: https://www.livestrong.com/article/3531996-fast-food-bad-health-side-effects/

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Text 2

The Danger of Fast Food

Thesis

Nowadays, fast food considered as a normal eating venture. People are not only eating fast food on special occasions or weekends anymore but wherever whenever. However, they do not know yet the negatives effect that caused by this kind of food. There are some drawback that caused by fast food.

Argument 1

Firstly, too much sugar. While most people are aware of the presence of high fructose corn syrup in soft drinks, did you know that there is more sugar in most fast food menu items? Yes, fast food breakfast items have even more sugar, and that's without the syrup. If you think you are safe by ordering "healthy" menu options, think again: the yogurt parfaits with fruit that restaurants market as nutritious contain 19 grams of sugar, which is almost as much sugar as you would find in a can of soda. All of this sugar greatly increases your risk of developing insulin resistance, a precursor to diabetes.

Argument 2

Secondly, empty calories. Despite its high caloric content, fast food offers very little nutritional value in return. One fast food meal can contain as much as 1,500 calories, which is well over 50% of the daily calories required for a healthy adult. As well, within these empty calories you will find up to 75 grams of fat, and little to no vitamin content. For example, a Big Mac from McDonalds contains 563 calories and 33 grams of fat. As far as vitamins go, there is 24% of your daily intake of iron, but little else - 8% of your Vitamin A requirement and 1% of your Vitamin C requirement are not much to speak of when you consider how many calories you are consuming with such a meal. If you ate the same weight in pasta and salad, you would be getting far more nutrients and almost half the calories.

Reiteration

Finally, by considering those two things, fast food only gives your body bad impacts. You have no other reasons to eat junk food since it only has a few vitamins and nutritional matters.

Adapted from: https://www.livestrong.com/article/49366-definition-fast-foods/

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Collaborative Strategic Reading (CSR) Media

1. **CSR Learning Logs**
   Students will write the result of each activity in CSR on CSR Learning Logs. Each group member will only have one Learning Log.

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Before reading Preview	During reading	After reading Wrap up
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(Adapted from *Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR)*, by Klingner, J. K. & Vaughn, S.1999, p. 745)

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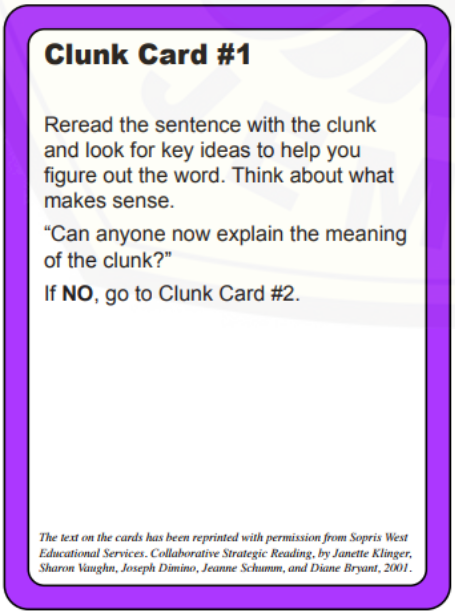

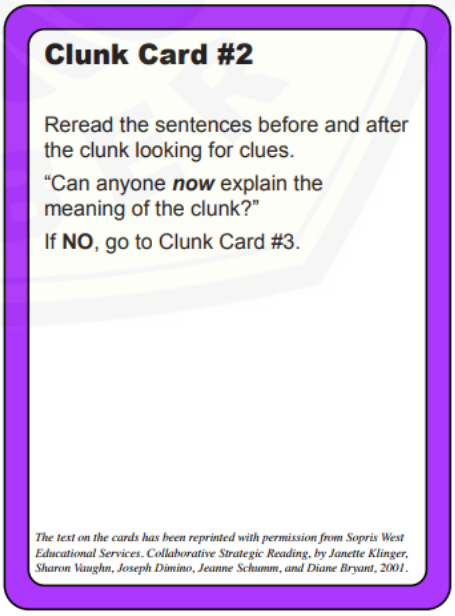

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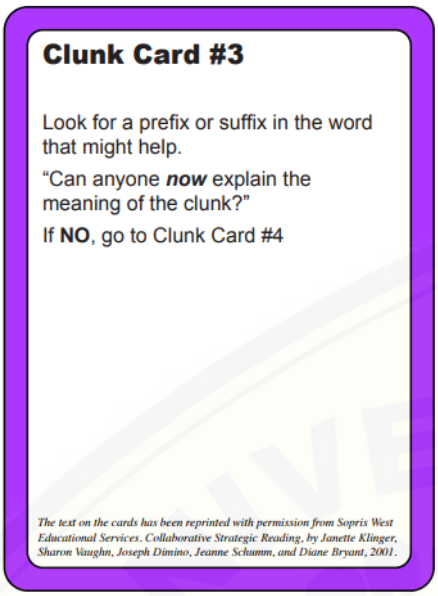

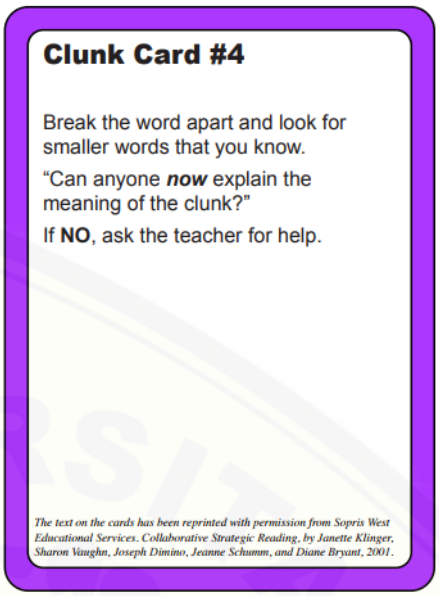

3. CSR Leader's Cue Card

The Leader's Cue Card will help the leader to keep the group in track in the learning process. The leader will open and discuss every phase on the reading process by using this card.

Figure 1: CSR Leader's Cue Card

Before Reading	During Reading	After Reading
Preview Today's topic is _____. Let's brainstorm everything we already know about the topic and write it on your learning logs. Who would like to share their best ideas? Now let's predict. Look at the title, pictures, and headings and think about what you think we will learn today. Write your ideas in your learning logs. Who would like to share their best ideas?	**Read** Who would like to read the next section? **Click and Clunk** Did everyone understand what we read? If you did not, write your clunks in your learning logs. [If someone has a clunk] Clunk Expert, please help us out. **Get the Gist** It's time to Get the Gist. Gist Expert, please help us out. Go back and repeat all of the steps in this column over for each section that is read.	**Wrap up** Now let's generate some questions to check if we really understood what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone, write your questions in your learning logs. Who would like to share their best question? In your learning logs, let's write down as much as we can about what we learned today. Let's go around the group and each share something we learned.

Adapted from Texas Center for Reading and Language Arts. (2000). Professional development guide: Enhancing reading comprehension for secondary students-part II. Austin, TX: Texas Center for Reading and Language Arts.

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Students' Worksheet

Fast Food should be Unconsumed

You likely know fast food is unhealthy choice since it is high in calories and fat. However, eating fast food is considered as a normal eating venture nowadays. In fact, when you eat fast food regularly, the effects on your health can be disastrous. Studies have shown that people who eat fast food more than twice a week drastically increase some physical chronic problems, here are the examples.

First, atherosclerosis. Fast foods contain high amounts of cholesterol and salt, two nutrients that contribute to cardiovascular health problems. The Indonesia National Agency of Drug and Food Control report a direct link between sodium intake and negative effects on blood pressure, and note that Indonesian consume most of their sodium in processed and restaurant foods. As with eating too many salty foods, getting too much cholesterol can cause plaque build-up in the arteries, or atherosclerosis. This condition can lead to stroke, heart attack and death.

Second, obesity. Fast foods are loaded with fat and calories. Ordering without restraint will have negative effects on your weight as you routinely take in more calories than you can expend. Hamburgers with multiple beef patties, cheese, bacon and mayonnaise may exceed the 65 milligrams fat limit recommended by the NADFC for the whole day. Moreover, obesity increases the risk for potentially fatal heart disease, diabetes and some cancers, as well as sleep apnea and asthma.

In conclusion, fast food is bad for your health. I feel that everyone should not eat fast food regularly since it causes many bad impacts to the body. Moreover, fast food has no nutrition and it simply feeds your hunger and craving.

Group Task (for control group)

Answer questions below based on the text you have read with your group!

1. What does the text tell us about?
2. What is the function of the text?
3. How many reasons does the writer give to support the idea?
4. Please mention the effects of eating fast food in the text above!
5. What is the conclusion of the text?

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A. Questions 1-10

Choose the correct answer by crossing (X) A, B, C, or D on the answer sheet provided!

1. What does the text tell you about?
   A. The benefit of consuming fast food
   B. The danger of eating fast food
   C. The types of fast food
   D. The risks of buying fast food
   E. The importance of consuming fast food

2. What is the purpose of the text?
   A. To describe the procedures of making fast food
   B. To persuade the reader to buy fast food
   C. To tell the reader about fast food composition
   D. To inform the reader about fast food benefit
   E. To convince the reader about the drawbacks of fast food

3. "…, eating fast food is considered as a normal eating venture nowadays." The sentence means…
   A. Knowing the bad side of fast food, everyone still love to eat it
   B. Lately, *fast food* gives no effects to others' impressions
   C. Finding fast food restaurant nowadays is easy
   D. There is no prohibition to eat fast food anytime
   E. Nowadays, some people learn the effect of eating fast food

4. "Fast foods are <u>loaded with</u> fat and calories". (Paragraph 3). The underlined words are best replaced by…
   A. enough of
   B. lack of
   C. full of
   D. away from
   E. far from

5. What is mostly discussed in paragraph 2?
   A. Variations of additives in fast food
   B. The relation between fast food with heart diseases
   C. The amount of fast food nutrition per item
   D. Fast food as a normal eating venture
   E. Atherosclerosis as a bad impact of eating fast food

6. "Fast food **has no nutrition**." (Paragraph 2). The bolded words also mean…
   A. beneficial
   B. good
   C. nutritive
   D. unhealthy
   E. nourishing

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7. What diseases are caused by eating fast food based on the text?
   A. Obesity, headache, fatigue, and cancer
   B. Obesity, cancer, allergy, and fever
   C. Obesity, cancer, asthma, and diabetes
   D. Obesity, asthma, fever, and diabetes
   E. Obesity, cough, diabetes, and fever

8. Cholesterol in fast food are mostly discussed in …
   A. The first paragraph
   B. The second paragraph
   C. The third paragraph
   D. The fourth paragraph
   E. The fifth paragraph

9. "Moreover, obesity increases the risk for potentially fatal heart disease…" (Paragraph 3). The antonym of the underlined word is…
   A. curable
   B. chronic
   C. trivial
   D. fortunate
   E. harmless

10. "Fast food just simply feeds hunger and craving." (The last paragraph). What does the writer mean?
   A. You can save some money by eating fast food regularly
   B. Fast food can fulfill your nutrition value needs
   C. Fast food will only make you full without giving any nutrition
   D. You must not eat fast food every day at the restaurant
   E. Saving money is not a reason of why you should eat fast food

B. Questions 11-20

Based on the text above, circle 'T' if the statement is true and circle 'F' if the statement is wrong.

11. Nowadays, people eat fast food mostly in any occasion. T F
12. By eating fast food, our appetite might be increased. T F
13. Indonesian consume most of their sodium in their breakfast at home T F
14. Cholesterol is mostly caused by the sweet foods. T F
15. There are two nutrients that contribute to cardiovascular health problems, salt and cholesterol T F
16. The NADFC recommends 55 mgs fat limit for the whole day T F
17. Fast food contains enough amounts of vitamin for your body. T F
18. Eating fast food increases the risk for weight gain. T F
19. Eating fast food routinely will drastically increase the amount of calories in your body. T F
20. Eating fast food will make you full yet healthy T F

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Group Task

Key Answers

1. The text tells us about some drawbacks caused by fast food.
2. The function of the text is to convince the reader about the bad effects of eating fast food.
3. There are two reasons.
4. Eating fast food can cause atherosclerosis and obesity.
5. The conclusion of the text is there is no benefit of eating fast food.

Individual Task

Key answers (Questions 1 -10)

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

Key Answers (Questions 11-20)

1. T
2. T
3. F
4. F
5. T
6. F
7. F
8. T
9. T
10. F

The Distribution of the Test Items

Kinds of Comprehension	Number	Total Number
Literal comprehension	7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 20	11
Inferential comprehension	1, 2, 3, 4, 5, 6, 9, 10, 11	9

Students' Total Score

Each correct answer is scored 5
The wrong answer is scored 0
Total score for question 1-20 is 100

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APPENDIX E

HOMOGENEITY TEST

Subject	**: English**
Language Skill/ Text Type	**: Reading/ Analytical Exposition Text**
Level	**: Grade XI**
Time	**: 45 Minutes**

Choose the correct answer by crossing (X) A, B, C, or D on the answer sheet provided!
Read the following text and answer questions 1-10!

SMOKING AND ITS DANGER

We are all aware of the dangers of smoking and yet some of us refuse to acknowledge them. Smoking does not simply harm the lungs and cancer is not the only threat to a smoker's health. The effect of smoking on your health are disastrous. To motivate you to quit smoking, here are three dangers of smoking you should know about.

The first is short-term damage. You will start noticing some changes on your body right away. As well as the obvious effects such as unsightly stain on your teeth and bad breath. You may also have harder time staying active and feel a lack of athletic ability, as smoke diminishes your lung capacity.

The second is long-term damage. Over time, all the problems above become much worse. The staining on your teeth will worsen. Moreover, you will notice that your breathing might become more ragged. It happens because injured tissues will be increased around your throat and lungs. Those injured tissues will also lead cancer to your future. However, you will not have to deal with cancer for very long though, as it can lead to sudden death. If they do not cause your death, then you will at least need to have procedures of throat cancer removal or even lungs cancer surgery. In addition, mechanical replacements will be used instead, but they will not be pleasant to deal with.

The third effect is societal damage. Beside physical damages, there are some problems you need to be aware of as well. You may find that once you start smoking, you are not treated the same way. Some people will not let their children around you and they may not want to be around you since they worry about the effects of secondhand smoke.

In conclusion, smoking only gives bad impacts for you. Those who wait until the worst condition has set in are not so lucky. Quit now before it's too late!

Adapted from https://vapingdaily.com/smoking-effects/

1. What is being discussed in the text above?
   A. The harm of smoking for smokers
   B. The danger of smoking for non-smokers
   C. The disadvantages of smoking for non-smokers
   D. The advantages of smoking for smokers
   E. The benefits of smoking for non-smokers

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2. What is the social function of the text?
   A. To explain about the importance of smoking
   B. To inform about the danger of smoking
   C. To convince the reader about the benefit of smoking
   D. To tell the reader about the advantages of smoking
   E. To convince the reader about the harm of smoking

3. Which paragraph discusses the worst effect of smoking?
   A. The first paragraph
   B. The second paragraph
   C. The third paragraph
   D. The fourth paragraph
   E. The fifth paragraph

4. "The effect of smoking on your health are **disastrous** …" (Paragraph 1). The bolded word is best replaced by…
   A. sinful
   B. terrible
   C. disable
   D. wasteful
   E. ridiculous

5. What is the idea of paragraph 2?
   A. The short-term effect
   B. The long-term effect
   C. The short term effect of smoking
   D. He societal damage of smoking
   E. The long-term effect of smoking

6. What is the non-physical effect of smoking based on the text?
   A. Death
   B. Cough
   C. Cancer
   D. Ignorance
   E. Phobia

7. "We are all aware of the harm of smoking yet some of us refuse to acknowledge them." (Paragraph 1). What does the sentence mean?
   A. Awareness of the danger of smoking needs to be increased
   B. Smoking cigarettes is unhealthy for the environment
   C. Everyone should be aware of the danger of smoking
   D. A person who smokes will damage everyone's around
   E. Smoking is forbidden for some people

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8. Which of the following statement is not true based on the text?
   A. Lack of athletic ability is the bad effect of smoking
   B. Cancer is the most common disease for smokers
   C. Smoking has no effect on children's health around
   D. Smoking causes damage to most of the body's organs and systems
   E. Sudden death is the worst risk of every smoker

9. What is being discussed in paragraph 3?
   A. The contribution of cigarettes in economy
   B. The effect of secondhand smoke for nonsmokers
   C. The benefits of smoking for nonsmokers
   D. The long term effect of smoking cigarettes
   E. The advantages of smoking cigarettes

10. "…You may also have harder time staying active and feel a lack of athletic ability, as smoke **diminishes** your lung capacity." (paragraph 3). The bolded word is best replaced by…
   A. expands
   B. decreases
   C. extends
   D. grows
   E. builds

Read the following text and answer questions 11-20!

Global warming is the current increase in temperature of the Earth's surface as well as its atmosphere. The rising temperatures are driving changes in climate around the globe, including changes in precipitation patterns and the frequency or intensity of extreme events such as storms, floods, droughts, and heat waves. The warmer climate has also led to rising sea levels, changes in snow and ice cover, longer growing seasons, and impacts on infrastructure, public health, and ecosystems.

In order to effectively address global warming, we must significantly reduce the amount of heat-trapping emissions we are putting into the atmosphere. In this case, carbon dioxide accounts for the majority of the heat trapping. By using less of it, we can curb our contribution to minimize the risk of climate change. One examples of dozen easy, effective ways each one of us can make a difference is by consuming less electricity.

First, pulling the plug. Taken together, the outlets in our home are likely powering about 15 different devices including television, refrigerator, computer, cooking jar, and other electronics. Some devices, regarding laptop and cell phone use energy even when they are fully charged while still plugged on. So we should not leave those devices plugged into our home's outlets, unplug rarely used devices or plug them into power strips and timers, and adjust our computers and monitors to automatically power down to the lowest power mode when not in use.

Second, turning off devices. Ensuring to turn things off when we are not using them is so important. It helps to save on the amount of electricity that we use. Moreover, we will save money on our power costs and indirectly, reduce the

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amount of fuel that is used to bear electricity. This, in turn, helps to reduce the amount of greenhouse gases that are released in the atmosphere.

In conclusion, although it may not be obvious, there is a direct connection between our energy use and the environment. When we consume less power of electricity, we will reduce amount of carbon dioxide released by the power plants. Thus, by contributing to this program, we will not only continually lower our monthly energy bill yet also help fight global warming at the same time.
Adapted from https://www.saveonenergy.com/energy-saving-tips/how-does-saving-energy-help-the-environment/

11. What is global warming?
    A. The pollution caused by the released of carbon dioxide into the air
    B. The current increase in temperature of the Earth's surface as well as its atmosphere
    C. The process of decrease in temperature of the Earth's surface as well as its atmosphere
    D. The phenomenon that is used to describe the ocean's temperature
    E. The current status of the air pollution in the Earth's atmosphere

12. What is the topic of the text about?
    A. Saving energy
    B. Global warming impacts
    C. Electricity usage
    D. Greenhouse effect
    E. Climate change

13. How does global warming change the weather in some places?
    A. It accelerates the melting of glaciers
    B. The phenomena helps to save the energy
    C. It makes an extreme climate change
    D. This condition leads to a hideous drought
    E. It traps the heat in the atmosphere

14. Why should we use less electricity to save the environment?
    A. Because electricity has bad risks
    B. Because we try to release carbon dioxide
    C. Because we do not have enough money to pay bills
    D. Because we help reduce amount of carbon dioxide released
    E. Because carbon dioxide is harmful for the earth

15. "In this case, carbon dioxide accounts for the majority of the **heat trapping**." (Paragraph 2). What is the meaning of the bolded phrase?
    A. Climate change
    B. Ultraviolet radiation
    C. Global warming
    D. Greenhouse effect
    E. Deforestation

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16. These are the effects of rising sea levels, *except*…
    A. Changes in snow and ice cover
    B. Longer growing seasons
    C. Larger amount of melted glaciers
    D. Unexpected rare disease
    E. Oxygen reduction in the air

17. From the text above, we can conclude that…
    A. It costs too much to save electricity
    B. The effects of global warming diminish gradually
    C. Saving energy helps minimize the greenhouse effect
    D. Global warming melts the glaciers fast
    E. Glaciers accounts the majority of heat-trapping

18. What causes the rising sea level?
    A. Heavy rain
    B. Melted glacier
    C. Huge waves
    D. Strong storms
    E. Certain chemicals

19. "….and the frequency or intensity of extreme events such as storms, floods, droughts, and heat waves." (Paragraph 1). What is the meaning of the underlined word?
    A. A period of dryness especially when prolonged
    B. A rising and overflowing of water especially onto normally dry land
    C. A disturbance of the atmosphere marked by wind, rain, and thunder
    D. A trembling of the earth that is volcanic or tectonic in origin
    E. A disturbance of the water marked by huge waves

20. Which of the following statement is not true based on the text?
    A. Greenhouse effect is caused by carbon dioxide emission
    B. The Earth's average temperature rises nowadays
    C. Using the electricity wisely decreases the greenhouse effect problem
    D. The heat-trapping affects the amount of sea level
    E. Reducing the consequences of global warming is not that easy

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ANSWER KEY

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

The Distribution of the Test Items

Kinds of Comprehension	Number	Total Number
Literal comprehension	3, 5, 6, 8, 9, 11, 14, 16, 18, 20	10
Inferential comprehension	1, 2, 4, 7, 10, 12, 13, 15, 17, 19	10

Students' Total Score

Each correct answer is scored 5
The wrong answer is scored 0
Total score for question 1-20 is 100

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APPENDIX F

READING COMPREHENSION TEST (TRY OUT TEST)

Subject	**: English**
Language Skill/ Text Type	**: Reading/ Analytical Exposition Text**
Level	**: Grade XI**
Time	**: 90 Minutes**

Choose the correct answer by crossing (X) A, B, C, D, or E!

Read the following text and answer questions 1-10!

FASTING AND ITS BENEFITS

Is it a good thing to 'starve' yourself each day, or a few days of the week?
Well, a ton of evidence indicates that timed periods of fasting are a good thing.

Not only for Muslim, fasting has become increasingly popular nowadays, especially among the health community. In Indonesia, fasting has started rising since the era of OCD (Obsessive Corbuzier's Diet). Whilst most health practitioners are afraid to recommend eating less due to the stigma involved, it still does not alleviate the incredible benefits of fasting when used sensibly. In short, here are some benefits of fasting for your health.

Firstly, fasting helps weight loss. Fasting can be a safe way to lose weight as many studies have shown that intermittent fasting – fasting that is controlled within a set number of hours – allows the body to burn through fat cells more effectively than just regular dieting. Intermittent fasting allows the body to use fat as its primary source of energy instead of sugar. As a prove, one of Indonesian magicians, the founder of OCD, Dedy Corbuzier uses fasting as means to hitting low body fat percentages for his body look.

Secondly, fasting improves hunger. Just think about this, can you actually experience real hunger if you eat a meal every 3 - 4 hours? Of course you cannot. In fact, to experience the true nature of hunger, this would take anything from 12 to even 24 hours. Fasting helps your body regulate the hormone so that you experience what true hunger is. We know that obese individuals do not receive the correct signals to let them know they are full due excessive eating patterns. Think of fasting as a reset button: the longer you fast, the more your body can regulate itself to release the correct hormones, so that you can experience what real hunger is. Not to mention, when your hormones are working correctly, you get full quicker.

Although research is still emerging in the effect of fasting to human life, fasting has demonstrated many potential benefits for the body. It will definitely difficult at first because your body is not used to going such long periods without

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eating anything. However, as the time goes by, you will be able to sustain that feeling.
Adapted from: http://salmawakana.blogspot.co.id/2013/11/analytical-exposition.html

1. What is the topic of the text above?
   A. The advantages of fasting
   B. The types of fasting
   C. The harm of fasting
   D. The requirements of fasting
   E. The effects of fasting
2. What is the social function of the text?
   A. To convince the reader about the disadvantages of fasting
   B. To describe the functions of fasting for human body
   C. To convince the reader about the benefits of fasting
   D. To tell the reader about the difficulty of fasting
   E. To inform the reader about the harm of fasting
3. How many benefits of fasting does the writer use to support his idea?
   A. One
   B. Two
   C. Three
   D. Four
   E. Five
4. What makes fasting become very popular in Indonesia nowadays?
   A. The experts' opinion
   B. The habit of Muslim
   C. The practitioner's' stigma
   D. The health campaign
   E. The existence of OCD
5. What does the second paragraph tell us about?
   A. Fasting is a good thing
   B. Fasting is a trending topic
   C. Fasting controls the hunger
   D. Fasting is the safest way to diet
   E. Fasting creates the real hunger
6. Who finds OCD?
   A. An Indonesian singer
   B. An Indonesian dancer
   C. An Indian magician
   D. An Indonesian actress
   E. An Indonesian magician

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7. "Intermittent fasting allows the body to use fat as its primary source of energy instead of sugar." (Paragraph 2). What is the synonym of the underlined word?
   A. main
   B. inferior
   C. unimportant
   D. trivial
   E. inessential

8. What is the idea of paragraph 3?
   A. Fasting is a good thing
   B. Fasting is a trending topic
   C. Fasting controls the hunger
   D. Fasting is the safest way to diet
   E. Fasting creates the real hunger

9. "Fasting helps your body **regulate** the hormone so that you experience what true hunger is." (Paragraph 3). The similar meaning of the bolded word is…
   A. damage
   B. control
   C. neglect
   D. obey
   E. yield

10. From the text above, we can conclude that…
   A. Fasting becomes a popular way to diet
   B. Fasting helps people fix their eating pattern
   C. Fasting decrease the amount of obesity
   D. Fasting allows the body to use fat as its primary source of energy
   E. Fasting has many potential benefits for the body

Read the following text and answer questions 11-20!

THE WONDERFUL BENEFIT OF DRINKING WATER FOR SKIN

Water is an essential component for the effective function of your body since 50% to 70% of the body mass is made up of water, including cells, tissues, organs, and skin. Concerning on skin, it also requires water to function properly. Now, let's take a dive into the benefits of drinking water for the skin.

First, drinking water helps your skin look younger. Drinking enough amount of water is essential to maintain the optimum skin moisture and deliver essential nutrients to the skin cells. It replenishes the skin tissue and increases its elasticity. According to Annie Chiu, dermatologist and founder of the Derm Institute in Los Angeles, that process helps plump the skin and decreases the appearance of signs of ageing including dark circles and fine lines. Moreover, it keeps the skin well hydrated and glistening.

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Second, drinking water improves your skin functions. Your skin performs multiple functions every day, including synthesizing vitamin D and protecting your body from sun damage. Daily intake of adequate levels of water increases your skin function effectively. A study of the International Journal of Cosmetic Science evaluated the effect of drinking water on human skin hydration levels. The subject drank about 2 liters or 9,5 glasses of water every day for one month. The result showed that drinking water not only helped in maintaining and improving the normal physiology of the skin but also enhanced superficial and deep skin hydration levels.

Lastly, it is pretty evident that water intake plays a crucial role in keeping your skin healthy. Although it takes time to see the effects, water really increase your skin glow and healthy.

Adapted from: http://www.stylecraze.com/articles/benefits-of-water-for-skin-hair-and-healthg/%3famp=1

11. What does the text tell us about?
    A. The procedures of using water for skin
    B. The importance of saving water
    C. The types of water management
    D. The necessity of drinking water
    E. The risks of wasting water

12. What is the purpose of the text?
    A. To describe the functions of water in the human body
    B. To convince the reader about the necessity of drinking water
    C. To tell the reader about the harm of consuming water
    D. To convince the reader about the disadvantages of drinking water
    E. To inform the reader about the components of water

13. Which paragraph tells you about the advantages of drinking water regularly?
    A. The first and the second paragraphs
    B. The third and the fourth paragraphs
    C. The first and the fourth paragraphs
    D. The second and the fourth paragraphs
    E. The second and the third paragraphs

14. "Drinking enough amount of water is essential to maintain the optimum skin moisture and deliver essential nutrients to the skin cells." (Paragraph 2). The closest meaning of the underlined word is…
    A. important
    B. unnecessary
    C. useless
    D. trivial
    E. optional

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15. What is the main idea of paragraph 2?
    A. Drinking water keeps the body hydrated
    B. Drinking water helps the kidneys work well
    C. Drinking water makes the skin look younger
    D. Drinking water keeps the body wet
    E. Drinking water improves the skin function

16. According to the text above, how much water does human body contain?
    A. 40 to 70 percent
    B. 50 to 60 percent
    C. 40 to 60 percent
    D. 40 to 50 percent
    E. 50 to 70 percent

17. What is mostly discussed in the third paragraph?
    A. Drinking water increases the skin elasticity
    B. Drinking water improves the skin functions
    C. Drinking water optimizes the skin moisture
    D. Drinking water delivers the nutrients to the skin
    E. Drinking water delays the effect of ageing

18. Moreover, it keeps the skin well hydrated and **glistening**. The bolded word is best replaced by…
    A. dark
    B. dull
    C. rough
    D. gloomy
    E. bright

19. What is the conclusion of the text above?
    A. Drinking water regularly is essential for the skin health
    B. Drinking water helps us maintain the balance of body fluids
    C. Drinking sufficient water leads to more weight loss
    D. Drinking water regularly flushes out the toxins
    E. Drinking water keeps our body well-hydrated

20. Here are the benefits of drinking enough amount of water, *except*…
    A. Drinking water increases the skin elasticity
    B. Drinking water optimizes the skin moisture
    C. Drinking water makes the skin gloomy
    D. Drinking water delivers the nutrients to the skin
    E. Drinking water improves the skin functions

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21. "Daily intake of adequate levels of water **increases** your skin function effectively" (Paragraph 3). What is the antonym of the bolded word?
    A. boosts
    B. develops
    C. diminishes
    D. enhances
    E. expands

22. How many glasses of water should we drink to achieve the target in drinking water properly?
    A. 9,5 glasses per week
    B. 7,5 glasses per day
    C. 8,5 glasses per day
    D. 9,5 glasses per day
    E. 9 glasses per day

KEY ANSWERS

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

THE DISTRIBUTION OF THE TEST ITEMS

Kinds of Comprehension	Number	Total Number
Literal comprehension	3, 4, 5, 8, 13, 15, 16, 17, 20, 22	10
Inferential comprehension	1, 2, 6, 7, 9, 10, 11, 12, 14, 18, 19, 21	12

Students' Total Score
Each correct answer is scored 5
The wrong answer is scored 0
Total score for question 1-20 is 100

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APPENDIX G

THE CALCULATION OF VALIDITY BY USING POINT-BISERIAL CORRELATION COEFFICIENT

NO	INITIAL	NUMBER AND KET ANSWERS																					TOTAL Y	SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
		A	C	B	E	D	E	A	E	B	E	D	B	E	A	C	E	B	E	A	C	C	D	
1	AUR	1	0	0	1	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	1	0	1	9	45
2	ASI	0	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	14	70
3	BYP	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	14	70
4	BEP	0	1	0	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	10	50
5	CAE	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	0	1	14	70
6	CBN	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	16	80
7	DD	0	0	0	1	1	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	0	1	10	50
8	DSAP	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	19	95
9	DNP	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	17	85
10	DRAP	1	1	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	9	45
11	DSAS	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	19	95
12	EAD	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	18	90
13	FAU	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	14	70
14	FDWB	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	18	90
15	FNA	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	17	85
16	HS	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	19	95
17	ILN	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	18	90
18	IMP	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	18	90
19	JAAS	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	16	80
20	LSN	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	17	85
21	MAMM	1	1	1	0	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	16	80
22	MS	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	17	85
23	NEPS	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	17	85
24	NPAI	1	1	0	0	0	1	0	0	0	0	1	1	0	0	1	0	1	1	1	1	0	1	11	55
25	NPAI	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	1	1	1	1	1	0	0	10	50
26	PAF	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	1	1	1	0	0	1	14	70
27	PDM	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	0	0	7	35
28	RR	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	16	80
29	SDP	1	1	1	1	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	14	70
30	SAP	1	1	1	1	0	1	0	1	1	1	1	0	0	0	1	0	1	1	0	1	0	1	14	70
31	SP	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0	1	7	35
32	SM	0	0	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0	1	1	0	0	1	10	50
33	WPS	0	1	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	7	35
34	YCDY	0	1	1	0	0	0	0	1	0	0	1	1	0	0	0	1	1	0	0	1	0	1	9	45
35	YND	0	0	0	1	1	1	0	0	1	1	1	1	0	0	0	1	0	0	0	1	0	1	10	50
36	RLS	1	0	0	0	0	1	0	0	0	1	1	1	1	0	0	1	0	0	1	0	0	1	9	45
TOTAL 1		27	22	20	24	24	25	10	25	25	28	25	26	10	10	21	23	27	27	30	26	9	30		
Mp		14.59	14.77	14.95	14.71	15.54	14.80	16.50	14.88	14.72	14.68	14.60	14.65	16.20	16.40	15.48	14.00	14.56	14.52	14.53	14.54	16.67	13.80		
Mt		13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72	13.72		
St		3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90		
p		0.75	0.61	0.56	0.67	0.67	0.69	0.28	0.69	0.69	0.78	0.69	0.72	0.28	0.28	0.58	0.64	0.75	0.75	0.83	0.72	0.25	0.83		
q		0.25	0.39	0.44	0.33	0.33	0.31	0.72	0.31	0.31	0.22	0.31	0.28	0.72	0.72	0.42	0.36	0.25	0.25	0.17	0.28	0.75	0.17		
rhitung		0.39	0.34	0.35	0.36	0.66	0.42	0.44	0.45	0.39	0.46	0.34	0.38	0.39	0.43	0.53	0.09	0.37	0.35	0.46	0.34	0.44	0.04		
thitung		2.44	2.09	2.19	2.23	5.11	2.67	2.87	2.92	2.44	3.01	2.10	2.43	2.50	2.74	3.66	0.55	2.32	2.20	3.06	2.09	2.82	0.26		
ttabel		2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03	2.03		
Criteria		Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid		

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Where:

M_x = Whole-test mean for students answering item correctly (i.e., those coded as 1s)

M_{class} = Mean score of the test for the entire class

St_{class} = Standard deviation of whole test

p = Proportion of students answering correctly (i.e., those coded as 1s)

q = Proportion of students answering incorrectly (i.e., those coded as 0s)

Formula:

M_x = SUMIF (The score in number one, 1, the total number of the students' correct answer) / the number of students who can answer correctly

M_{class} = Average (The total score of the students' correct answer)

St_{class} = STDEV (The total score of the students' correct answer)

p = the number of students who can answer correctly / the total number of the students)

q = 1-p

r hitung = (Mp - Mt) / St * sqrt (p/q)

t hitung = (r hitung/sqrt(1 – r hitung ^ 2) / the students total number – 2)

t table = tinv (0,05, the students tital number – 2)

Criteria = IF (t hitung >= t table, "valid", "invalid")

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APPENDIX H

THE CALCULATION OF RELIABILITY BY USING KR-20

NO	INITIAL	NUMBER AND KEY ANSWER																						TOTAL 2	SCORE
		1 A	2 C	3 B	4 E	5 D	6 E	7 A	8 E	9 B	10 E	11 D	12 B	13 E	14 A	15 C	16 E	17 B	18 E	19 A	20 C	21 C	22 D		
1	AUR	1	0	0	1	0	0	0	1	1	1	0	1	0	0	0		1	0	0	1	0		8	30
2	ASI	0	0	0	1	1	1	0	1	1	1	1	1	0	0	1		1	1	1	1	0		13	35
3	BYP	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1		0	1	1	1	0		12	80
4	BEP	0	1	0	1	1	0	0	1	1	1	0	0	0	0	0		0	0	1	1	1		9	35
5	CAE	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1		1	0	1	0	0		12	90
6	CBN	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1		1	1	1	1	0		15	30
7	DD	0	0	0	1	1	1	0	0	0	1	0	1	0	0	1		0	1	1	0	0		8	80
8	DSAP	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1		1	1	1	1	1		18	35
9	DNP	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1		1	1	1	1	1		15	75
10	DRAP	1	1	1	0	1	0	1	0	0	0	0	0	0	1	0		1	1	0	0	0		8	80
11	DSAS	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1		1	1	1	1	0		17	85
12	EAD	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0		1	1	1	1	1		17	35
13	FAU	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1		0	1	1	1	0		13	75
14	FDWB	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1		1	1	1	1	0		16	35
15	FNA	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1		1	1	1	1	0		16	35
16	HS	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	0	1		18	85
17	ILN	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1		1	0	1	1	0		17	35
18	IMP	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1		1	1	1	1	0		16	90
19	JAAS	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1		1	1	1	1	0		15	85
20	LSN	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0		1	1	1	1	1		15	80
21	MAMM	1	1	1	0	1	1	0	1	0	1	1	1	0	0	1		1	1	1	1	0		14	90
22	MS	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1		0	1	1	1	1		16	85
23	NEPS	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1		1	1	1	0	1		15	35
24	NPAI	1	1	0	0	0	1	0	0	0	0	1	1	0	0	1		1	1	1	1	0		10	80
25	NPAI	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0		1	1	1	1	0		9	80
26	PAF	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0		1	1	1	0	0		12	85
27	PDM	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0		1	1	1	1	0		6	75
28	RR	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0		1	0	1	1	1		14	90
29	SDP	1	1	1	1	0	0	0	1	1	0	1	1	0	0	0		1	1	1	1	0		12	95
30	SAP	1	1	1	1	0	1	0	1	1	1	1	0	0	0	1		1	1	0	1	0		13	90
31	SP	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1		1	1	0	0	0		6	90
32	SM	0	0	1	1	0	1	0	0	1	1	0	1	0	0	0		0	1	1	0	0		8	70
33	WPS	0	1	0	1	0	1	0	1	1	0	0	0	0	0	0		0	0	1	0	0		6	80
34	YCDY	0	1	1	0	0	0	0	1	0	0	1	1	0	0	0		1	0	0	1	0		7	90
35	YND	0	0	0	1	1	1	0	0	1	1	1	1	0	0	0		0	0	0	1	0		8	95
36	RLS	1	0	0	0	0	1	0	0	0	1	1	1	1	0	0		0	0	1	0	0		7	85
	TOTAL 1	27	22	20	24	24	25	10	25	25	28	25	26	10	10	21		27	27	30	26	9			
	p	0.75	0.61	0.56	0.67	0.67	0.69	0.28	0.69	0.69	0.78	0.69	0.72	0.28	0.28	0.58		0.75	0.75	0.83	0.72	0.25			
	q	0.25	0.39	0.44	0.33	0.33	0.31	0.72	0.31	0.31	0.22	0.31	0.28	0.72	0.72	0.42		0.25	0.25	0.17	0.28	0.75			
	pq	0.19	0.24	0.25	0.22	0.22	0.21	0.20	0.21	0.21	0.17	0.21	0.20	0.20	0.20	0.24		0.19	0.19	0.14	0.20	0.19			

4.09	14.39	0.762
sum pq	varians	reliabilitas

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Where:

r_{11} = Reliability Instruments

n = Number of items in the test

s^2 = The test-score variance

p = The proportions of students who answered correctly

n = The proportions of students who answered incorrectly

Total 1 = the number of students who can answer correctly

Formula:

p = (total 1 / the total number of the students)

q =1 – p

pq = p * q

$Sumpq$ = sum(pq)

$Variance$ = VAR (the correct answers of each students)

$Reliability$ = n / (n - 1) * (1 – sumpq / variance)

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APPENDIX I

THE CALCULATION OF DIFFICULTY INDEX

NO	INITIAL	NUMBER AND KEY ANSWER																					TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
		A	C	B	E	D	E	A	E	B	E	D	B	E	A	C	E	B	E	A	C	C	D	
1	AUR	1	0	0	1	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	1	0	1	9
2	ASI	0	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	14
3	BYP	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	14
4	BEP	0	1	0	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	10
5	CAE	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	0	1	14
6	CBN	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	16
7	DD	0	0	0	1	1	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	0	1	10
8	DSAP	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	19
9	DNP	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	17
10	DRAP	1	1	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	9
11	DSAS	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	19
12	EAD	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	18
13	FAU	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	14
14	FDWB	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	18
15	FNA	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	17
16	HS	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	19
17	ILN	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	18
18	IMP	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	18
19	JAAS	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	16
20	LSN	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	17
21	MAMM	1	1	1	0	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	16
22	MS	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	17
23	NEPS	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	17
24	NPAI	1	1	0	0	0	1	0	0	0	0	1	1	0	0	1	0	1	1	1	1	0	1	11
25	NPAI	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	1	1	1	1	1	0	1	11
26	PAF	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	1	1	1	0	0	1	14
27	PDM	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	0	0	7
28	RR	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	16
29	SDP	1	1	1	1	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	14
30	SAP	1	1	1	1	0	1	0	1	1	1	1	0	0	0	1	0	1	1	0	1	0	1	14
31	SP	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0	1	7
32	SM	0	0	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0	1	1	0	0	1	10
33	WPS	0	1	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	7
34	YCDY	0	1	1	0	0	0	0	1	0	0	1	1	0	0	0	1	1	0	0	1	0	1	9
35	YND	0	0	0	1	1	1	0	0	1	1	1	1	0	0	0	1	0	0	0	1	0	1	10
36	RLS	1	0	0	0	0	1	0	0	0	1	1	1	1	0	0	1	0	0	1	0	0	1	9
	Total 1	27	22	20	24	24	25	10	25	25	28	25	26	10	10	21	23	27	27	30	26	9	31	
		0.75	0.61	0.56	0.67	0.67	0.69	0.28	0.69	0.69	0.78	0.69	0.72	0.28	0.28	0.58	0.64	0.75	0.75	0.83	0.72	0.25	0.86	

	Difficult
	Fair
	Easy

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Where:

Total 1 = The number of students who can answer correctly

Formula:

The number of students who can answer correctly / the total number of the students

With the criteria of difficulty index based on Sudjana (1999:137 cited in Jakni 2016:168):

0.00 – 0.30 = Difficult

0.31 – 0.70 = Fair

0.71 – 1.00 = Easy

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APPENDIX J

READING COMPREHENSION TEST (POST TEST)

Subject	**: English**
Language Skill/ Text Type	**: Reading/ Analytical Exposition Text**
Level	**: Grade XI**
Time	**: 90 Minutes**

Choose the correct answer by crossing (X) A, B, C, D, or E!

Read the following text and answer questions 1-10!

FASTING AND ITS BENEFITS

Not only for Muslim, fasting has become increasingly popular nowadays, especially among the health community. In Indonesia, fasting has started rising since the era of OCD (Obsessive Corbuzier's Diet). Whilst most health practitioners are afraid to recommend eating less due to the stigma involved, it still does not alleviate the incredible benefits of fasting when used sensibly. In short, here are some benefits of fasting for your health.

Firstly, fasting helps weight loss. Fasting can be a safe way to lose weight as many studies have shown that intermittent fasting – fasting that is controlled within a set number of hours – allows the body to burn through fat cells more effectively than just regular dieting. Intermittent fasting allows the body to use fat as its primary source of energy instead of sugar. As a prove, one of Indonesian magicians, the founder of OCD, Dedy Corbuzier uses fasting as means to hitting low body fat percentages for his body look.

Secondly, fasting improves hunger. Just think about this, can you actually experience real hunger if you eat a meal every 3 - 4 hours? Of course you cannot. In fact, to experience the true nature of hunger, this would take anything from 12 to even 24 hours. Fasting helps your body regulate the hormone so that you experience what true hunger is. We know that obese individuals do not receive the correct signals to let them know they are full due excessive eating patterns. Think of fasting as a reset button: the longer you fast, the more your body can regulate itself to release the correct hormones, so that you can experience what real hunger is. Not to mention, when your hormones are working correctly, you get full quicker.

Although research is still emerging in the effect of fasting to human life, fasting has demonstrated many potential benefits for the body. It will definitely difficult at first because your body is not used to going such long periods without

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eating anything. However, as the time goes by, you will be able to sustain that feeling.

Adapted from: http://salmawakana.blogspot.co.id/2013/11/analytical-exposition.html

1. What is the topic of the text above?
   A. The advantages of fasting
   B. The types of fasting
   C. The harm of fasting
   D. The requirements of fasting
   E. The effects of fasting

2. What is the social function of the text?
   A. To convince the reader about the disadvantages of fasting
   B. To describe the functions of fasting for human body
   C. To convince the reader about the benefits of fasting
   D. To tell the reader about the difficulty of fasting
   E. To inform the reader about the harm of fasting

3. How many benefits of fasting are there in the text?
   A. One
   B. Two
   C. Three
   D. Four
   E. Five

4. What makes fasting become very popular in Indonesia nowadays?
   A. The experts' opinion
   B. The habit of Muslim
   C. The practitioners' stigma
   D. The health campaign
   E. The existence of OCD

5. What does the second paragraph tell us about?
   A. Fasting is a good thing
   B. Fasting is a trending topic
   C. Fasting controls the hunger
   D. Fasting is the safest way to diet
   E. Fasting creates the real hunger

6. Who finds OCD?
   A. An Indonesian singer
   B. An Indonesian dancer
   C. An Indian magician
   D. An Indonesian actress
   E. An Indonesian magician

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7. "Intermittent fasting allows the body to use fat as its primary source of energy instead of sugar." (Paragraph 2). What is the synonym of the underlined word?
   A. main
   B. inferior
   C. unimportant
   D. trivial
   E. inessential

8. What is the idea of paragraph 3?
   A. Fasting is a good thing
   B. Fasting is a trending topic
   C. Fasting controls the hunger
   D. Fasting is the safest way to diet
   E. Fasting creates the real hunger

9. "Fasting helps your body **regulate** the hormone so that you experience what true hunger is." (Paragraph 3). The similar meaning of the bolded word is…
   A. damage
   B. control
   C. neglect
   D. obey
   E. yield

10. From the text above, we can conclude that…
   A. Fasting becomes a popular way to diet
   B. Fasting helps people fix their eating pattern
   C. Fasting decrease the amount of obesity
   D. Fasting allows the body to use fat as its primary source of energy
   E. Fasting has many potential benefits for the body

Read the following text and answer questions 11-20!

THE WONDERFUL BENEFIT OF DRINKING WATER FOR SKIN

Water is an essential component for the effective function of your body since 50% to 70% of the body mass is made up of water, including cells, tissues, organs, and skin. Concerning on skin, it also requires water to function properly. Now, let's take a dive into the benefits of drinking water for the skin.

First, drinking water helps your skin look younger. Drinking enough amount of water is essential to maintain the optimum skin moisture and deliver essential nutrients to the skin cells. It replenishes the skin tissue and increases its elasticity. According to Annie Chiu, dermatologist and founder of the Derm Institute in Los Angeles, that process helps plump the skin and decreases the appearance of signs of ageing including dark circles and fine lines. Moreover, it keeps the skin well hydrated and glistening.

Second, drinking water improves your skin functions. Your skin performs multiple functions every day, including synthesizing vitamin D

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and protecting your body from sun damage. Daily intake of adequate levels of water increases your skin function effectively. A study of the International Journal of Cosmetic Science evaluated the effect of drinking water on human skin hydration levels. The subject drank about 2 liters or 9,5 glasses of water every day for one month. The result showed that drinking water not only helped in maintaining and improving the normal physiology of the skin but also enhanced superficial and deep skin hydration levels.

Lastly, it is pretty evident that water intake plays a crucial role in keeping your skin healthy. Although it takes time to see the effects, water really increase your skin glow and healthy.

Adapted from: http://www.stylecraze.com/articles/benefits-of-water-for-skin-hair-and-healthg/%3famp=1

11. What does the text tell us about?
    A. The procedures of using water for skin
    B. The importance of saving water
    C. The types of water management
    D. The necessity of drinking water
    E. The risks of wasting water

12. What is the purpose of the text?
    A. To describe the functions of water in the human body
    B. To convince the reader about the necessity of drinking water
    C. To tell the reader about the harm of consuming water
    D. To convince the reader about the disadvantages of drinking water
    E. To inform the reader about the components of water

13. Which paragraph tells you about the advantages of drinking water regularly?
    A. The first and the second paragraphs
    B. The third and the fourth paragraphs
    C. The first and the fourth paragraphs
    D. The second and the fourth paragraphs
    E. The second and the third paragraphs

14. "Drinking enough amount of water is essential to maintain the optimum skin moisture and deliver essential nutrients to the skin cells." (Paragraph 2). The closest meaning of the underlined word is…
    A. important
    B. unnecessary
    C. useless
    D. trivial
    E. optional

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15. What is the main idea of paragraph 2?
    A. Drinking water keeps the body hydrated
    B. Drinking water helps the kidneys work well
    C. Drinking water makes the skin look younger
    D. Drinking water keeps the body wet
    E. Drinking water improves the skin function

16. What is mostly discussed in the third paragraph?
    A. Drinking water increases the skin elasticity
    B. Drinking water improves the skin functions
    C. Drinking water optimizes the skin moisture
    D. Drinking water delivers the nutrients to the skin
    E. Drinking water delays the effect of ageing

17. Moreover, it keeps the skin well hydrated and **glistening**. The bolded word is best replaced by…
    A. dark
    B. dull
    C. rough
    D. gloomy
    E. bright

18. What is the conclusion of the text above?
    A. Drinking water regularly is essential for the skin health
    B. Drinking water helps us maintain the balance of body fluids
    C. Drinking sufficient water leads to more weight loss
    D. Drinking water regularly flushes out the toxins
    E. Drinking water keeps our body well-hydrated

19. Here are the benefits of drinking enough amount of water, *except…*
    A. Drinking water increases the skin elasticity
    B. Drinking water optimizes the skin moisture
    C. Drinking water makes the skin gloomy
    D. Drinking water delivers the nutrients to the skin
    E. Drinking water improves the skin functions

20. "Daily intake of adequate levels of water **increases** your skin function effectively" (Paragraph 3). What is the antonym of the bolded word?
    A. boosts
    B. develops
    C. diminishes
    D. enhances
    E. expands

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KEY ANSWERS

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

THE DISTRIBUTION OF THE TEST ITEMS

Kinds of Comprehension	Number	Total Number
Literal comprehension	3, 4, 5, 8, 13, 15, 19	7
Inferential comprehension	1, 2, 6, 7, 9, 10, 11, 12, 14, 16, 17, 18, 20	13

Students' Total Score

Each correct answer is scored 5
The wrong answer is scored 0
Total score for question 1-20 is 1

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APPENDIX K

THE POST-TEST SCORE

EXPERIMENTAL GROUP					
NO	NAME	SCORE	NO	NAME	SCORE
1	AAA	90	19	MS	80
2	ADS	75	20	MA	90
3	AAM	75	21	MHB	80
4	AWS	95	22	MR	85
5	AALA	95	23	NDT	95
6	AOP	85	24	NMP	65
7	ANACD	90	25	NRU	80
8	APS	85	26	PSQ	80
9	BK	65	27	PR	75
10	BNR	65	28	RRS	95
11	BALN	65	29	RBT	75
12	DZP	55	30	RYNS	95
13	FEF	95	31	REA	100
14	GNA	95	32	RBH	95
15	IRU	95	33	SPM	85
16	ISM	85	34	TPW	75
17	JAR	75	35	VLK	85
18	LAB	80	36	YDA	80

CONTROL GROUP					
NO	NAME	SCORE	NO	NAME	SCORE
1	AMF	80	19	IZ	90
2	ADPW	75	20	IDP	70
3	AB	85	21	JDP	90
4	AK	90	22	MTPR	80
5	ADPW	70	23	MD	90
6	BS	85	24	MADP	80
7	BAP	75	25	MADP	80
8	CAYD	75	26	MSA	55
9	EHDPN	65	27	NB	85
10	ER	95	28	NAN	80
11	EIS	70	29	PEDA	65
12	FM	85	30	RWH	75
13	FTPA	70	31	RSH	50
14	FS	65	32	SA	75
15	FA	80	33	TO	80
16	GP	90	34	UU	80
17	GAB	80	35	UH	70
18	HA	85			

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APPENDIX L

Meeting 1

Name : Sabrina Pusparani - M

CSR Learning Log		
Before reading Preview	During reading	After reading Wrap up
Knowledge: What do you know about the topic? I've ever heard Kardashians having plastic surgery	**Clunks**: Make a list. eager : want boost : increase	**Questions and discussion** What should they do if the result is bad ? They should do the next surgery. (paragraph 3)
Prediction: What will you learn? The danger of plastic surgery	**The gist**: Write the gist for each section. *You may add more sections.* Paragraph 1: An introduction to plastic surgery Paragraph 2: The bad effect of plastic surgery : disappointment Paragraph 3: Wasting time and money Paragraph 4 : Plastic surgery is dangerous	**Review**: What did you learn? We learnt about plastic surgery and the bad effect.

(Adapted from *Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR)*, by Klingner, J. K. & Vaughn, S.1999, p. 745)

CSR Learning Log		
Before reading Preview	During reading	After reading Wrap up
Knowledge: What do you know about the topic? Some of my favorite k-pop idols do plastic surgery to improve their look	**Clunks**: Make a list.	**Questions and discussion** What makes people want to have plastic surgery? The stereotype that people who do plastic surgery can improve their look and make them happier
Prediction: What will you learn? The effects of plastic surgery	**The gist**: Write the gist for each section. *You may add more sections.* Paragraph 1: Plastic surgery has risks Paragraph 2: The risk of disappointment Paragraph 3: The risk of further surgery Paragraph 4 : Plastic surgery will only change your look	**Review**: What did you learn? Plastic surgery and its dangerous

(Adapted from *Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR)*, by Klingner, J. K. & Vaughn, S.1999, p. 745)

Name: Deva Zakiyah Pantasari

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Meeting 2

Name : M. Haidar Baqir

CSR Learning Log		
Before reading Preview	During reading	After reading Wrap up
Knowledge: What do you know about the topic? Hamburgers and Mc Donalds	**Clunks**: Make a list. loaded : rich venture : bad habit	**Questions and discussion** How much fat should we eat for a day? 65 milligrams fat limit [paragraph 3)
Prediction: What will you learn?	**The gist**: Write the gist for each section. *You may add more sections.* Paragraph 1: Fast food as an eating venture Paragraph 2: Atherosclerosis Paragraph 3: Obesity Paragraph 4 : Eating fast food is useless	**Review**: What did you learn? Fast food is dangerous to be consumed

(Adapted from *Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR)*, by Klingner, J. K. & Vaughn, S. 1999, p. 745)

Name : Ghevira Nur Afifah

CSR Learning Log		
Before reading Preview	During reading	After reading Wrap up
Knowledge: What do you know about the topic? Fast food is unhealty	**Clunks**: Make a list. Venture : risky activity	**Questions and discussion** What does fast food consist of ? Fat and ~~et~~ calories
Prediction: What will you learn? The bad effects of eating fast food	**The gist**: Write the gist for each section. *You may add more sections.* Paragraph 1: The introduction to fast food Paragraph 2: Atherosclesis Paragraph 3: Obesity Paragraph 4 : We should not eat fast food	**Review**: What did you learn? There are so many bad effects of consuming fast food.

(Adapted from *Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR)*, by Klingner, J. K. & Vaughn, S. 1999, p. 745)

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APPENDIX N

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

Nomor : 0400/UN25.1.5/LT/2017 — 11 JAN 2018
Lampiran : -
Hal : Permohonan Izin Penelitian

Yth. Kepala SMAN 2 Tanggul
Jember

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

Nama	: Sucik Fitri Wulandari
NIM	: 140210401068
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah yang Saudara pimpin dengan judul: "The Influence of Implementing Collaborative Strategic Reading (CSR) on Senior High School Students' Reading Comprehension Achievement".

Schubungan 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.

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

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APPENDIX O

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 2 TANGGUL
Jl Salak No. 126 Telepon(0336)441014 Tanggul
email : sma2_tanggul39@yahoo.com. Website :sman2tanggul.sch.id
JEMBER

SURAT KETERANGAN
MELAKSANAKAN PENELITIAN
Nomor: 670/0561/101.6.5.8/2018

Yang bertanda tangan dibawah ini :

Nama	: **IMAM SUJA'I, S.Pd, MM**
Jabatan	: Kepala SMA Negeri 2 Tanggul

Menerangkan bahwa :

Nama	: **SUCIK FITRI WULANDARI**
NIM	: 142010401068
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
	Universitas Jember

Telah melakukan penelitian di SMA Negeri 2 Tanggul dengan Judul **"The Influence of Implementing Collaborative Strategic Reading (CSR) on Senior High School Students' Reading Comprehension Achievement"** yang dilaksanakan pada tanggal 23 Juli s/d 7 September 2018.

Demikian Keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

Tanggul, 10 September 2018
Kepala Sekolah,

PEMERINTAH PROVINSI JAWA TIMUR
SMAN 2 TANGGUL JEMBER
DINAS PENDIDIKAN

IMAM SUJA'I, S.Pd, MM
NIP. 19700305 200012 1 004