THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS READING COMPREHENSION

(Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017)

GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga

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2017
DECLARATION

In the name of Allah The Most Gracious and The Most Merciful.

Hereby the writer fully declares that this thesis is written by the writer herself, and it is not containing materials written or has been published by other people, and other people's ideas except the information from the references. The writer capable account for this thesis if in the future this graduating paper can be proved of containing others' ideas or in fact the writer imitates the others' thesis.

In addition, The writer really hopes that this declaration can be understood for all human being.

Salatiga, Maret 22th 2017

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ATTENTIVE COUNSELOR’S NOTE

Case: Umar Anas’s graduating paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Umar Anas’s graduating paper entitled THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS READING COMPREHENSION (Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017); I have decided and would like to propose that if this paper can be accepted by the Dean of Teacher Training and Education Faculty, I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

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A GRADUATING PAPER

THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS READING COMPREHENSION
(Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017)

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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) of Salatiga on 30th March 2017, and hereby considered to complete the requirements for the degree of Sarjana pendidikan (S.Pd) in English and Education.

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Salatiga, 30th March 2017

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MOTTO

A big journey always comes from small steps

INNA MA’AL ‘USRI YUSRON
Verily, with every difficulty is relief
(Q.S. Al Insyirah verse 6)
DEDICATION

This graduating paper is especially dedicated to: My beloved Mother (Khayatun) and Father (Ahmad Rodhi).
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,
Assalamu’alaikum Wr. Wb.

Alhamdulillahirobbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

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Finally, this research is expected to be able to provide useful knowledge and information to the research. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Wassalamu Alaikum Wr.Wb.

Salatiga, March 22th, 2017

The Writer

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ABSTRACT


The aims of this research are (1) to find out the profile of students’ activity in reading comprehension through of Collaborative Strategic Reading (CSR) of the first year students of SMK Diponegoro Salatiga in the academic year of 2016/2017?, (2) to find out the improvement of students’ reading comprehension through Collaborative Strategic Reading (CSR) of the first year students of SMK Diponegoro Salatiga in the academic year of 2016/2017?. The methodology used in this research was Classroom Action Research (CAR). The subjects of the research were thirty one students of the tenth grade of SMK Diponegoro of Salatiga. It was conducted in two cycles. Each cycle consisted of planning, action, observation and reflection. The findings of the research are: The mean of pre-test I was 55,3 and the mean of post-test I was 90,6 , the mean of pre-test II was 60,8 and the mean of post-test II was 84. t-calculation results shows that the t-calculation of cycle I was 9,2 and in cycle II was 12,1. Based upon the findings and the analysis of the data above the writer can conclude that using Collaborative Reading improves the students reading comprehension.

Key word: Collaborative Strategic Reading (CSR), Reading Comprehension.
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A. Background of the Study

In this era, human beings need more information to help them solve their problem in every day. Furthermore, they read some books, magazine, and online news to get knowledge. They usually read to get knowledge, idea, and entertainment. By reading the human can get much inspiration to support their life. They must concentration for reading to get understand about information in a text reading. They must be activate in their reading to prior knowledge and try to link it to the new knowledge they have as the consequence of building comprehension.

According to Durkin (1993) as quoted by Morre (2012:1) Comprehension is the essence of reading and the active process of constructing meaning from text. According to vanden et al (2012) Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and
motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff et al 2005:4).

According to Graesser (2007) as quoted by Riswanto (2012:192) stated that It is believed that reading strategy is one of a fundamental factor in gaining success in academic field. Strategy plays a prominent in comprehension because readers use them to construct the coherent mental representation and explanation of situation describe in the text. According to Afflerbach et al (2008) as quoted by Riswanto (2012:192) stated that Comprehension strategies are also regarded as deliberate and goal oriented processes used to construct meaning from text.

Reading skill is one aspect to mastering English that have some factors. The first factors is internal factors can come from students themselves such as knowledge and motivation. If the students’ knowledge of English is poor, it will impact toward their achievement especially in reading skill. In addition, many students have low motivation in reading. Most of the students are uninterested in reading a lot of the text, whereas they also lack of vocabulary and grammar and these are one of obstacles which have been faced by the
English teachers. Based on the interview with English teacher of tenth grade in SMK Diponegoro Salatiga, it is found that the students’ reading skill is not satisfactory yet. The difficulty of comprehending the text is one of the factors that influence the students’ failure in the mastery of reading.

The external factors can come from the parents and teacher. At home the parents are seldom checking their children in studying. They only know their children have studied in school and they think that is enough. The parents do not care about their children’s achievement in the school. They only hope that their children are able graduate from the school. Whereas children who are good readers and have more positive attitudes toward reading often are found to have parents who highly value education and the ability to read well (Samuels and Farstrup, 1996: 24)

The other factors come from the teacher. The students do not understand the subject well if they do not find out any variation in the teaching of English, especially in the teaching reading process. If the teacher only asks the students to read aloud the text sentence by sentence and asks them to translate it in the teaching – learning process, the students are not interested in reading seriously. It can influence the students’ achievement and they are not able to learn English well. The students should be given an interesting reading
materials, motivation, and chance to study together in improving reading competence. The teachers have the important role to encourage students’ awareness in reading. They should be able to apply an appropriate method in the teaching and learning to make the students interested in their learning and finally they easily master the reading comprehension.

Based on the interview with an English teacher on Monday, May 23th 2016 at 09.30 am most of students in Tenth grade students of SMK Diponegoro Salatiga are not interested in reading English books. They do not know the meaning of English text and their vocabulary still less, it make students difficult to understand about the text. They still confused to get the information in reading text. So, the researcher needs to implement a method that can improve the students’ interest in learning English. The researcher tries to apply another method as a problem solving in learning English in SMK Diponegoro Salatiga.

There are some ways to reach the better academic achievement of the students, especially reading ability. It is greatly influenced by the method used by the teacher. In this study, the researcher will use another method that can improve the students ‘ability in English skill. It is Collaborative Strategic Reading (CSR).
According to Klinger et al (2010) as quoted by Rismanto (2012:193) state that Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn (1987). CSR is the comprehension strategy which combine modification of Reciprocal Teaching (RT) (Palincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson & Johnson, 1987). The concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: Preview, Click & Clunk, Get the Gist and Wrap Up. 

**Preview** allows students to generate interest and activate background knowledge in order to predict what they will learn. **Click & Clunk** are self-monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. **Get the Gist.** Students identify the main ideas from reading to confirm their understanding of the information. **Wrap Up** provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension.

The writer tries to Collaborative Strategic Reading (CSR) to improve students reading comprehension of the Tenth Grade students of SMK Diponegoro Salatiga.

Based on the explanation above, gives inspiration to the researcher and carrying out the research entitled “The Use of
Collaborative Strategic Reading (CSR) to Improve Students Reading Comprehension (Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017)”.

B. Limitation of the Study

In this research the writer limits his research on improving students’ reading comprehension through Collaborative Strategic Reading (CSR) to the Tenth Grade students of SMK Diponegoro Salatiga in the academic year 2016/ 2017. This research is focused on understanding the important information from the text; drawing inferences from the content; following the structure of a passage; recognizing the writer’s purpose; and vocabulary knowledge, and to improve the students’ reading comprehension.

C. Statement of the Problems

Based on the explanation in the background of the study, the writer formulates the problem as follow:

1. Can the use of Collaborative Strategic Reading (CSR) improve reading comprehension of the tenth grade students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017?
2. Can the use of Collaborative Strategic Reading (CSR) give improvement to reading comprehension of the tenth grade students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017?

D. The Objectives of the Study

Dealing with the problems statement, the objectives of this classroom action research are as follow:

1. To find out whether the use of Collaborative Strategic Reading (CSR) improve reading comprehension of the tenth grade students of SMK Diponegoro Salatiga in the academic year of 2016/2017.

2. To find out whether the use of Collaborative Strategic Reading (CSR) improve reading comprehension of the tenth grade students of SMK Diponegoro Salatiga in the academic year 2016/2017.

E. The Benefits of the Study

1. To the Teacher

As the information, English teacher about reading comprehension by using Collaborative Strategic Reading (CSR). The English teacher can enrich variation method for teaching reading. English teacher can use this method to give a solution for student's problem especially in reading comprehension.

2. To the Students
The research can give solutions for the students to understand in study English especially in reading comprehension. The students can improve their reading ability by using this method applied by their teacher in the class. So the students interest to study harder than before and they have good perception that English is not difficult.

3. To the Readers or Other Researchers

The use of Collaborative Strategic Reading (CSR) can help the researchers to identify how to teach reading. It also gives information to improve creativity in learning process especially in reading comprehension.

F. Definition of Key Terms

1. Collaborative Strategic Reading (CSR)

According to Klingner and Vaughn (1996) as quoted by Hitchcock et al (2011:6) stated that Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to improve the reading comprehension of students with diverse abilities. Teachers implement CSR at the classroom level using scaffold instruction to guide students in the independent use of four comprehension strategies; students apply the strategies to informational text while
working in small cooperative learning groups. The goals are to improve reading comprehension and conceptual learning so that academic performance also improves. Because CSR involves changes to teachers’ instructional practices, regardless of subject matter, it can be used with a variety of curricula and in a variety of settings.

2. Reading Comprehension

Reading is one of skills in English. It is not just read, but the reader should know or comprehend about the meaning in reading text. Reading comprehension is the act understanding what you are reading. To read successfully you need to know the information in reading text. Whereas to get reading comprehend you need method or technique to understand easily, and you can get the information of the text book.

G. Review of Related Literatures

In this study, the writer takes three of previous research to emphasize and support his research. The first, previous research study was conducted by Mirwan Saputra at the first grade of SMAN 1 Tulang Bawang Tengah, Lampung. In this study, the research applied one group pretest and posttest design. After being taught through CSR technique, the research draws a major conclusion that there was a significant increase of students” reading comprehension achievement. The T-test result showed that the students” mean score of posttest in
experimental class was higher than pretest. Thus, the research can conclude that CSR is appropriate and effective to be used in increasing students’ reading comprehension achievement in all level education.

The second research by Dede Nurhayati entitled “The Effectiveness Of Using Collaborative Strategic Reading (CSR) On Students’ Reading Comprehension Of Narrative Text (Quasi-Experimental Research At The First Grade Students Of SMA Mathla’ul Huda Parung Panjang-Bogor)” In this research Dede Nurhayati about the using of Collaborative Strategic Reading (CSR) in SMA Mathla’ul Huda Parung Panjang-Bogor. Based on the findings of the research, the students’ reading comprehension can improve thought this strategy. The findings show that improvement of the students’ reading comprehension is significant after the students got reading instruction Collaborative Strategic Reading (CSR).

The last review is written by Mohamad Jafre zainol Abidin and Riswanto entitled “Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies perspectives”. In their research they analyzed the significances usage of CSR as prominent strategy in teaching reading based on conceptual and theoretical frameworks of cognitive and metacognitive theories which have been proved by reading researchers in L1, ESL, and EFL teaching contexts. In this study, the researchers found that CSR was effective in improving
reading comprehension for most of the students with low learning abilities.

H. Graduating Paper Organization

The researcher wants to arrange the graduating paper in order to the reader can catch the content easily. It is divided into five chapters.

Chapter I is introduction. In this chapter the researcher comes up to the Background of the study, limitation of the problem, statement of the problem, the objectives of the study, the benefits of the study, limitation of the study, definition of key terms, hypothesis, research method, and also graduating paper organization.

Chapter II is research theories. It consists of the underlying theories that include reading comprehension, Collaborative Strategic Reading (CSR), theoretical framework and alternative hypothesis.

Chapter III explains about methodology the research, the setting of the research, type of the research, the Subject of research, research procedures, technique of collecting data, research instrument, and technique of data analysis and statistical hypothesis.

Chapter IV is data analysis which consists of description from chapter I up to chapter III, result and discussion of the research. It contains process and the result score of the research.
Chapter V is closure, it contains conclusion, implementation and suggestion.
CHAPTER II
RESEARCH THEORIES

A. Reading Comprehension

1. Reading

a. Definition of Reading

There are many definitions of “Reading” presented by the experts. However, there must not be the worthiest sense. One of the definitions is implied by Smith as quoted by Fauziati (2005:139) there are some definitions of reading given by language scholars but I just want to quote one which is currently used in teaching approach. It defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information.

According Hittlemen as quoted by Dallmann et al (1982:23) argue that “Reading is a verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author.”

Then Fries, as quoted by Dallmann et al (1982:22) argue that reading is the process of learning to read in one’s native language is
the process of transfer from the auditory signs for language signals, which the child has already learned, to the new visual signs for the same signals.

In addition, Dechant (1982:15) stated that reading classified definitions into those that define reading as interpretation of experience and those that define reading as interpretation of graphic symbols, and discussed the importance of the sign system, decoding, semantic and language structures. Dechant concluded that reading is clearly a process which is complete only when comprehension is attained and reading is the process of giving the significance intended by the writer to the graphic symbols by relating them to one’s own fund of experience.

**b. Aspects of Reading**

Dallmann et al (1982:25) said that some of the aspects of reading which deserve both specific attention in isolated learning situations and, at the other times, more balanced attention in a more normal reading situation, here are:

1. **Word Recognition**

   The degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce words. The
point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.

2. Comprehension

Comprehension is an absolute necessity in reading. The effective reader needs to have learned the code used in written communication so that he can translate the written symbols into sound or meaningful language sequences.

3. Reflection

Gray as quoted by Dallmann et al (1982:26) reflection includes reaction and fusion. By reaction he refers to the reaction of the reader to what he has read. This aspect of reading may be thought of as critical reading. By fusion he refers to assimilation of ideas gained through reading with the reader’s former experiences.

c. Microskills, Macroskills, and Strategies for Reading

According to Brown (2004:187) there are micro and macroskills for reading comprehension:

1. Microskills

   a) Discriminate among the distinctive graphemes and orthographic patterns of English.

   b) Retain chinks of language of different lengths in short-term memory.
c) Process writing at an efficient rate of speed to suit the purpose.

d) Recognize a core of works, and interpret word order patterns and their significance.

e) Recognize grammatical word class (nouns, verbs, etc.) systems (e.g., tense, agreement, plural), patterns, rules, and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms.

g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2. Macroskills

a) Recognize the rhetorical forms of written discourse and their significance for interpretation.

b) Recognize the communicative functions of written texts, according to form and purpose.

c) Infer context that is not explicit by using background knowledge.

d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

e) Distinguish between literal and implied meaning.
f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing. The meaning of words from context, and activating schemata for the interpretation of texts.

3. Strategies for Reading

According to Brown (2004:188) there are some principal strategies for reading comprehension:

a) Identify your purpose in reading a text.

b) Apply spelling rules and conventions for bottom up decoding.

c) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

d) Guess at meaning (of words, idioms, etc.) when you aren’t certain.

e) Skim the text for the gist and for main ideas.

f) Scan the text for specific information (names, dates, key words)

g) Use silent reading techniques for rapid processing.

h) Use marginal notes, outlines, charts, or semantics maps for understanding and retaining information.

i) Distinguish between literal and implied meanings

j) Capitalize on discourse markers to process relationships.
**d. Purposes of Reading**

In accordance to Mahmoed (1992:103-104), there are at least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

1) **Reading for Specific Information**

   Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

2) **Reading for Application**

   Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

3) **Reading for Pleasure and Entertainment**

   Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and
other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

4) Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

5) Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.

Different with Mahmoed, Grabe (2009:7-10) names six academic purposes for reading. He said, “When we read for different purposes, we engage in many types of reading, particularly in academic settings”. Six major purposes are listed below:

a) Reading to search information (scanning and skimming)
When we want to locate some specific information, we engage in search processes that usually include scanning and skimming. The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search for information.

b) Reading for quick understanding (skimming)

Skimming is used for variety of other reasons (and so may be seen as a super ordinate purpose). We skim for some reasons, such as:

i. When we want to determine what a text is about and whether or not we want to spend more time reading it.

ii. When we are expected to read a more difficult text so that we have a sense of where the text will lead us and what we may need to know to understand it.

iii. When we need to work through many text and want to make decisions about which texts to focus more attention on.

iv. When we are under intense time pressure and need to reach some decision about the usefulness of information in a text.

c) Reading to learn

Reading to learn is often carried out when the information in a text is identified as important (often by teacher or textbook) an when that information will be used for some task or may be needed in the future.

d) Reading to integrate information
Reading to integrate information requires that the reader synthesize (and learn) information from multiple texts or bring together information from different parts of a long text, such as long and complex chapter in a textbook. In the case of multiple texts, the reader must decide how to create his or her own organizing frame for the information because none is provided by the combined set of texts.

e) Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information represents an increased level of demand and a more complex interaction of reading processes. At this level of reading, extensive inference and background knowledge come into play, and the reader engages very actively in reinterpreting the text for his or her own purposes.

f) Reading for general comprehension

This reading type takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing. In fact, reading for general comprehension involves a complex set of processes when carried out by fluent reader.

2. Comprehension

a. Definition of Comprehension
Dechant (1982:311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea.

Then, Thorndike as quoted by Dechand (1982:311) argues that reading comprehension simply as thinking. In addition, Davis as quoted by Dechand (1982:312) stated that early noted that underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words.

Dechant conclude that comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skills; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In Oxford Learner Dictionary (1995:81) Comprehension is the ability to understand completely and be familiar with a situation, facts.
b. Levels of Comprehension

According to Dallmann et al. (1982:161) there are some levels of comprehension here are:

1) Reading on the Factual Level

Reading on the factual level pertains to skill in understanding the information that is directly stated in written material. Understanding at this level is closely related to the ability to read inferentially and critically. Among the skills required for reading at the factual level are:

a) Knowing the Meaning of Words

If a large number of words in written material is unknown to the reader, comprehension suffers. A special problem frequently exists in the case of words with multiple meaning.

b) Finding the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. This may often legitimately be the goal in reading fiction or even in reading other types of material, such as science.

c) Selecting Significant Details

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. To be
proficient in this respect, the reader needs to do more than differentiate between main points and supporting details.

d) Following Directions

The ability to follow directions is usually a combination of many reading skills. The ability to note details, to organize, and to note the sequences of points are among the learning essential to this type of reading skill.

2) Reading on the Interpretive or Inferential Level

Interpretive or inferential reading is also referred to as “reading between the lines.” In other words, in reading on this level the reader is able to understand what is implied though not directly stated. Included in this category are the following skills:

a) Summarizing and Organizing

Both the ability to select the main idea and to choose significant details are basic to another commonly sought after goal of reading that of summarizing and organizing.

b) Arriving at Generalizations

Formulating generalizations is in a sense a specialized form of summarizing. To arrive at generalizations the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.

c) Predicting Outcomes
Another important comprehension skill is that of predicting outcomes. Skills in predicting outcomes is useful in helping the reader note when they have misread a word or a group of words or a sentence. This skill is helpful also in remembering what is read.

3) Reading on the Evaluative or Critical Level

One of the most significant comprehension skills is that of making evaluations of what is read. By critical evaluation is not meant the attitude of suspecting every statement read of being false. The power of critical evaluation in reading involves numerous factors. In the other hand, Dechant explains that learning to comprehend involves a complex of skill. Various writers have attempted to categorize these into three or four levels. Lanier and Davis in Dechant (1982:313) summarizing comprehension skills, categorize them as:

a) Literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)

b) Interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)

c) Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose)

d) Creative skills (applying information, responding emotionally)

3. Reading Comprehension
Comprehension is an absolute necessity in the reading. Reading with comprehension is meant constructing meaning from what is being perceived in writing, in fact. Reading without understanding should not be called reading, for reading necessarily involves comprehending.

a. Method to developing reading comprehension

Student who can perform their ability in reading do not lie to use the strategies increase their reading, so that the students may:

1) Establish a goal of principal part to reading.

2) During, before, and after reading the students have to asking the questions

3) A drawing, map, chart, diagram, have to show through retelling story that they have understood the purpose of what they have read.

4) Teacher writers a little paragraph or story to identify the topic sentences.

5) The picturing and summarizing what they have read is good.

Make more and more competition with each friend. With this way teachers also make sure the materials are interesting and teach
that they should establish a background of experience and knowledge to the reading assignment.

Literal comprehension is the meaning of words and sentences in the literal meaning words and sentences, the student should be able to recognize, locate, and elaborate explicitly in the main idea, significant details sequence, and direction and so on. Therefore they must be able to answer the questions required literally.

b. Good and Poor Comprehend

1) Good comprehend

Reading comprehension may have ability to pronounce the printed word. Good comprehend are capable of mastering the words accurately. May students have master thousands of word accurately or may students have master thousands of words or vocabulary, and show install, good readers always pay much attention to the information relevant their purpose by read in the largest unit appropriate with the task. The indicator of good comprehended possesses the ability to:

a) Associate experiences and meaning with the graphics symbol (have an adequate meaning vocabulary).

b) Understand words in context and select the meaning of that’s fits the context.
c) Give meaning to units of increasing size: the phrase, clause, sentence, paragraph, and whole selection.

d) Develop literal and denotative meaning (be able to answer literal question about a passage)
   i. Detect and understand the main idea.
   ii. Recognize and recall significant fact or details.
   iii. Follow directions given in the material.
   iv. Recognize the sequence of a passage.
   v. Identify explicitly stated expressions of relationship, such as cause-effect, contrast, comparison.

e) Develop an understanding of the organization (be able to answer question calling for an analysis, synthesis, or organization of ideas and information explicitly stated)
   i. Identify the basis of paragraph organization; for example, comparison-contrast, cause-effect, classification or categorization, enumerative sequence, time sequence, size, distance, position or degree, general to specific, thesis-proof pattern, opinion-reason pattern, problem-solution pattern, narrative-description pattern, definition pattern.
   ii. Summarize, outline, underline, and take notes on the material read.
f) Develop inferential, interpretative, or connotative meaning of the material read. (Be able to get implied meaning of what is read):
   i. Make inferences, draw conclusions, generalize, speculate, or predict.
   ii. Interpret figurative expressions.
   iii. Supply implied details.
   iv. Anticipate outcomes

g) Make judgments or critical evaluations about the material:
   i. Evaluate the quality, accuracy, truthfulness, appropriateness, of what read.
   ii. Determine whether the text affirms, denies, or fails to express an opinion about a suppose fact or condition.
   iii. Detect propaganda, one sided presentation, prejudices, biases, and faulty inferences.
   iv. Evaluate the writer’s reputation, biases, purposes, and motives.
   v. Detect errors of reasoning, analogy, over generalization, over implication, and distortion.

h) Reading for learning:
   i. Retain ideas.
   ii. Apply ideas and integrate them with pass experience.
   iii. Reads maps, graphs, chart.
iv. Use the dictionary

i) Read for appreciation:

i. Recognize literacy and semantics devices.

ii. Identify the tone, theme, mood, and intent or purpose the writer. (Dechant, 1982:314)

2) Poor comprehend

The poor readers are more concerned with word identification. They read the text in a word by word manner with a minimum of task organization at a higher level. When the materials are read, the students can understand. The poor comprehend on reading may increase obstacles to face unfamiliar words. Uncorrected errors especially in oral reading were made by students. It they cannot cut the meaning of the task, they get difficulties to correct their problems on the reading task.

c. Reading Comprehension Evaluation Rubric

Table 2.1

Reading Comprehension/Critical Thinking Questions Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation</td>
<td>Answers are mostly correct and</td>
<td>Answers are often correct</td>
<td>Answers do not reflect accurate</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>Demonstrate excellent comprehension. Opinions are always fully justified</th>
<th>and demonstrate good comprehension. Opinions are adequately justified.</th>
<th>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</th>
<th>Comprehension of the topic(s). Opinions are unjustified.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detail</strong></td>
<td>Answers are mostly complete, extensive, and include many details</td>
<td>Answers are usually complete and include several details.</td>
<td>Answers contain some details.</td>
<td>Answers lack the required detail or are incomplete.</td>
</tr>
<tr>
<td><strong>Use of Information</strong></td>
<td>Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.</td>
<td>Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.</td>
<td>Answers include occasional supporting evidence from the text when necessary.</td>
<td>Answers do not include supporting evidence from the text when necessary</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Answers are very easy to understand. They are clear and concise.</td>
<td>Answers are always easy to understand</td>
<td>Answers are sometimes understandable, but need to be more to the point.</td>
<td>Answers are difficult to understand</td>
</tr>
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**B. Collaborative Strategic Reading (CSR)**

1. **Definition of Collaborative Strategic Reading (CSR)**

   According to Klinger et al (2010) as quoted by Rismanto (2012:193) state that Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn (1987). CSR is the comprehension strategy which combine modification of Reciprocal Teaching (RT) (Palincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson & Johnson, 1987). A variety of instructional strategies have been developed in response to the need for effective reading comprehension instruction.

   Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and

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<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Conventional spelling and grammar is mostly correct</th>
<th>Conventional spelling and grammar is usually correct.</th>
<th>Work contains several spelling and grammar errors.</th>
<th>Work contains many spelling and grammar errors.</th>
</tr>
</thead>
</table>

**Reading skill**

\[
\text{Total score (interpretation + details + use information} + \text{clarity+mechanics}} = \frac{\text{Total maximum score (25)}}{\times 100 \%}
\]
practice comprehension strategies for use with informational text (Klingner and Vaughn 1996). CSR was adapted from reciprocal teaching, an instructional activity that involves a dialogue between teacher and students. In reciprocal teaching, teacher and students take turns assuming an instructional role in leading this dialogue (Palincsar 1986). Reciprocal teaching includes four components: previewing text to obtain a sense of what will be learned when fully immersed in reading, generating questions for one about what the text is attempting to convey, clarifying unclear information, and summarizing main points. Students work through these four strategies in groups of 10–12. In addition to instructional strategies adapted from reciprocal teaching, CSR includes strategies such as cooperative learning, brainstorming, and student review of what has been learned from reading. CSR’s systematic set of procedures is designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. CSR uses a mix of whole class instruction (instruction that entails presenting curricula to an entire class at once) and small cooperative learning groups, so that a teacher can work with an entire class at the same time.

CSR and the professional development provided to classroom teachers in conjunction with it are designed to increase teachers’ knowledge of reading comprehension and, consequently, affect teacher practice in the classroom. It uses explicit strategy instruction to teach
metacognitive and self-monitoring skills that are expected to lead to improved reading comprehension. In theory, such knowledge should help students recognize whether they understand the information they read and take corrective steps when they do not. The intervention developers theorize that teacher and student use of CSR results in improved student reading comprehension, which in turn increases reading achievement. Because CSR involves changes to teachers’ instructional practices, it can be used with a wide variety of curricula, regardless of subject matter.

When applying CSR, the classroom teacher initially presents and models the strategies to the entire class. As students become more proficient, they form cooperative learning groups of four to six students (with varying reading abilities) that work together to apply the reading comprehension strategies. Each student in the group is assigned a role, such as leader or timekeeper. (Hitchcock et al, 2011: 6)

The concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: **Preview, Click & Clunk, Get the Gist and Wrap Up.** **Preview** allows students to generate interest and activate background knowledge in order to predict what they will learn. **Click & Clunk** are self-monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. **Get the Gist.** Students identify the main ideas from reading to confirm their understanding of the
information. Wrap Up provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension.

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Students’ strategies include previewing the text; giving on going feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Find out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups. Initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think- a loud. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies.

Although CSR was designed to be used with expository text, it can also be used with narrative text. It is highly compatible with a range of reading programs, including literature-based instruction, basal reading programs, and eclectic or balanced approaches.
Principally, the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR has also yielded positive outcomes for average and high average achieving students.

**Figure 2.1 describes the four steps of CSR, Adopted from**

Sopris West Educational Services (Klinger et al., 2010).

**Click and Clunk**

# were there any parts that we hard to understand (Clunks)?

# How can we fix the clunks?

# Use fix-up strategies:
1. Reread the sentences and look for key ideas to help you understand
2. Reread the sentences before and after looking for clues
3. Look for the prefix, root word, or suffix in the word
4. Break the word apart and look for smaller words

**Wrap-Up**

# Ask Questions:

What questions check whether we understand the most important in the passage?

# Review:

What are the most important ideas?

**Preview**

#Brainstorm: What do we already know about the topic?

# Predict: What do we predict we will learn about?

**Get the Gist:** What is the most important person, place or thing? What is the most important idea about the person, place, or thing?
2. The strategies of Collaborative Strategic Reading (CSR)

   a. Strategy 1: **Preview**

   Students preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

   Introducing preview step to students by asking them whether they have ever been to the movies and seen previews. Prompt students to tell you what they learn from previews by asking questions like the following:

   1) Do you learn who is going to be in the movie?
   2) Do you learn during what historical period the movie will take place?
   3) Do you learn whether or not you might like the movie?
   4) Do you have questions about what more you would like to know about the movie?
When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

b. Strategy 2: Click and Clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" - comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they understand – or failing to understand – what they are reading or what is being read to them. The
teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading, after students identify clunks, the class uses "fix-up" strategies to figure out the clunks. The students use "clunk cards" as prompts to remind them of various fix-up strategies.

On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea:

1) Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
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.
4) Break the word apart and look for smaller words you know.

As with the other strategies, students can be taught the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

c. Strategy 3: Get the gist
Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

When the students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

d. Strategy 4: **Wrap up**

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell
students to use the following question starters to begin their questions: who, what, when, where, why and how (the 5 W and an H).

It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified.

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

C. Evaluation Rubric

Table 2.2 Reading comprehension evaluation rubric

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Rubric of reading comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 70</td>
<td>-Reads information from several texts, only if supported by directions/activities.</td>
</tr>
<tr>
<td>(Novice)</td>
<td>-Understands basic information contained in texts, with assistance.</td>
</tr>
<tr>
<td></td>
<td>-Uses models for evaluation or questioning texts, with assistance.</td>
</tr>
</tbody>
</table>
| 70-80 | Apprentice | -Gathers details or additional information by reading several texts.  
-Develops a comprehensive, yet literal interpretation of materials collected.  
-Evaluates or questions information with assistance. |
| 80-90 | Practitioner | • Develops an extended understanding of the topic based on using multiple sources (primary and secondary texts, literature, art, artifacts).  
• Infers meanings and interprets age appropriate texts.  
• Understands both literal and figurative meaning in a text.  
• Begins to evaluate or question sources independently or in a peer group. |
| 90-100 | Expert | • Synthesizes a varied body of information including primary and secondary sources, literature, artifacts, etc.  
• Interprets and uses challenging texts. Comprehends mature vocabulary.  
• Understands and integrates the literal and figurative meanings of a text; reads textual materials with empathy.  
• Analyzes sources critically and objectively, cross-checking for differences, conflicts, etc. |

**D. Minimum Passing Grade/ KKM**

Aziz (2014) notes that, mastery learning is a students’ highest level of competency for a subject; the Passing grade is the minimum level of mastery learning that a student must obtain. The Passing grade is established by subject teachers in each school before the school year begins. These subject teachers consider three aspects: complexity (level of difficulty), facilities (schools and teaching materials) and the student intake (students’ competence and background knowledge of the subject).
The Passing grade, of a subject at each year is decided by looking at the average score of learning indicators, basic competencies, and key competencies stated in the curriculum. The Passing grade which is adjusted up each year, becomes the reference point when teachers are assessing students. They mark students’ work and score it to determine whether the standards set by the school have been achieved or not.

**Figure 2.2 : Passing grade Procedure**

Although all schools utilise the same aspects in setting the Passing grade, each school has different Passing grade to accommodate the different context, school standard (regional and national) and students’ background.

Learning result gained from series of scoring evaluation process refers to the Minimal Mastery Criteria. Minimal Mastery Criteria are criteria of mastery learning which is determined by the education unit. There are two learning result criteria in math, especially in the material of probability concept. Students do not achieve the Minimal Mastery Criteria if the score is less than the Minimal Mastery Criteria. On the contrary, they achieve Minimal Mastery Criteria if they have score more or equal with the Minimal Mastery Criteria.
Mastery learning is a learning approach which requires students to completely comprehend all the competency standards and basic competencies in certain school subject. Mastery learning assumes that under the right condition, students can study well and get maximum result in all school subjects being learned (Mulyasa, 2006:237).

E. Theoretical Framework

The problem which commonly appears in teaching reading comprehension is the students just read but they cannot understand the content of the text and they don’t know the meaning of context of the text meaning. Beside that teacher usually use conventional strategies. Conventional is the simplest strategy that is used by teacher in reading. For Example, teachers introduce the material and the students read it carefully.

Using Collaborative Strategic Reading (CSR) is a strategy that teacher can help the students for get knowledge by themselves with organization the lesson to increase the understanding of student and give a solution for evaluate the lesson after the class. Day (1993: 54) says that a major aims in the teaching reading is to get students to use their knowledge to help them with their comprehension of reading. This strategy can help the students realize that they understand more than they think and they can use this knowledge while reading.
The goals of Collaborative Strategic Reading (CSR) are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement. The result is a highly integrated and enjoyable learning environment. Logically, the teaching of English will not be boring anymore if the teacher uses interesting strategies: Collaborative Strategic Reading (CSR).

Through Collaborative Strategic Reading (CSR) that can build students prior knowledge and build the creativity and give opportunity to elaborate their ideas through combination their knowledge and experience, it helps the students to comprehend the material presented orally and improve students’ reading comprehension, than the students have critical thinking and creative in learning and understanding the text because they have opinion and respond about what they read, they can integrate their ideas. Collaborative Strategic Reading (CSR) will be able to increase the students’ interested to learn English, and the process of teaching and learning can be comfortable, so the problem of teaching reading comprehension can be solved.

Based on the statement above, Collaborative Strategic Reading (CSR) is as a strategy that may help the students in learning English especially in reading comprehension. The writer wants to investigate how
the students increasing their reading comprehension through Collaborative Strategic Reading (CSR).
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting of the Research

1. General Description of SMK Diponegoro Salatiga

   SMK Diponegoro is a one of Senior High school in Salatiga which has stood since 1957. This school located on Kartini Street. SMK Diponegoro Salatiga has produced a number of forces, and many of them have a strong influence both in government and in society. SMK Diponegoro Salatiga consists of two floors and firs floor consist for classrooms, a library, multimedia, computer, prayer room, a sick bay, Administrative space, living rooms and sports facilities, and second floors consist for classroom, laboratory, business laboratory, administrate laboratory, computer and multimedia laboratory, language laboratory sins laboratory.

2. Time Setting

   The subjects of the research were the students in the Tenth Grade of SMK Diponegoro Salatiga in the Academic Year 2016/2017. The consisted of 31 students. This research was conducted on the second semester in the academic year of 2016/2017 for about 13th until 17th March 2017. It was conducted in SMK Diponegoro Salatiga.
3. The Teachers of SMK Diponegoro Salatiga

The important role in teaching learning process is a teacher. Teacher is someone who transfers knowledge for the students. They help the students to understand the materials in the class and give knowledge to them to be better. In this school there are 33 teachers and Drs. Joko Anis Suwantoro, M.Pd.I took as a headmaster. Those teachers teach different subjects. There are Indonesian language, Mathematic, English, Counseling, Biology, Economy, Physics, Civic Education, Chemist, Geography, History, Art and Culture, Javanese, Sports, Islamic Religion, and Productive Lessons.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>Graduate</th>
<th>Position</th>
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<tr>
<td>1</td>
<td>Ahmad Marful</td>
<td>Male</td>
<td>S1</td>
<td>BK</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Setyohadi</td>
<td>Male</td>
<td>D3</td>
<td>Japan Language Teacher</td>
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<td></td>
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<tr>
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<td>Bayu Setyo Nugroho</td>
<td>Male</td>
<td>S1</td>
<td>Mathematics Teacher</td>
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<tr>
<td>4</td>
<td>Amrih Suliswati</td>
<td>Female</td>
<td>S1</td>
<td>Marketing Product Teacher</td>
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<tr>
<td>5</td>
<td>Andi Yani</td>
<td>Female</td>
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<td>English Teacher</td>
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<td>Social Teacher</td>
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<tr>
<td>12</td>
<td>Fuat Ari Yadi</td>
<td>Male</td>
<td>S1</td>
<td>Banking Product Teacher</td>
</tr>
<tr>
<td>13</td>
<td>Henny Kristiana</td>
<td>Female</td>
<td>S1</td>
<td>Accountancy Product Teacher</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Gender</td>
<td>Year</td>
<td>Course</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>--------</td>
<td>------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>14</td>
<td>Jarwadi</td>
<td>Male</td>
<td>S1</td>
<td>Mathematics Teacher</td>
</tr>
<tr>
<td>15</td>
<td>Joko Anis Suwantoro</td>
<td>Male</td>
<td>S2</td>
<td>Civic Education Teacher</td>
</tr>
<tr>
<td>16</td>
<td>Kholifauz Zahro</td>
<td>Female</td>
<td>S1</td>
<td>BK</td>
</tr>
<tr>
<td>17</td>
<td>Lilis Suryani</td>
<td>Female</td>
<td>S1</td>
<td>Marketing Product Teacher</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Hermawan</td>
<td>Male</td>
<td>S1</td>
<td>Sport Teacher</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Abdul Gafur</td>
<td>Male</td>
<td>S1</td>
<td>English Teacher</td>
</tr>
<tr>
<td>20</td>
<td>Murnita Rahmawati</td>
<td>Female</td>
<td>S1</td>
<td>Marketing Product Teacher</td>
</tr>
<tr>
<td>21</td>
<td>Muhammad Fadlil</td>
<td>Male</td>
<td>S1</td>
<td>Islamic Teacher</td>
</tr>
<tr>
<td>22</td>
<td>Rifati Setyarini</td>
<td>Female</td>
<td>S1</td>
<td>Science Teacher</td>
</tr>
<tr>
<td>23</td>
<td>Rohzi</td>
<td>Male</td>
<td>S2</td>
<td>Accountancy Product Teacher</td>
</tr>
<tr>
<td>24</td>
<td>Nur Fuad Lizamul</td>
<td>Male</td>
<td>S1</td>
<td>Accountancy Product</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Gender</td>
<td>Grade</td>
<td>Subject</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>--------</td>
<td>-------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>25</td>
<td>Santi Rahayu</td>
<td>Female</td>
<td>S1</td>
<td>Indonesian Language Teacher</td>
</tr>
<tr>
<td>26</td>
<td>Siti Faizah</td>
<td>Female</td>
<td>S1</td>
<td>Accountancy Product Teacher</td>
</tr>
<tr>
<td>27</td>
<td>Sri Muryani</td>
<td>Female</td>
<td>S1</td>
<td>Mathematics Teacher</td>
</tr>
<tr>
<td>28</td>
<td>Suryo Suwanditho</td>
<td>Male</td>
<td>S1</td>
<td>Business Teacher</td>
</tr>
<tr>
<td>29</td>
<td>Sutari</td>
<td>Female</td>
<td>S1</td>
<td>Marketing Product Teacher</td>
</tr>
<tr>
<td>30</td>
<td>Suwanto</td>
<td>Male</td>
<td>S1</td>
<td>Accountancy Product Teacher</td>
</tr>
<tr>
<td>31</td>
<td>Wahyu Hidayati</td>
<td>Female</td>
<td>S1</td>
<td>Civic Education Teacher</td>
</tr>
<tr>
<td>32</td>
<td>Widy Maryono</td>
<td>Male</td>
<td>S1</td>
<td>Business Teacher</td>
</tr>
</tbody>
</table>

4. The students of SMK Diponegoro Salatiga
The total numbers of students of SMK Diponegoro Salatiga are 516 students. They come from various areas with different background, age, religion, economics status and characteristic.

B. Types of the Research

In this research, the researcher used Classroom Action Research method. CAR (Classroom Action Research) was a method of finding out what best in a class in order to improve student learning.

According to Arikunto (2010:130) classroom action research is formed from three words they are:

Research: an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for him/her.

Action: activity that intentionally done in certain aim, that has a form of cycle sequence activity to students.

Class: a group of students in the same time and have the same lesson from their teacher.

He added that this action was expected to increase the students’ learning result, so it should concern with the teacher’s effort in learning process (Arikunto, 2010:130).

C. The Subjects of Study
The subject of this research is the Tenth grade students of SMK Diponegoro Salatiga in the academic year of 2016/2017. The researcher takes X accountancy B class as the subject of this research. It is consist of 31 students. English teacher who become the subject of the research is Ms. Andi Yani A.Md.

The researchers chosen X accountancy B class as a research subject. In this research, the researcher becomes researcher; the English teacher becomes a teacher which helps the researcher when do this research in class.

Table 3.2
The List X Accountancy B Class Of SMK Diponegoro in the Academic Year 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Fauzi</td>
</tr>
<tr>
<td>2</td>
<td>Aldy Rahmad Syarifudin</td>
</tr>
<tr>
<td>3</td>
<td>Anis Fitraningrum</td>
</tr>
<tr>
<td>4</td>
<td>Anis Auliyati</td>
</tr>
<tr>
<td>5</td>
<td>Desy Retno Safitri</td>
</tr>
<tr>
<td>6</td>
<td>Devi Rahayu</td>
</tr>
<tr>
<td>7</td>
<td>Devina Ragil Paramitha</td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Diah Fitriyanti</td>
</tr>
<tr>
<td>9</td>
<td>Dina Dwi Utami</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Nur Jannah</td>
</tr>
<tr>
<td>11</td>
<td>Enggar Wahyu Lestari</td>
</tr>
<tr>
<td>12</td>
<td>Fitria Mudawamah</td>
</tr>
<tr>
<td>13</td>
<td>Indah Nurulalatifah</td>
</tr>
<tr>
<td>14</td>
<td>Islamiaty</td>
</tr>
<tr>
<td>15</td>
<td>Joko Suryo Saputro</td>
</tr>
<tr>
<td>16</td>
<td>Lisa Vidia Utami</td>
</tr>
<tr>
<td>17</td>
<td>Lulu’atul Fauziah</td>
</tr>
<tr>
<td>18</td>
<td>Mirnawati</td>
</tr>
<tr>
<td>19</td>
<td>Mohammad Nurokhim</td>
</tr>
<tr>
<td>20</td>
<td>Nia Kristiyan</td>
</tr>
<tr>
<td>21</td>
<td>Nova Fitria Salzabila</td>
</tr>
<tr>
<td>22</td>
<td>Nurul Soleichah</td>
</tr>
<tr>
<td>23</td>
<td>Putri Indah Pertiwi</td>
</tr>
<tr>
<td>24</td>
<td>Rhossi Novita</td>
</tr>
<tr>
<td>25</td>
<td>Rifqi Widayat</td>
</tr>
<tr>
<td>26</td>
<td>Silvan Pratama</td>
</tr>
<tr>
<td>27</td>
<td>Siti Lestari</td>
</tr>
<tr>
<td>28</td>
<td>Tiara Ardhani Saputri</td>
</tr>
</tbody>
</table>
D. Research Procedures

The researcher presented the procedure of the research as follows:

1. Planning

According Arikunto (2010: 139) in action planning, the researcher determined point or event to get special attention to be observed, and then make the observation instrument to help researcher record the class condition when the learning teaching occurs.

The researcher used some planning those were:

1) Preparing materials, making lesson plan and designing the step in doing the acting.

2) Preparing list of students’ name and scoring.

3) Preparing teaching aids.

4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied).
5) Preparing a test, (to know whether student’s reading comprehension improve or not).

2. Action

Action is implementation or application of design contents in the class, which was used class action (Arikunto, 2010:139). The steps of the activities were namely:

1) Introduction or greeting.
2) Checking the students ‘presences.
3) Asking the students about the reading comprehension related to the materials.
4) Giving pre-test.
5) The use of Collaborative Strategic Reading (CSR)
6) Asking the students orally about the method or media.
7) Giving post-test.

3. Observation

Observing is an observation activity to know how far the action effect have reach target. Observation is one of the instruments used in collecting the data. As a scientific method, observation can be systematically used to serve and note the phenomena investigated like students feeling, thinking, and something that they do in teaching learning process. The writer plans this observation flexible and open to record the unexpected.
4. Reflection

Reflection is activities to restate what occurred (Arikunto, 2010:140). The result of the observation is analyzed. It is to record what happens that in observation. Then, researcher was examining the result of the acting that has been conducted. Through the reflection researcher was known the strength and weakness of implementing Collaborative Strategic Reading (CSR) as a method of learning in language class. Beside that there is problem in the cycles I the researcher must solve the problem in the next cycles. These stages can be drawn as follow:
**Figure 3.1**

**Class Action Research Cycle**

Figure CAR model based on Kemmis and Mc Taggart (1988: 14) in Hopkins (1993:48)

### E. Evaluation Rubric

<table>
<thead>
<tr>
<th>SCORE</th>
<th>Description</th>
</tr>
</thead>
</table>
| ≤ 70  (Novice) | - Reads information from several texts, only if supported by directions/activities.  
- Understands basic information contained in texts, with assistance.  
- Uses models for evaluation or questioning texts, with assistance if necessary |
| 70-80 (Apprentice) | - Gathers details or additional information by reading several texts.  
- Develops a comprehensive, yet literal interpretation of materials collected.  
- Evaluates or questions information with assistance. |
| 80-90 (Practitioner) | - Develops an extended understanding of the topic based on using multiple sources (primary and secondary texts, literature, art, artifacts).  
- Infers meanings and interprets age appropriate texts.  
- Understands both literal and figurative meaning in a text.  
- Begins to evaluate or question sources independently or in a peer group. |
| 90-100 | - synthesizes a varied body of information including |
Primary sources, secondary sources, literature, artifacts, etc.

- Interprets and uses challenging texts. Comprehends mature vocabulary.
- Understands and integrates the literal and figurative meanings of a text; reads textual materials with empathy.
- Analyzes sources critically and objectively, cross-checking for differences, conflicts, etc.

Students' reading comprehension evaluation at tenth grade SMK Diponegoro Salatiga is applied to know students' ability for understanding the reading text that they get information after reading the text. Most of them are still low or novice.

**F. Minimum Passing Grade**

Minimum Passing Grade define the next steps in a way to calculate the average value of each item is a matter of opinion of teachers who have reached a consensus in the third round. In this study the results obtained by determination of SMK Diponegoro Salatiga the KKM Subject English Class X Semester Even by 75.

**G. Research Instrument**

Research instrument use to collect data and all the instruments used in this research has been validated by validator Mr. Drs. Supriyanto, M.Pd as an English teacher in SMA N 3 Salatiga to show that all the instrument
are valid and can be used in this research. In this study, there are two kinds of research instrument.

1. **Written text**

Written text uses to know how far the students’ competence in reading comprehension before and after applying discovery learning and Collaborative Strategic Reading (CSR) method. The forms of the test is multiple choice type and essay. In this test consist 10 items in cycle 1, and any 10 multiple choice items and 5 essay in cycle 2. It is partially separated into two terms, there are pre-test and post-test. Both of them considered 10 items for pre test and post test in cycle 1 and 15 items in cycle 2. If the students answer 10 items of the question correctly, they will get score 100 (that is total score x 10 = 100) and in cycle 2, they will get score 100 if the score total (at multiple choice 15 x 1= 15 and 5 x 2 =10 and then score x 4).

a) **Test**

The researcher will use test as one of research instrument in order to know students’ ability and to know how well the students can improve their reading comprehension. According to Arikunto (2002: 198) Test is a set of question or exercise or other instrument used to measure knowledge, intelligence, ability or attitude of groups or individual. The writer uses pre-test and post-test.
1) According to David (1969:112) Pre-test is one form may be used at the beginning of a course of study or training program. The researcher used pre-test to know the students’ ability before the teaching learning process.

2) According to David (1969:112) Post-test is another form at the conclusion of the program to determine degree of improvement. The researcher used post-test to know the student’s improvement after teaching learning process was conducted.

b) Non-Test

1) Observation

Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation the most effective method is by fulfilling an observation blank form as a tool. The arranged form consists of items about occurrences or behaviors that drawn will be happened (Arikunto, 2010:272). The observation noticed classroom events and classroom interaction. The researcher used field note. David (1989:116) Keeping field notes is a way of reporting observations, reflections, and reactions to classroom problems.

2) Documentation
Arikunto (2010:274) stated that documentation methods is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. This method isn’t too difficult since if there is an error the source data is still not change. In this section, besides make a note the researcher take photographs as proof of teaching learning activity.

2. Observation Sheet

Observation sheet uses to know how far the students’ motivation before and after applying Collaborative Strategic Reading (CSR). This instrument gives monitor and records the students’ involvement during the lesson. In the observation sheet, there are four aspects that are consider focuses, those are: paying attention, activeness in asking questions, activeness in responding questions and enthusiasm in doing test. In this instrument, the teacher gives point in each aspect based on the situation of students. The table below show the example of observation sheet as follows:

Table 3.3
Students’ Observation Sheet

Instruction:

- a. Observer should be in a position that does not interfere with teaching learning activity.
- b. Observer gives a score according to the following instruction.
- c. Total Student: Score 1 if < 20%, score 2 if 20% to 40%, score 3 if 40% to 60%, score 4 if 60% to 80%, score 5 if 80% to 100% interest.
- d. Quality: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent
<table>
<thead>
<tr>
<th>NO</th>
<th>Kinds of Interest</th>
<th>Total Student of Interest</th>
<th>Quality Of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student feels happy by using picture and song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student feels interested by using picture and song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student feels enthusiasm by using picture and song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student feels serious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student is more active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students are not bored in learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Have good concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Had positive and constructive learning behaviours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The strength of the student’s memory about learning materials has been given by teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Get good achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**H. Technique of Data Collecting**

The researcher collected the data accurately of the research using some techniques, they are:

1) **Observation**

Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation the most effective method is by fulfilling an observation blank form as a tool. The arranged form consists of items about occurrences or behaviors that drawn will be happened (Arikunto, 2010:272). The observation noticed classroom events and classroom interaction. The researcher used field note. David (1989:116) Keeping field notes is a way of reporting observations, reflections, and reactions to classroom problems.
2) **Test**

The way to get some data with test in this research, the researcher used two steps. They are: pre-test and post-test.

1) According to David (1969:112) Pre-test is one form may be used at the beginning of a course of study or training program. The researcher used pre-test to know the students’ ability before the teaching learning process.

2) According to David (1969:112) Post-test is another form at the conclusion of the program to determine degree of improvement. The researcher used post-test to know the student’s improvement after teaching learning process was conducted.

3) **Documentation**

Arikunto (2010:274) stated that documentation methods is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. This method isn’t too difficult since if there is an error the source data is still not change. In this section, besides make a note the researcher take photographs as proof of teaching learning activity.

I. **Technique of Data Analysis**

After collecting the data, the next step of this study is analyzing the data. In analyzing data, the researcher used two techniques of qualitative and quantitative:
1. **Qualitative technique**

Lodico (2006:15) stated that qualitative techniques collect and summarize data using primarily narrative or verbal methods: observations, interviews, and document analysis. The researcher uses the qualitative technique to know students’ behavior during the teaching learning process. In this case the researcher use field notes in which record all activities in the classroom.

2. **Quantitative technique**

Lodico (2006:12) stated that quantitative techniques summarize data using numbers. Hypotheses and methods of data collection are created before the research begins. This technique is used to know the students’ score of reading comprehension in each cycle.

The formulas according to Hadi, (1981:246) are:

a. **Mean**

\[ M = \frac{\sum X}{N} \]

Where:

- \( M \) : Mean of students’ score
- \( \sum X \) : The sum of students’ score
- \( N \) : The total number of students

b. **SD (Standard Deviation)**
\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Where:

\( S_D \) : Deviation Standard for one sample t-test

\( D \) : Different between pre-test post-test

\( N \) : Number of observation in sample

c. T-test

After calculating the SD, the researcher will calculate t-test to know is there any significant differences or no between pre-test and post-test,

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{\sqrt{\frac{SD}{\sqrt{N - 1}}}} \]

Explanation:

\( t_o \) : T-test for the differences of pre-test and post-test

SD : Deviation standard for one sample t-test

D : Different between pre-test and post-test

N : Number of observations in sample
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is functioned to measure the students’ reading comprehension improvements by applying Collaborative Strategic Reading (CSR) for students reading activities.

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. It shows the finding of collected data since in the beginning until the end of the research. In this research consist of field not, the result pre-test and post-test. This research is implemented on two cycles. The findings consist of the results of the cycle I, cycle II. These cycles will show the improvement of the students’ ability in reading comprehension.

A. Data Analysis

In this research, the writer arranged two cycles. Each cycle consist of planning, action, observing and reflection. The whole steps of this research are explained in the description bellow:

1. Cycle 1

The result of both of the tests can be seen in the table as follows:
Table 4.1

The Students’ Score in Pre-Test and Post Test Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test(X)</th>
<th>Post-test(Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Fauzi</td>
<td>10</td>
<td>90</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>2</td>
<td>Aldy Rahmad Syarifudin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Anis Fitrainingrum</td>
<td>70</td>
<td>100</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>4</td>
<td>Anis Auliyati</td>
<td>80</td>
<td>100</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>Desy Retno Safitri</td>
<td>70</td>
<td>100</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>6</td>
<td>Devi Rahayu</td>
<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>7</td>
<td>Devina Ragil Paramitha</td>
<td>50</td>
<td>90</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>8</td>
<td>Diah Fitriyanti</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>9</td>
<td>Dina Dwi Utami</td>
<td>50</td>
<td>90</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Nur Jannah</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11</td>
<td>Enggar Wahyu Lestrari</td>
<td>50</td>
<td>100</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>12</td>
<td>Fitria Mudawamah</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Indah Nurulalatifah</td>
<td>50</td>
<td>90</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>14</td>
<td>Isamiati</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Joko Suryo Saputro</td>
<td>70</td>
<td>100</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>16</td>
<td>Lisa Vidi Utami</td>
<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>17</td>
<td>Lulu’atul Fauziah</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
The students’ involvement during the lesson can be seen on the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Mirnawati</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>Mohammad Nurokhim</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>20</td>
<td>Nia Kristiyan</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>1600</td>
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<tr>
<td>21</td>
<td>Nova Fitria Salzabila</td>
<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>22</td>
<td>Nurul Soleichah</td>
<td>80</td>
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</tr>
<tr>
<td>23</td>
<td>Putri Indah Pertiwi</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>24</td>
<td>Rhossi Novita</td>
<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>25</td>
<td>Rifqi Widayat</td>
<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>26</td>
<td>Silvan Pratama</td>
<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>27</td>
<td>Siti Lestari</td>
<td>70</td>
<td>100</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>28</td>
<td>Tiara Ardhani Saputri</td>
<td>40</td>
<td>80</td>
<td>40</td>
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</tr>
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<td>Titik Kurniawati</td>
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<td>30</td>
<td>900</td>
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<td>Ulfa Nur Khalifah</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>31</td>
<td>Wahyuningtyas</td>
<td>30</td>
<td>80</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td>1660</td>
<td>2720</td>
<td>1060</td>
<td>50000</td>
</tr>
</tbody>
</table>

Note: *) students who passed the Minimum Mastery Criteria

Minimum Passing Grade is 75
Table 4.2

SHEET FOR STUDENTS’ OBSERVATION

LEARNING ENGLISH LESSON USING “Collaborative Strategic Reading (CSR)”

Cycle I (First Meeting)

Instruction:

a. Observer should be in a position that does not interfere with teaching learning activity.

b. Observer gives a score according to the following instruction.

c. Total Student: Score 1 if < 20%, score 2 if 20% to 40%, score 3 if 40% to 60%, score 4 if 60% to 80%, score 5 if 80% to 100% interest.

d. Quality: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent

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</tr>
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</tr>
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<td>5</td>
<td>4</td>
</tr>
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<td>Have positive learning behaviours</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
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<td>The strength of the student’s memory about learning materials has been given by teacher</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Get good achievement</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

SHEET FOR STUDENTS’ OBSERVATION

LEARNING ENGLISH LESSON USING “Collaborative Strategic Reading (CSR)”

Cycle I (Second Meeting)
Instruction:

a. Observer should be in a position that does not interfere with teaching learning activity.

b. Observer gives a score according to the following instruction.

c. Total Student: Score 1 if < 20%, score 2 if 20% to 40%, score 3 if 40% to 60%, score 4 if 60% to 80%, score 5 if 80% to 100% interest.

d. Quality: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent

<table>
<thead>
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<tbody>
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<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Student feels enthusiasm by using picture and song</td>
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<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Student feels serious</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Student is more active</td>
<td>4</td>
<td>4</td>
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<td>Had positive and constructive learning behaviours</td>
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<td>4</td>
</tr>
<tr>
<td>9</td>
<td>The strength of the student’s memory about learning materials has been given by teacher</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Get good achievement</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Cycle II

The results of both of the tests can be seen in the table as follows:

Table 4.3
Result of Pre-Test and Post-Test Cycle II
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Fauzi</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
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<tr>
<td>2</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>3</td>
<td>Anis Fitraningrum</td>
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<td>30</td>
<td>900</td>
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<tr>
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<td>Anis Auliyati</td>
<td>72</td>
<td>90</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>5</td>
<td>Desy Retno Safitri</td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>6</td>
<td>Devi Rahayu</td>
<td>56</td>
<td>76</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>Devina Ragil Paramitha</td>
<td>68</td>
<td>96</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>8</td>
<td>Diah Fitrivanti</td>
<td>52</td>
<td>96</td>
<td>44</td>
<td>1936</td>
</tr>
<tr>
<td>9</td>
<td>Dina Dwi Utami</td>
<td>64</td>
<td>76</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Nur Jannah</td>
<td>64</td>
<td>80</td>
<td>16</td>
<td>256</td>
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<tr>
<td>11</td>
<td>Enggar Wahyu Lestrari</td>
<td>92</td>
<td>98</td>
<td>6</td>
<td>36</td>
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<tr>
<td>12</td>
<td>Fitria Mudawamah</td>
<td>64</td>
<td>92</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>13</td>
<td>Indah Nurulalatifah</td>
<td>48</td>
<td>64</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>14</td>
<td>Isamiati</td>
<td>56</td>
<td>84</td>
<td>28</td>
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<tr>
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<td>Joko Suryo Saputro</td>
<td>44</td>
<td>76</td>
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<tr>
<td>16</td>
<td>Lisa Vidia Utami</td>
<td>52</td>
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<td>17</td>
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<tr>
<td></td>
<td>Name</td>
<td>Grade</td>
<td>Total Grade</td>
<td>Final Grade</td>
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<tr>
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<td>Nurul Soleichah</td>
<td>64</td>
<td>256</td>
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</tr>
<tr>
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<td>Putri Indah Pertiwi</td>
<td>56</td>
<td>1296</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Rhossi Novita</td>
<td>60</td>
<td>1024</td>
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<td>30</td>
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<td>31</td>
<td>Wahyuningtyas</td>
<td>48</td>
<td>1936</td>
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<tr>
<td>Σ</td>
<td></td>
<td>1824</td>
<td>17334</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *) students who passed the Minimum Mastery Criteria

Minimum Passing Grade 75

The students’ involvement during the lesson can be seen on the table below:
Table 4.4
Students’ Observation Sheet Cycle II
Cycle II (First Meeting)

**Instruction:**

a. Observer should be in a position that does not interfere with teaching learning activity.

b. Observer gives a score according to the following instruction.

c. Total Student: Score 1 if < 20%, score 2 if 20% to 40%, score 3 if 40% to 60%, score 4 if 60% to 80%, score 5 if 80% to 100% interest.

d. Quality: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent

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<td>Get good achievement</td>
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<td>3</td>
</tr>
</tbody>
</table>
SHEET FOR STUDENTS’ OBSERVATION

Cycle II (Second Meeting)

Instruction:

a. Observer should be in a position that does not interfere with teaching learning activity.
b. Observer gives a score according to the following instruction.
c. Total Student: Score 1 if < 20%, score 2 if 20% to 40%, score 3 if 40% to 60%, score 4 if 60% to 80%, score 5 if 80% to 100% interest.
d. Quality: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent

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</table>

B. Cycle 1

1. Result of Observation

By looking on the definition above, there is an improvement of students’ observation through Collaborative Strategic Reading (CSR) between pre-test I (before the action) and post-test I (after the action).
2. Result of Mean

a. Mean of pre-test 1

\[ M_x = \frac{\Sigma x}{N} \]

\[ M_x = \frac{1660}{30} \]

\[ M_x = 55.3 \]

b. Mean of Post-test 1

\[ M_x = \frac{\Sigma y}{N} \]

\[ M_x = \frac{2720}{30} \]

\[ M_x = 90.6 \]

- Mean of pre-test = 55.3
- Mean of post-test = 90.6
- Mean of pre-test ≤ than post-test

c. Conclusion

There is improvement of reading comprehension through Collaborative Strategic Reading (CSR) between pre-test 1 (before the action) and the post-test I (after the action).

3. Result of Standard Deviation and To
a. SD of pre-test and post-test

From the data above, the teacher calculate SD pre-test and post-test.

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
SD_D = \sqrt{\frac{50000}{30} - \left(\frac{1060}{30}\right)^2}
\]

\[
= \sqrt{1666,6 - 1248,4}
\]

\[
= \sqrt{418,2}
\]

\[
= 20,5
\]

b. T-test calculation

\[
T_o = \frac{\left(\frac{\sum D}{N}\right)}{SD_D / \sqrt{N - 1}}
\]

\[
= \frac{\left(\frac{1060}{30}\right)}{20,5 / \sqrt{30 - 1}}
\]

\[
= \frac{35,3}{20,5 / \sqrt{29}}
\]

\[
= \frac{35,3}{20,5 / 5,3}
\]
\[
\frac{35.3}{3.8}
= 9.2
\]

T-table = 2.042 (significance level of 5 %)

C. Cycle II

1. Result of Observation

Looked on the definition above, there is an improvement of students’ observation through Collaborative Strategic Reading (CSR) between pre-test I (before the action) and post-test I (after the action).

2. Result of Mean

a. Mean of Pre-test II

\[
M_x = \frac{\sum x}{N}
\]

\[
M_x = \frac{1824}{30}
\]

\[
M_x = 60,8
\]

b. Mean of Post-test II

\[
M_x = \frac{\sum y}{N}
\]

\[
M_x = \frac{2520}{30}
\]

\[
M_x = 84
\]

- Mean of pre-test = 60,8
- Mean of post-test = 84

c. Conclusion
There is improvement of reading comprehension through Collaborative Strategic Reading (CSR) between pre-test II (before the action) and the post-test II (after the action)

3. Result of SD and T

a. SD of post-test and pre-test

From the data above, the teacher calculates SD pre-test and post-test.

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{17334}{30} - \left(\frac{656}{30}\right)^2}
\]

\[
= \sqrt{577,8 - 478,2}
\]

\[
= \sqrt{99,6}
\]

\[
= 9,9
\]

b. T-test calculation

\[
T_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)}
\]

\[
= \frac{\left(\frac{656}{30}\right)}{\left(\frac{9,9}{\sqrt{30-1}}\right)}
\]
\[
\begin{align*}
&= \frac{21.8}{\left(\frac{9.9}{\sqrt{29}}\right)} \\
&= \frac{21.8}{\frac{9.9}{1.8}} \\
&= \frac{21.8}{1.8} \\
&= 12.1
\end{align*}
\]

T-table = 2.045 (significance level of 5 %)

D. Discussion

1. Cycle I

a. Action Planning

The activities in action planning are:

1) Preparing materials, making lesson plan, and designing the steps in doing the action

2) Preparing list of students’ name and scoring

3) Preparing teaching-aids

4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

5) Preparing the tests (to know whether students’ achievement improve or not). It is pre-test.
b. Implementation of the Action

The writer becomes researcher and the English teacher, Miss Andi Yani A.Md becomes the teacher.

On Monday, March 13th, 2017 at 07.30 a.m., the teacher and the writer entered to the English class, the teacher opened the lesson by introducing herself and checked the students ‘absences. In the first meeting, it was followed by 30 students in the class.

Before the lesson, the teacher gave the pre-test for students in 30 minutes about asking and giving directions. She divided the sheets and walked around the class in order to check the students along doing the test. Some of them asked their friends, and the others asked to the teacher. After the students had finished the pre-test, she collected and began the teaching learning process.

The teacher told the students about the topic that day, and then the teacher asked the students about it. The situation in the class as follows:

Mrs. Andin : “Good morning class?”

The Students: “Good morning miss”

Mrs. Andin : how are you today?

The Students: I’m fine, and you?

Mrs. Andin : I’m very well. Thank you
Mrs. Andin : “Today, I will give you some experience if you don’t know the way in the Amerika, what would you do?, (apa yang akan kamu lakukan)?”

Desy : “ask to the people the right way miss.

Mrs. Andin : “Ok, today we will discuss about it so you must seriously because this lesson can useful in your daily activity.

Mrs. Andin : Well, everybody can understand about this topic that is asking and giving directions. Siapa yang tahu apa itu directions?

Siti : “saya bu saya... (me miss.. me..)”

Mrs. Andin : yes miss siti, what the meaning of the directions?

Siti : “arah miss.

Mrs. Andin : Oke, true miss siti, so the asking and giving direction adalah meminta dan memberi tahu arah kepada orang lain.

Mrs. Andin : please give me example in your experience the way to get directions?

Students : yes miss.

Mrs. Andin : siapa yang mau menyampaikan cara meminta directions?

Devi : saya miss

Mrs. Andin : yes you miss devi what are?
Devi : Could you tell me how to get to the nearest bus station?
Bisakah Anda memberitahu saya bagaimana menuju ke terminal bis terdekat?

Mrs. Andin : greats miss Devi , from miss devi we can know one of the way to ask someone a directions. Any else that want make the way to ask direction?

Student : no, miss, . can you explain the other ? we need the direction if we loss of way.

Mrs. Andin : Do you know where the post office is? Apakah Anda tahu dimana tempat kantor pos?
– I’m looking for this address. Do you know where it is?
Saya sedang mencari alamat ini. Apakah Anda tahu dimana tempatnya?
– Excuse me. Am I on the right road for Pondok Indah mall? Permisi, apakah saya ada di jalan yang tepat menuju ke mall Pondok Indah?

Mrs. Andin : Why use excuse me?

Student : biar lebih polite(sopan)

Mrs. Andin : yes true , so when we want ask the directions we can use excuse me before ask someone.
Mrs. Andin: now, we discuss about giving direction, before I explain about it, we decide class into group and every group consist about 6 member,

Students: yes, miss.

Teacher: Now, every group please analiziy of text that dialogue of asking and giving directions and then, each group summary the meaning of content of text, after finish please present the result to all. Understand?

Student: Yes Miss.

Mrs. Andin: so, we begin the discussion?

Student: oke miss.

Mrs. Andin: Okay if finish the volunter each group, please, stand up in front of the class, read loudly!!!

Students: Yes, miss.

Mrs. Andin: Fauzy and Anis read the result of the discussion.

Fauzi: oke miss. The result is about asking and giving directions. (in dialog with the teacher in class room (D1.13.03.17)).

Mrs. Andin: Okay thank you guys..giveapplause for Fauzi and Anis

Students: (gives applause)

Mrs. Andin: Do you understand about that?

Students: yes Miss.. (said loudly)
Mrs. Andin: Okay good... Now, Each group must make response of
do the task that I will give to you.” Are you ready

Students: yes Miss...

Teacher gave the task to students. The students must do the task
individuals. Next, the students pairing with their partner to discuss
student’s assignment. The students try to solve the task by their group
for about 30 minutes. Then the teacher said: “Time is up class, now, we
will share it together”. In addition, the teacher wrote down the answer
of the task in the whiteboard and students try to correct task of other
group. After the students finished, they submitted the task.

c. Observation

In the first cycle, the researcher and her partner observed teaching
learning process by monitoring the students’ activity and attention
during the action. Observation focused on students’ reading
comprehension.

Based on the observation sheet, the researcher found that the most
of the students were paying attention in the learning process. However,
there were many students who were not active in asking questions.
They mostly kept silent even though they did not understand what the
teacher explained.
The researcher needed to explain the material in detail in order to make the students understand well. She must guide the students to discuss and present the material in front of the class. Besides the students must be more active to ask the teacher when they did not understand about the lesson. The teacher will use the same technique to teach reading with same topic for the next cycle to get better result.

d. Reflection

After analysing the result of cycle I, the researcher conducted that the teacher had to more creative to make students more interested and more motivated to improve their reading skill. In this cycle there were many students faced the problems such as the students still got difficulties in understanding reading text and lack of mastery the meaning in the dialogue. Most of students did not understand the instruction from the teacher and still difficult in finish the task due to lack of meaning the reading text. Some of students’ make noise and disturb the other students during teaching learning process. When the teacher gives the questions to the students, some of them cannot answer the question correctly because they did not understand the lesson well. Another problem is there were students who still unfocused on the lesson (D1.13.03.17 and D2.14.03.17). KKM score is 75 and from the
post test, it is only 78% students passed the score. Because the target is 80% students passed the KKM, so the researcher and teacher decide to continue the next cycle to fix the problems.

Table 4.5 field note information in the cycle 1

<table>
<thead>
<tr>
<th>DATE</th>
<th>FIELD NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, March 13th 2016 (D1.13.03.17)</td>
<td>For the first meeting, the problem that faced the students is don’t interest about reading text and they don’t understand the content of reading text that they get. There are some student feel bored and sleepy when teaching learning process. When the teacher gives instruction in English most of students<code> did not understand. The students</code> are not active in teaching learning process. Some students were sitting in the backseat make noise and disturb other student. Teacher gives a task to complete the blank with the appropriate answer in the pre test. But some students still difficult to finish the task because they did not understand lesson of asking and giving directions and still less to know meaning in the task.</td>
</tr>
<tr>
<td>Tuesday, March 14th 2017 (D2.14.03.17)</td>
<td>For the second meeting, the teacher reviews the material and some students give a good response what the teacher explain (the asking and giving directions). At the second meeting the students more active than before. Teachers teach students with simulations if the get wrong way in the other city, and students very enthusiastic to followed lesson when teacher explanation of the using asking and giving directions. The teacher devide students into 6 group and in every group only 5 students. And then they must identify the reading text about asking and giving directions that they get from teacher, and each group must presentation about summary the content of reading text. Teacher give 15 minute to finish the task. In the end of meeting</td>
</tr>
</tbody>
</table>
the students still difficulties to understand the aim of the reading text due to don’t know the meaning of vocabulary in the text. So the teacher give some clue to help them understand difficulties vocabulary in reading text.

2. **Cycle II**

   a. **Action Planning**

   Based on the result of cycle I it is necessary for the writer to continue the next cycle. The writer prepared some instrument of the research, such as:

   1) Preparing materials, making lesson plan, and designing the steps in doing the action

   2) Preparing list of students’ name and scoring

   3) Preparing teaching-aids

   4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

   5) Preparing the tests (to know whether students’ achievement improve or not). It is pre-test and post-test.

   b. **Implementation in the Action**

   On Wednesday 15 march 2017 the teacher and the researcher come to the class. The teacher opened the lesson soon.
Teacher: “assalamualaikumwarohmatullahiwabarokatuh”

Students: “wa’alaikumsalamwarohmatullahiwabarokatuh”

Teacher: “How are you today?”

Students: “I’m fine, and you?”

Teacher: ”I’m very well, thank you”

Before starting the lesson the teacher check attending list, after that the teacher reviewed the previous lesson.

Teacher: “Did you still remember our lesson yesterday?”

Students: “ya Miss, tentang asking and giving directions.”

Teacher: ”What is asking and giving directions?”

Students: ”Asking for directions, ungkapan yang digunakan untuk meminta pentujuk dan arah untuk pergi ke suatu tempat”. Giving the directions, ungkapan yang digunakan untuk memberikan petunjuk atau arah suatu tempat

Teacher: “okay, good. If you in wrong way at some place you must ask the directions, now We Make the dialog about asking and giving directions so make a group and
collaboration the text reading with your experience in your village.

Students: “yes miss we can try make it.”

Teacher: “yes, well done.” then we can make conclusions about this topic and can understand about material in conversation in your task.

Then the students received the material, teacher gave pre-test to the students. As in the first cycle, they need 30 minutes to do the test. Some students finished it before a set time. When the time was up, the teacher asked them to collect their worksheets. At the moment, he started the lesson and invited the students to discuss the material as the cycle I.

And then the teacher explained the material and the teacher divide groups and gave worksheet to do in pairs and individually. And then the teacher gave brainstorming about tenses that used in descriptive text. The teacher gave worksheet to do in pair. He asked them read the example. They try to analyze the response to complaints, expression dealing with
confirmation and cancellation and others. After finishing their work, they presented in front of the class, and the teacher discusses their work. Teacher gave posttest to know their reading comprehension increase or not. He gave 20 minutes, after time was up students collect their worksheet. Teacher closed the meeting.

c. Observation

The writer and his partner observed the learning activities since the cycle II was going on. The teacher checked the students understanding about reservation by reviewing the material in previous cycle.

The writer also observed the students’ attention, activeness in asking, answering questions, and enthusiasm in doing test. In this action, almost of them was active in the class based on the observation from the observer during the lesson, the students gave more attention when the teacher explained material before. They complete their assignments which given by the teacher. They did both of pre-test and post-test.

In addition, it can be concluded that by Collaborative Strategic Reading (CSR) could improve students’ reading comprehension. The
students easy to understand the material, so most of them can did the test well. The students are able to comprehend the passage. It can be seen in the result of pre-test and post test is higher than the standardized score (kriteria ketuntasan minimal) in score 75.

In the other hand, the students’ motivation could improve by Collaborative Strategic Reading (CSR), It can be seen in the result of students’ observation sheet show that all students paying attention to the teacher explanation. All of the students also ended their work on time.

d. Reflection

1) Improvement

Based on the findings of cycle II, the improvement of the students’ reading comprehension increases significantly than the result of cycle I. The students’ reading comprehension is getting increase by Collaborative Strategic Reading (CSR). It is displayed in the score that mean pre-test is 60,4 and the mean of post-test 84.

2) Significance

After calculating the T-test, it was found that the score is 12,1. To know the significant different before and after treatment, the writer compared the T-test score and T-table score. T-table score is 2,042 (significance level of 0,5 %). Because T-test was
higher than T-table. So, Ho is accepted. It means that there is significant improvement of the pretest and posttest in cycle II.

**E. Research Summary**

From the result of analyses in cycle 1 and 2, it shows that there is a significant improvement of students’ reading comprehension. The improvement as follow:

**Table 4.6**

The Mean of the Students’ Score

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>55,3</td>
<td>60,8</td>
</tr>
<tr>
<td></td>
<td>- Pre-test</td>
<td>90,6</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>T-calculation</td>
<td>9,2</td>
<td>12,1</td>
</tr>
</tbody>
</table>

In the first cycle, the test instrument shows the students’ improvement in class. The mean score of post-test (90,6) are higher than score of pre-test (55,3). It means that the students’ competences are increase, especially in vocabulary and reading comprehension. In the
In the academic year of 2016/2017 the standardized score (*Kriteria Ketuntasan Minimum*) in SMK Diponegoro Salatiga is 75. Based on this rule, the mean score of post-test pass the KKM.

In order to get more data, the researcher continues the cycle I to cycle II. In second meeting the students look more relax and enthusiastic than first meeting (D1.13.03.17). In this action, the researcher prepares the teaching well. Collaborative Strategic Reading (CSR) method is still used in this cycle.

In the process of applying the technique, most of the students participate in the learning process. In cycle II the field note obtains data. The researcher concludes that students more interested with the Collaborative Strategic Reading (CSR) method. They are confidence the reading comprehension in learning process.

The test instrument also shows the development of students’ achievement in the second cycle. The mean score of post-test (84) are higher than the score of pre-test (60,8). It means that students’ achievements are increase, especially in reading comprehension. The mean score of post-test in cycle II also pass the standardized score.

After analyzing the data each cycle, the researcher identifies the result of cycle I and cycle II. In order to understand the data easily, the researcher makes the table as follow:
Table 4.7
The Analysis of Students Improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Pre-test</td>
<td>55.3</td>
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</tr>
<tr>
<td>2</td>
<td>T-calculation</td>
<td>9.2</td>
<td>12.1</td>
</tr>
</tbody>
</table>

Table above shows that the mean of pre test and post test in cycle I and cycle II is improvement. The raising of students score is equal with their competence. Students developed students’ mastery and reading comprehension.

Based on the explanation above, the uses of Collaborative Strategic Reading (CSR) in English learning can improve reading comprehension. In other word, the treatments in X-2 accountancy students of SMK Diponegoro Salatiga are successful.
A. Conclusions

The researcher has done the classroom action research for two cycles, and he has analyzed the data. From the result of his analysis, he can conclude that:

1. The significant improvement of using Collaborative Strategic Reading (CSR) in improving students' reading comprehension is proved based on the comparison calculation among cycle I and cycle II. After implementing Collaborative Strategic Reading (CSR), the students’ reading comprehension becomes better. It is shown by the means of pre-test and post-test is 55.3 to 90.6 in cycle I, the mean of pre-test and post-test is 60.8 to 84 in cycle II. Then, Collaborative Strategic Reading (CSR) could significantly improve the students’ reading comprehensions. It shows that Collaborative Strategic Reading (CSR) giving by the teacher can attract the students in their learning process, not only by improving the students' activeness and enthusiasm in teaching and learning process, but also by increasing the students’ score in the learning process. It also proven that Collaborative Strategic Reading (CSR)
can be used and become as a helpful tool for the students and the teacher.

2. The result of the study shows that the implementation of using Collaborative Strategic Reading (CSR) can improve the students’ reading comprehension of the tenth grade of SMK Diponegoro Salatiga in the academic years 2016/2017. After implementing Collaborative Strategic Reading (CSR), the students’ reading comprehension becomes better. It could be seen from $T_0$ score, it was 9.2 in cycle I then 12.1 in cycle II besides $T_0$ table score was 2.042 (significance level of 0.5%). Because of $T_0 \geq T$-table it meant that there was a significant improvement from the students’ reading comprehension after taught by the Collaborative Strategic Reading (CSR). In addition, the result shows that the mean of post-test findings in cycle I and II are higher than the standardized score (kriteria ketuntasan minimal) in range 75. So there is improvement of reading comprehension of the Tenth grade of SMK Diponegoro Salatiga in the academic years 2016/2017.

**B. Implementation**

The result of the research shows that the use of Collaborative Strategic Reading (CSR) can improve the students’ reading comprehension. The implementation of Collaborative Strategic Reading
Collaborative Strategic Reading (CSR) is reasonable because it can give students a great motivation to learn English especially in reading. Thus, Collaborative Strategic Reading (CSR) is not only good to improve students’ reading comprehension, but also to improve students’ interest and motivation so they more active in learning process activity.

C. Suggestions

After the writer knows the real condition and situation, he would like to suggest some possible solutions in teaching reading process, as follow:

1. For English Teachers

   The English teacher should use an interesting method or technique in reading class. They should choose a good method or technique in teaching learning process. They can use Collaborative Strategic Reading (CSR) to teach reading. If they use it in the class, the students would feel enjoy the lesson and can decrease the worry in learning reading to improve their reading comprehension.

2. For the students

   The students should take part actively in learning process, do not shy and wrong to express idea especially in comprehending a text. They should be accustomed to discuss about the content of the text for evaluate their comprehension. They also must pay attention, quite,
seriously when teaching learning is going on, and active is asking question when they do not understand what the teacher explanation.

The students should also have high motivation and desire in improving their reading comprehension. They must study hard, not to be lazy to open dictionary, make a note a new word, memorize the new vocabularies from the dictionary and practice it more and more. They should have good self-confidence to express their idea and they should sharing or discuss with their friends.

3. For other researchers

Based on the above explanation, the writer would like to suggest the readers and other researchers that this research can be used to additional references to further research with the different sample and skill.


Riswanto and Mohamad J.Z. Abidin . 2012. Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies perspectives, international journal Vol. 2 No. 3; February 2012 : School of Educational Studies Universiti Sains Malaysia Malaysia.


Swanson, Elizabeth. et. al. 2011. *The Effects of Collaborative Strategic Reading Instruction on the Reading Comprehension of Middle School Students: Year 2 Replication*: SREE Conference Abstract Template.

APPENDICES
KEMENTERIAN AGAMA
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Website: www.iainsalatiga.ac.id E-mail: administrasitou@iainsalatiga.ac.id

Nomor: In.26/1/PI/2016
Lamp.: Proposal Skripsi
Hal: Pembimbing dan Asisten Pembimbing Skripsi

Kepada
Yth. Ruwandhi, S.Pd.,M.A
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama: UMAR ANAS
NIM: 113-12-098
Fakultas: TARBIYAH DAN ILMU KEGURUAN
Jurusan: TADIRIS BAHASA INGGRIS
Judul Skripsi: THE USE OF COLLABORATIVE READING AND DISCOVERY LEARNING TO IMPROVE READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF SMK PANCASILA SALATIGA IN THE ACADEMIC YEARS 2016/2017

Apabila dipandang perlu, Smolata diniatakan mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 15 Maret 2016
a.n. Dekan,

[Signature]

Ag. M.Phil.
NIP. 196906171960311064

Tembusan: 1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
KEMENTERIAN AGAMA
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Jl. Tentara Pelajar 02 Telp.(0298) 323766 Fax 323433 Salatiga 50721
Website : www.iainsalatiga.ac.id E-mail : administres@iainsalatiga.ac.id

Nomor : B.097/In.21/DJ/PPN.03.00/04/2016
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. SMK Diponegoro Salatiga
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : UMAR ANAS
NIM : 113-12-098
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelisian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

THE USE OF COLLABORATIVE READING AND DISCOVERY LEARNING TO IMPROVE READING COMPREHENSIVE

Dengan Pembimbing : Ruwandri, S.Pd.,M.A
Untuk penyelisian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk menggunakan penelitian gua memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 18 April 2016 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 14 April 2016

Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN

Nomor : 1018 / SMK-D/103/PP/2017

Kepala Sekolah Menengah Kejuruan (SMK) Diponegoro Salatiga Jalan Kartini 2 Kelurahan Sidorejo Lor Kecamatan Sidorejo Kota Salatiga dengan ini menerangkan bahwa:

Nama : Umar Anas
NIM : 11312098
Jurusan : Tadris Bahasa Inggris
Mahasiswa : IAIN Salatiga

Benar-benar telah melaksanakan penelitian guna penyusunan Skripsi dengan judul "The Use of Collaborative Reading to Improve students’ Reading Comprehension (a Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic year of 2016 / 2017)". Yang di laksanakan pada Tanggal 13 Maret s/d 17 Maret 2017.

Demikian surat Keterangan ini kami buat, agar dipergunakan sebagaimana mestinya.

Salatiga, 15 Maret 2017
Kepala Sekolah

[Signature]

Des Akto Anis Suwanto, M.Pd
<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>MATERI PEMBELAJARAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>PENILAIAN</th>
<th>ALOKASI WAKTU</th>
<th>SUMBER BELAJAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1 Mengkomunikasikan ungkapan-ungkapan dasar dalam interaksi sosial untuk kepentingan kehidupan sehari hari baik lisan maupun tulisan.</td>
<td>• Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat</td>
<td>• Greetings and leave takings - Good morning. - How are you? - I'm fine, thanks - See you later. • Introducing - May I introduce myself. I am Budi. - Ani, this is Ida. - Nice to meet you. • Thanking - Thank you very much. - You are welcome. • Apologizing - I am sorry for ... - Please forgive me ..</td>
<td>• Listening - Greetings, introducing, thanking, leave takings, and apologizing - Listening for information - Dictation • Speaking - Saying greetings, introducing, thanking, leave takings, and apologizing - Role playing, dialogues, introducing, thanking, leave takings, and apologizing - Telling one's self</td>
<td>• Tes lisan: - Memperagakan dialog secara berpasangan - Telling one's self. • Tes tertulis: - Menengkap dialog - Membuat dialogue</td>
<td>4 5 PI</td>
<td>• Global Access to the World of Work • English for Hotel Services • Grammar in Use</td>
</tr>
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<td>• Grammar Review</td>
<td>• Reading for information</td>
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<td></td>
<td></td>
<td>- Personal Pronoun (Subject &amp; possessive)</td>
<td>- Short passages</td>
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<td></td>
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<td></td>
<td>❖ I – my</td>
<td>- Dialogues</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>❖ You – your</td>
<td>- Writing</td>
<td></td>
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<td></td>
<td>❖ Simple Present Tense: to be &amp; Verb 1</td>
<td>- Completing dialogues</td>
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<td></td>
<td></td>
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<td>- Arranging jumbled dialogues</td>
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<td>- Composing dialogues</td>
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<td>KOMPETENSI DASAR</td>
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<td>SUMBER BELAJAR</td>
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</tbody>
</table>
| 1.7 Menyampaikan kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus | • Berbagai ungkapan untuk menyatakan pilihan (preferences) digunakan dengan tepat.  
• Ungkapan untuk menyatakan kemampuan (capabilities) digunakan dengan tepat.  
• Berbagai ungkapan untuk menyatakan kemampuan (capabilities) digunakan dengan tepat.  
• Ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat. | • Words and expressions used in expressing preference:  
- I prefer coffee to soft drink at this time of the day.  
- I’d rather stay home over the weekend than go to movies.  
- I like badminton better than volley ball.  
• Conditional sentence type 1:  
- If the weather is nice this morning, we can go to the beach.  
• Words and expressions used to talk about capabilities:  
- Can you swim to cross this river?  
- When I was a child, I could (was able to) climb that tree. | • Listening  
− Dictation  
− Listening for information: dialogues  
− Listening and completing maps.  
• Speaking  
− Interviewing for one’s preferences and capabilities, asking and giving directions based on maps given.  
− Responding to questions using conditional sentences type 1.  
• Reading  
− Reading for information: passages, dialogues, etc.  
− Identifying skills and capabilities from reading passages.  
− Reading and finding a location on the map | • Tes lisan  
− Dialog tentang preference, direction, capabilities conditional.  
• Tes tertulis  
− Melengkapi  
− Menulis  
− pilihan ganda  
- arah /petunjuk. | TM 10  
PS 12 |

SUMBER BELAJAR:  
• Person to Person  
• Grammar in Use  
• Maps  
• Breakthrough  
• English for Hotel Services  
• Global Access to the World of Work
SIKLUS 1
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMK Diponegoro Salatiga
Mata Pelajaran : Bahasa Inggris
Program Keahlian : Akutansi
Kemampuan : Reading (membaca)
Kelas/Semester : X/ 2
Alokasi Waktu : 2 X 45 menit
Standar Kompetensi : 1. Berkomunikasi dengan Bahasa Inggris setara level Novice
Kompetensi dasar : 1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.
Indikator : a. Siswa dapat memahami ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat.

A. Tujuan Pembelajaran

1. Siswa dapat memahami jenis-jenis ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat.
2. Siswa dapat menggunakan ungkapan untuk meminta dan memberi arah dan lokasi dalam kehidupan sehari-hari

Karakter yang diharapkan:

- Bersahabat
- Komunikatif
- Peduli sosial
- Rasa ingin tahu
B. Materi ajar

1. Asking directions

Excuse me, could you tell me how to get to…?
the bus station
Excuse me. Is there a supermarket near here?
Excuse me, do you know where the … is?
post office
How do I get to (the)…?
I’m sorry, I don’t know Pardon me, I’m lost, how do I get to the ( … museum)?
Sorry, I’m not from around here
Can you give me directions to (the)…?
I’m looking for … (this address)
Where I can find the nearest….?
Are we on the right road for…? Brighton
Is this the right way for…? Police station
Can you tell me how to get to the drugstore?
What are the best/quickest/easiest/ way to get to (the)…?
Do you have a map?
Can you show me on the map?

2. Giving directions

it’s this way
it’s that way
At the traffic lights, take the first left and go straight on. It’s on the left.
you’re going the wrong way
you’re going in the wrong direction
Go back the way you came
take this road
go down there
Turn back/go back
take the first on the left
take the second on the right
turn right at the crossroads
Go straight on (until you come to…)
continue straight ahead for about a mile (one mile is approximately 1.6 kilometers)
Go under/over the bridge
continue past the fire station
Follow the signs to…
you’ll pass a supermarket on your left
The … is beside/in front of/next to…the….
keep going for another…
hundred yards (about 91 meters)
two hundred meters
half mile (about 800 meters)
Kilometer
Keep going straight ahead
it’ll be…
on your left
on your right
straight ahead of you
How far is it?
How far is it?
How far is it to…? the airport
How far is it to… from here?
Is it far?
Is it a long way?
it’s …
not far
quite close
quite a long way
a long way on foot
a long way to walk
about a mile from here (one mile is approximately 1.6 kilometers)

3. Giving directions to drivers

follow the signs for …
the town center
Birmingham
go over the bridge
continue straight on past some traffic lights
at the second set of traffic lights, turn left
you’ll cross some railway lines
go over the roundabout
take the second exit at the roundabout
turn right at the T-junction
go under the bridge

Asking Direction adalah salah satu cara untuk mengungkapkan bagaimana mengajukan sebuah pertanyaan untuk menanyakan letak suatu lokasi atau tempat.
Sedangkan, Giving Direction adalah suatu cara memberi tanggapan atas pertanyaan yang diajukan seseorang yang ingin mengetahui letak suatu lokasi tertentu. Jadi, expression ini ditujukan buat orang yang ingin mengetahui suatu lokasi dengan cara menanyakan kepada seseorang yang sudah mengetahui secara jelas letak lokasi atau tempat tersebut.
Example

Jane: Excuse me, I am sorry to trouble you, but could you tell me how I can get to the train station?
Kate: Yes never mind, it's that way. Keeping walking straight ahead then after you pass the post office, you have to turn left, then take your first right and it's across from the bus station. You cannot miss it!

Jane: Thank you so much! I have only been in Jakarta for 3 days, so I don't know how to get anywhere yet.

Kate: Oh, I know that feeling. Me and my husband moved here a 8 months ago, and I still don't know how to find certain places! Jakarta is so big.

Jane: So just to double check Keep walking straight ahead till I pass the post office, then I have to turn left and take the first right. Then it's across the bus station. Is that correct?

Kate: Yes, that is correct.

Jane: Well thanks for helping me. I must go and catch my train, hopefully I haven't miss it!

Kate: OK, bye.

C. **Metode Pembelajaran**

1. Discovery Learning
2. Collaborative Reading

D. **Langkah-langkah Pembelajaran**

   Pertemuan/ Siklus : 1-2/1
   Materi : Asking and giving directions
   Waktu : 2 x 45 menit

<table>
<thead>
<tr>
<th>Sintak Discovery Learning</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
<th>Metode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Learning</td>
<td>Kegiatan Awal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pendahuluan:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Guru membuka kelas dan memeriksa kehadiran siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Guru menyampaikan tujuan pembelajaran kepada siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulus</td>
<td>Problem Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3) Guru menstimulus ingatan dan rasa ingin tahu siswa dengan meminta siswa mengamati temannya kemudian guru memberikan pertanyaan:  
– Could you tell me how to get to the nearest bus station? = Bisakah Anda memberitahu saya bagaimana menuju ke terminal bis terdekat?  
– Do you know where the post office is? = Apakah Anda tahu dimana tempat kantor pos?  
– I’m looking for this address. Do you know where it is? = Saya sedang mencari alamat ini. Apakah Anda tahu dimana tempatnya?  
| 4) Guru memberikan kesempatan kepada siswa untuk mengidentifikasi masalah dengan mengacu pada tujuan pembelajaran. | |
| 5) Motivasi Menjelaskan kepada siswa tentang manfaat mempelajari asking and giving directions. | |

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eksplorasi</td>
</tr>
<tr>
<td>b. Siswa melihat text reading yang ditampilkan melalui slide powerpoint tentang asking and giving directions.</td>
</tr>
<tr>
<td>c. Siswa diberikan clue atau arahan tentang maksud dari text yang ditampilkan tersebut</td>
</tr>
</tbody>
</table>
### Data Collection

#### Data Processing

**Elaborasi**

a. Siswa dengan bimbingan guru berdiskusi untuk menentukan alur kerja yang sesuai untuk pelaksanaan pada pembelajaran dengan metode collaborative reading.

b. Siswa dalam kelompok dengan teliti dan bertanggung jawab mempresentasikan hasil diskusi kelompok.

c. Siswa berlatih mendeskripsikan arah suatu tempat dengan menggunakan directions

<table>
<thead>
<tr>
<th>Time</th>
<th>Collaborative reading method</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 menit</td>
<td></td>
</tr>
</tbody>
</table>

### Verification and Generalization

**Konfirmasi**

a. Guru memberikan umpan balik berupa koreksi dan masukan kepada siswa

b. Guru memberikan komentar terhadap pertanyaan dan memberikan penjelasan jika terdapat miskonsepsi.

c. Bersama-sama siswa menyimpulkan pembelajaran yang telah dilaksanakan

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15 menit</td>
<td></td>
</tr>
</tbody>
</table>

### 3 Kegiatan Akhir

**Penutup**

a. Mengulas kembali pelajaran pada pertemuan ini

b. Memberi kesempatan kepada siswa untuk bertanya tentang pelajaran yang telah diberikan.

c. Siswa mengutarakan kesimpulan setelah melakukan diskusi dengan bantuan guru.

d. Menutup pelajaran

<table>
<thead>
<tr>
<th>Time</th>
<th>Kesimpulan</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 menit</td>
<td></td>
</tr>
</tbody>
</table>

### E. Alat/bahan/sumber belajar

**Alat/Bahan:**

1. Laptop
2. LCD
3. Slide Powerpoint
4. Handouts Copy materi

Sumber Belajar:
1. Modul dan kompilasi berbagai sumber
2. Internet

3. Buku pegangan siswa/ Guru

English for SMK
Get along with english for vocational school grade X Book

4. Penilaian

1. Indikator, tehnik dan bentuk

<table>
<thead>
<tr>
<th>Indikator pencapaian Kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk Istrumen</th>
<th>Instrumen / Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat</td>
<td>Tertulis</td>
<td>Short answer questions</td>
<td>Read the dialogue and answer the questions.</td>
</tr>
</tbody>
</table>

2. Instrumen penilaian

Fill in the words below correctly. Gunakan Denah dibawah ini sbagai panduan mu

continue, end, excuse, get, left (2x), next, opposite, right, second, straight on, thank, turn
(1)……….. me, how do I (2)…….. to the cinema?

Go(3)………………

Turn(4)……………… at the corner.

Then take the(5) ………road on your(6) ……………
……………… to the (7)……………… of the road.

(8)………………left there.

The cinema is on your (9)………………, ………………… the castle.

(10)……………… you very much.

You’re welcome.

Jawaban

Excuse me, how do I get to the cinema?

Go straight on.

Turn left at the corner.

Then take the second road on your right.

Continue to the end of the road.

Turn left there.

The cinema is on your left, opposite the castle
3. Pedoman Penilaian

_Dalam test ini tersiri dari 10 short answer questions. Penilaian test ini adalah sebagai berikut:_

<table>
<thead>
<tr>
<th>2 point untuk short answer question</th>
<th>2 x 10 = 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai</td>
<td>5 x Jumlah point</td>
</tr>
<tr>
<td></td>
<td>5 x 20 = 100</td>
</tr>
</tbody>
</table>

Salatiga, Februari 2017

Mengetahui
Guru Mata Pelajaran

Andi Yani A.Md

Peneliti

Umar Anas

Kepala Sekolah

Dr. Joko Amis Santono, M.Pd.
SIKLUS 2
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMK Diponegoro Salatiga
Mata Pelajaran : Bahasa Inggris
Program Keahlian: Akutansi
Kemampuan : Reading (membaca)
Kelas/Semester : X/ 2
Alokasi Waktu : 2 X 45 menit
Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara level Novice
Kompetensi dasar : 1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.
Indikator : a. Siswa dapat memahami ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat.

F. Tujuan Pembelajaran

1. Siswa dapat memahami jenis-jenis ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat.

2. Siswa dapat menggunakan ungkapan untuk meminta dan memberi arah dan lokasi dalam kehidupan sehari-hari

Karakter yang diharapkan:

- Bersahabat
- Komunikatif
- Peduli sosial
- Rasa ingin tahu
- Demokratis
- Mandiri
- Kerja Keras
G. Materi ajar

**Asking And Giving Direction**
Asking and Giving Directions merupakan ungkapan yang digunakan untuk menanyakan arah.

**Asking for directions (menanyakan arah)**
Ini adalah beberapa kosa kata yang sangat berguna dalam meminta/ bertanya tentang arah/ petunjuk dalam Bahasa Ingris. (asking directions in English).

- How do I get to ...? Bagaimana saya bisa...?
- What’s the best way to ...? Apa adalah cara terbaik untuk...?
- What’s the quickest way of getting to your office? Apa adalah cara tercepat untuk kantor Anda?
- Where is ...? Mana adalah...?
- Where are you exactly. Mana yang Anda tepat
- Can you tell me the best way of getting to your office? Bisa Anda ceritakan cara terbaik untuk bisa ke kantor Anda?

**Some Phrases to Show Direction (menunjukkan arah)**
- Go straight on (until you come to ...).
- Turn back./Go back.
- Turn left/right (into ...-street)
- Go along ....
- Cross ...
- signpost
- Opposite
- Near
- Between
- Next to ...
- at the end (of)
- on/at the corner (of)
- across from traffic lights
- behind
- in front of, in back of, in the middle of
Take the first/second road on the left/right
It’s on the left/right.. / (to) (on) the right/left of
To be (is) located/situated
(just) around the corner

**Getting information (mendapatkan informasi)**
“Will you be coming by car or by train?”
“It’s much easier if you take the train.”
“Which hotel are you staying at?”

**General information in English (Informasi umum dalam bahasa Inggris)**
“We’re not far from…” or “We’re quite close to…”
“It’s about a mile / kilometre / two blocks from…”
“We’re opposite / next to / in front of / across the road from / round the corner from the supermarket.”

**Giving directions in English (memberikan arah dalam bahasa Inggris)**
“Come off the motorway / highway at Junction / Exit 12.”
“It’s signposted ‘Manchester’.”
“Follow the signs to…”
“There’s a one-way system in the centre of town.”
“Take the ‘A12’ to ‘Chelmsford’.”
“Go straight on / left / right at the lights / at the roundabout / at the junction of … and …”
“Go past the supermarket.”
“You’ll come to / see…”
“It’s the first turning on the right after the bank.”

**Use landmarks to help (menggunakan landmark untuk membantu)**
“You’ll see a large sign / roundabout.”
“On your left you’ll see an industrial centre / a hospital / the police station.”
“Just after the level crossing / shopping centre (or mall).”
“Go past the petrol station / the garage.”

**H. Metode Pembelajaran**

1. Discovery Learning
2. Collaborative Reading

**I. Langkah-langkah Pembelajaran**

Pertemuan/ Siklus : 3-4/ 2
Materi : Asking and giving directions.
Waktu : 2 x 45 menit

<table>
<thead>
<tr>
<th>Sintak Discovery Learning</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
<th>Metode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stimulus</strong></td>
<td>Kegiatan Awal</td>
<td>15 menit</td>
<td>Tanya jawab</td>
</tr>
<tr>
<td></td>
<td>Pendahuluan:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6) Guru membuka kelas dan memeriksa kehadiran siswa.</td>
<td></td>
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<tr>
<td></td>
<td>7) Guru menyampaikan tujuan pembelajaran kepada siswa.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>8) Guru menstimulus ingatan dan rasa ingin tahu siswa dengan meminta siswa mengamati temannya kemudian guru memberikan pertanyaan:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Could you tell me how to get to the nearest bus station?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Do you know where the post office is?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– I’m looking for this address. Do you know where it is?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Excuse me. Am I on the right road for Pondok Indah mall?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Is this the right way for Pembangunan Jaya School?</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>9) Guru memberikan kesempatan kepada siswa untuk mengidentifikasi masalah dengan mengacu pada tujuan pembelajaran.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>10) Motivasi Menjelaskan kepada siswa tentang manfaat mempelajari asking and giving directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statement</strong></td>
<td>Kegiatan Inti Eksplorasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Siswa melihat model gambar dan text reading yang ditampilkan melalui slide powerpoint tentang beberapa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td>Elaborasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Siswa dengan bimbingan guru berdiskusi untuk menentukan alur kerja yang sesuai untuk pelaksanaan pada pembelajaran dengan metode collaborative reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Siswa dalam kelompok dengan teliti dan bertanggung jawab mempresentasikan hasil diskusi kelompok.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Siswa berlatih mendeskripsikan satu kegiatan sehari hari terkait dengan asking and giving directions,</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Processing</th>
<th>Verifica-tion and Generali-zation</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Guru memberikan umpan balik berupa koreksi dan masukan kepada siswa.</td>
<td></td>
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<tr>
<td>e. Guru memberikan komentar terhadap pertanyaan dan memberikan penjelasan jika terdapat miskonsepsi.</td>
<td></td>
</tr>
<tr>
<td>f. Bersama-sama siswa menyimpulkan pembelajaran yang telah dilaksanakan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Mengulas kembali pelajaran pada pertemuan ini</td>
</tr>
<tr>
<td>f. Memberi kesempatan kepada siswa untuk bertanya tentang pelajaran yang telah diberikan.</td>
</tr>
<tr>
<td>g. Siswa mengutarkan kesimpulan setelah melakukan diskusi dengan bantuan guru.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25 menit</th>
<th>Collaborative reading method</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 menit</td>
<td>Collaborative reading method</td>
</tr>
<tr>
<td>10 menit</td>
<td>Diskusi</td>
</tr>
</tbody>
</table>
J. Alat/bahan/sumber belajar

1. Alat/Bahan:
   a) Laptop
   b) LCD
   c) Slide Powerpoint
   d) Handouts materi

2. Sumber Belajar:
   a) Modul dan kompilasi berbagai sumber (Handouts)

K. Buku pegangan siswa/ Guru

   English for SMK 1
   Modul SMK

L. Penilaian

1. Indikator, tehnik dan bentuk

<table>
<thead>
<tr>
<th>Indikator pencapaian Kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk Istrumen</th>
<th>Instrumen / Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi ungkapan untuk meminta dan memberi arah dan lokasi (direction) digunakan dengan tepat</td>
<td>Tertulis</td>
<td>Short answer quesations</td>
<td><em>Read the dialogue and answer the questions.</em></td>
</tr>
</tbody>
</table>

2. Instrumen penilaian

   a) **Please read the following sentences and answer the questions that follow!**

     Last week Bill had to go to New York. It was his first time there, and he did not know his way around the city. He had a meeting at 10 o’clock, and he wanted to be on time. The meeting was in the Peterson Building on 34th Street, but didn’t know where that was. Seeing two men standing on a corner he asked them for directions.
“Pardon me,” he said, “but can you tell me how to get to the Peterson Building on 34th Street?”

“Sure,” answered one of the men. “You can get there in five minutes. Go to the next corner and turn left. Walk three blocks and there you are.”

But the other man said: “There’s a better way. Get on the bus here at this corner. It stop right near the Peters Building.”

“Not Peters;” Bill told him. “Peterson.”

Then the first man said, “Oh, that’s on East 34th Street, not West 34th. It’s quite a distance from here. You’ll have to take the subway.”

But the second man told Bill: “No, don’t go by subway. Take the cross town bus. It to the Peterkin Building.”

“Peterson. Not Peterkin.” Bill looked at his watch. It was almost ten o’clock.”

Thanks a lot,” he said. “I think I’ll take a taxi.”

As he got into the taxi he saw the men arguing and pointing in different directions. Next time he wanted to know how to get to a place, he’d ask a policeman.

1. Why did Bill have to go to New York?
2. Arriving in New York, what is his problem?
3. Who tells him place he wants to find?
4. Can you guess what is Bill problem after getting information from both men?
5. What happened to both men as Bill got into taxi?

<table>
<thead>
<tr>
<th>FLOOR 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Napoleon Restaurant</td>
</tr>
<tr>
<td>Room Garden</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOOR 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest room 200600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST FLOOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Room 101120</td>
</tr>
<tr>
<td>Waterloo Grill</td>
</tr>
<tr>
<td>Manager’s Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUND FLOOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
</tr>
<tr>
<td>Coffee and Terrace Café</td>
</tr>
<tr>
<td>Duke’s Restaurant</td>
</tr>
<tr>
<td>1815 and Lobby Bars</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Hotel Shop</strong></td>
</tr>
<tr>
<td><strong>Beer Cellar</strong></td>
</tr>
</tbody>
</table>

6. Where is coffee shop? ______________________
7. Where is the Napoleon’s Restaurant? __________
8. Where is the roof garden? __________________
9. Where is the disco? ________________________
10. Where is the manager’s office? ______________

**Jawaban**

1. Because he had a meeting in New York
2. He did not know the direction to the Peterson building
3. Nobody
4. They give different direction
5. They argue with each other
6. In the ground floor
7. In the 7th floor
8. In the 7th floor
9. In the basement
10. In the first floor
3. Pedoman Penilaian

_Dalam test ini tersirat dari 10 short answer questions. Penilaian test ini adalah sebagai berikut:

<table>
<thead>
<tr>
<th>2 point untuk short answer question</th>
<th>2 x 10 = 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai</td>
<td>5 x Jumlah point</td>
</tr>
<tr>
<td></td>
<td>5 x 20 = 100</td>
</tr>
</tbody>
</table>

Salatiga, Februari 2017

Mengetahui

Guru Mata Pelajaran

Andi Yani A.Md

Peneliti

Umar Anas

113-12-098
MATERI ASKING AND GIVING DIRECTION

Asking for directions, ungkapan yang digunakan untuk meminta pentujuk dan arah untuk pergi ke suatu tempat

– Could you tell me how to get to the nearest bus station? = Bisakah Anda memberitahu saya bagaimana menuju ke terminal bis terdekat?

– Do you know where the post office is? = Apakah Anda tahu dimana tempat kantor pos?

– I’m looking for this address. Do you know where it is? = Saya sedang mencari alamat ini. Apakah Anda tahu dimana tempatnya?

– Excuse me. Am I on the right road for Pondok Indah mall? = Permisi, apakah saya ada di jalan yang tepat menuju ke mall Pondok Indah?

– Is this the right way for Pembangunan Jaya School? = Apakah ini jalan yang tepat menuju sekolah Pembangunan Jaya?

– Can you point me out where Asri park is? = Bisakah Anda tunjukan pada saya dimana letak taman Asri?

– Do you mind to show me where the nearest food stall is around here? = Apakah Anda tidak keberatan menunjukan pada saya dimana kedai makanan terdekat di sekitar sini?
Giving the directions, ungkapan yang digunakan untuk memberikan petunjuk atau arah suatu tempat

- Well, it’s this way = ini jalannya/ lewat sini
- Go down there and then turn right = Turun dari sana dan lalu belok ke kanan
- Take this road and keep going straight = Lewat jalan ini dan teruslah berjalan lurus
- Take the first one on the left = Ambil jalan yang pertama pada sebelah kiri
- Take the second one on the right = Ambil jalan yang kedua pada sebelah kanan
- Turn right at the crossroads = belok ke kanan pada persimpangan
- You are going in the wrong way = Anda lewat jalan yang salah
- You are going in the wrong direction = Anda melewati arah yang salah
- Continue straight ahead for about 500 m = Terus saja berjalan lurus ke depan untuk sekitar 500 meter
- You’ll pass a pet store on your left = Anda akan melewati toko hewan peliharaan di sisi kiri Anda
- Keep going for another 300 meters = Teruslah berjalan 300 meter lagi
- Keep going, it will be on your right = Teruslah berjalan, tempatnya akan berada di sisi kanan Anda.

Fill in the words below correctly. Gunakan Denah dibawah ini sbagai panduan mu

continue, end, excuse, get, left (2x), next, opposite, right, second, straight on, thank, turn
(1)......... me, how do I (2)......... to the cinema?

Go(3).................

Turn(4).......... at the corner.

Then take the(5) ........road on your(6) ...........

.......... to the (7)................ of the road.

(8)..........left there.

The cinema is on your (9)................, ................ the castle.

(10)............. you very much.

You’re welcome.

Jawaban

Excuse me, how do I get to the cinema?

Go straight on.

Turn left at the corner.

Then take the second road on your right.

Continue to the end of the road.

Turn left there.
The cinema is on your left, opposite the castle.

Thank you very much.

You’re welcome.

Conversation 1 (GROUP 1)

Woman : Excuse me, Sir.

Man : Yes. Can I help you?

Woman : Yes, Sir. Could you tell me how to get the nearest supermarket?

Man : Well, the nearest supermarket is located about 200 meters from here. So, you can keep going straight and it will be on your left.

Woman : Thank you, Sir

Man : You’re welcome

Conversation 2 (Group 2)

Man : Excuse me, Sir

Old man: Yes, how can I help you?

Man : Yes, Sir. I’m sorry I’m looking for this address. Do you know where it is?

Old man: Well, this address refers to a house next to my shop.

Man : Oh, really? Am I on the right way for the address?

Old man: Yes. You just need to continue straight ahead and when you see crossroads you take the left way and it will be on your left.

Man : Well, thank you very much Sir.

Old man: No problem
Conversation 3 (Group 3)

Girl: Excuse me, Ma’am. Is this the right way for Suka Cita elementary school?

Woman: I’m sorry I think you are going in the wrong way.

Girl: Oh, do you know where the school is?

Woman: Well, you can go back on your way and take right way from the crossroads.

Percakapan 4 (Group 4)

Mom: Cindy, can you help me, please?

Cindy: Okay, mom.

Mom: Go to the Bank please.

Cindy: Excuse me. I am looking for the Bank. Do you know where it is? Man: It is not far from here. When you get to the Patimura Street, take a right. Then keep going for about 200 metres. It is on your left.

Cindy: Thank you. But, I got a problem with the rest of my little petrol. Where is the gas station?

Man: Take a left at the next light. It is on the right.

Cindy: Thank you so much.

Man: You are welcome.

Percakapan 5 (Group 5)

John: Linda, do you know how to get to Samson’s and Co.? I’ve never been there before.

Linda: Are you driving or taking the subway?
John: The subway.

Linda: Take the blue line from 14th avenue and change to the grey line at Andrew Square. Get off at 83rd street.

John: Just a moment, let me take this down!

Linda: Take the blue line from 14th avenue and change to the grey line at Andrew Square. Get off at 83rd street. Got it?

John: Yes, thanks. Now, once I get to Andrew Square, how do I proceed?

Linda: Once you are on 83rd street, Go straight on, past the bank. Take the second left and continue straight on. It's opposite Jack's Bar.

John: Can you repeat that?

Linda: Once you are on 83rd street, Go straight on, past the bank. Take the second left and continue straight on. It's opposite Jack's Bar.

John: Thanks Linda. How long does it take to get there?

Linda: It takes about a half-hour. When is your meeting?

John: It's at ten. I'll leave at nine-thirty.

Linda: That's a busy time. You should leave at nine.

John: OK. Thanks Linda.

Linda: Not at all.
Percakapan 6 (GROUP 6)

Wally: Excuse me, could you tell me how to get to the city hospital?

Sally: Sure, the hospital is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.

Wally: Go south two blocks to the stop light.

Sally: Correct, then, turn left and go three more blocks, until you come to the end of the road. A park will be in front of you.

Wally: Turn left and goes for three blocks to the park.

Sally: Right, then turn right again and go seven blocks, to Lipton Avenue.

Wally: Turn right and go seven blocks to Lipton Avenue.

Sally: Next, turn left on Lipton Avenue and go two blocks. The hospital is on your left, across from the baseball stadium.

Wally: OK, let me see if I’ve got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turns right and…

Sally: No, turn left on Lipton Avenue.

Wally: OK, turn left on Lipton Avenue, the hospital is two blocks down, on my left.

Sally: You got it.

Wally: Thanks.
SOAL PRE-TEST CYCLE 1

Name:

No:

Class:

1. Read the dialogue and answer the questions.

Situation: Mr. Hermawan is out of his town. He doesn’t know how to get to BCA bank, so he stops a man in the street.

Mr. Hermawan: Excuse me, can you tell me where the nearest BCA bank is?

Man: BCA bank? I’m sorry. I don’t know. I’m not from around here myself.

Then he meets a policeman and asks him the direction.

Mr. Hermawan: Excuse me, where’s the nearest BCA bank, please?

Policeman: Go straight down this street. Turn left at the T-junction, BCA bank is just around the corner, on your left.

Mr Hermawan: How far is it from here?

Policeman: It will take about 5 minutes if you go there on foot.

Mr. Hermawan: Thank you very much. I’m sure I’ll find it easily, if I walk there.

Policeman: Sure, but there’s one thing you have to know.
Mr. Hermawan: What’s that?

Policeman: Today is Saturday. The bank is closed.

Mr. Hermawan: But not the ATM service, don’t you think? I just need to withdraw some cash. Thanks anyway.

1. Why does Mr. Hermawan ask the direction to BCA bank?
2. Whom does he ask the direction to?
3. Does he get the answer he expects? Why/why not?
4. What does he do then?
5. Does he get a satisfying answer?
6. Do you think the bank is close or far?
7. How does Mr. Hermawan go to the bank?
8. How long does it take to go there?
9. Is the bank closed or open?
10. Why does Mr. Hermawan look for a BCA bank?
SOAL POST-TEST CYCLE 1

Name: 
No: 
Class: 

Look at the display panel on the below and answer the questions.

<table>
<thead>
<tr>
<th>FLOOR 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guest room 301 – 320</td>
</tr>
<tr>
<td></td>
<td>- Swimming Pool</td>
</tr>
<tr>
<td></td>
<td>- Tennis Court</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOOR 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guest Room 201 – 225</td>
</tr>
<tr>
<td></td>
<td>- Krida Loka Conference Room</td>
</tr>
<tr>
<td></td>
<td>- Business Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOOR 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guest Room 101 – 125</td>
</tr>
<tr>
<td></td>
<td>- Karya Graha Conference Room</td>
</tr>
<tr>
<td></td>
<td>- Bojana Restaurant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUNDFLOOR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Reception</td>
</tr>
<tr>
<td></td>
<td>- Coffee Shop</td>
</tr>
<tr>
<td></td>
<td>- Travel Agent</td>
</tr>
</tbody>
</table>
Money Changer
- Hotel Stores

BASEMENT
- Parking Area
- Sauna
- Fitness Center

Look at the panel and answer the question!

1. Where is the coffee shop?
2. Can you tell me where Bojana restaurant is?
3. Where is room 224?
4. Are there any stores around here?

Work in pairs. Take turns to read the question
And the answer. The answers are provided below.

A. Complete the dialogue below with conditional Sentences type 1

5. Student A: Where is the manager office?
   Student B: ________________________
6. Student A: What time can I see the doctor?
   Student B: ________________________
7. Student A: Is it possible for me to get into the fitness center?
   Student B: I’m sorry. ________________________
8. Student B: Where can I get something to drink?
   Student A: ____________________________

9. Student B: How can I contact Mr. Baskara?
   Student A: ____________________________

10. Student B: Where can I get a public telephone in this building?
     Student A: ____________________________

     - You’ll find one on your left if you go out at the main entrance.
     - We won’t let you in if you don’t have a member card.
     - If you follow me, I’ll show you the way.
     - If you just give me your name, I’ll check it in the reservation book.
     - If you leave your number, I’ll make sure that he calls.
     - You’ll find food court on your right if you go up to the third floor.
Choose the most appropriate answer.

Study the map, answer question

<table>
<thead>
<tr>
<th>FLOOR 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Napoleon Restaurant</td>
</tr>
<tr>
<td>Room Garden</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOOR 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest room 200600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST FLOOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Room 101120</td>
</tr>
<tr>
<td>Waterloo Grill</td>
</tr>
<tr>
<td>Manager’s Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUND FLOOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
</tr>
<tr>
<td>Coffee and Terrace Café</td>
</tr>
<tr>
<td>Duke’s Restaurant</td>
</tr>
<tr>
<td>1815 and Lobby Bars</td>
</tr>
</tbody>
</table>
1. Where is coffee shop?
   a. in the ground floor
   b. in the First Floor
   c. in the 7th floor
   d. in the basement

2. Where is the Napoleon’s Restaurant?
   a. in the ground floor
   b. in the First Floor
   c. in the 7th floor
   d. in the basement

3. Where is the room garden?
   a. in the ground floor
   b. in the First Floor
   c. in the 7th floor
   d. in the basement

4. Where is the disco?
   a. in the ground floor
   b. in the First Floor
   c. in the 7th floor
   d. in the basement

5. Where is the manager’s office?
a. in the ground floor
b. in the First Floor
c. in the 7th floor
d. in the basement
6. Would you mind .... me some directions, please?
   a. explaining
   b. giving
   c. helping
   d. offering
7. a stranger : excuse me, could you tell me the way to the nearest “BRI” bank from here?
   Anita : ..... , then turn right at the crossroad . It’s in the third building.
   a. Sorry, I am not sure
   b. I know where the famous bank was
   c. Yes, walk along this street
   d. Yes , BRI bank is very important
8. a stranger : excuse men, but could you tell me the way to a copy centre around here ? I’m a stranger
   Ardi : of course, go straight on until the crossroad. then turn left . There is a copy centre on..........beside the bank.
   a. Right
   b. To right
   c. The left
   d. For left
9. Vanesa: peter. _______ where the nearest supermarket is?

Peter: just follow this way until the second intersection, and turn right.
The supermarket is on your left beside the ritsz hotel

a. Could you show me

b. Could you come with me

c. Can I help you

d. Can I tell you the way

10. There are several souvenir shops on Apple Street, about three blocks...... .

a. away from

b. from here

c. near here

d. not far
Look at the map and choose the correct preposition!

11. The drugstore is ........ the post office and the movie theater.
   a. On
   b. Between
   c. Next to
   d. Across from

12. The hospital is ........ the church.
   a. On
   b. Next to
   c. Across from
   d. between

13. The bank is ........ the police station.
   a. On
   b. Next to
   c. Across from
   d. between
14. The train station is ..................the corner of Central Avenue and First Street.
   a. On
   b. Next to
   c. Across from
   d. between

15. The library is...........First Street.
   a. On
   b. Next to
   c. Across from
   d. between

Please read the following sentences and answer the questions that follow!

Last week Bill had to go to New York. It was his first time there, and he did not know his way around the city. He had a meeting at 10 o’clock, and he wanted to be on time. The meeting was in the Peterson Building on 34th Street, but didn’t know where that was. Seeing two men standing on a corner he asked them for directions.

   “Pardon me,” he said,” but can you tell me how to get to the Peterson Building on 34th Street ?”

   “Sure,” answered one of the men. “You can get there in five minutes. Go to the next corner and turn left. Walk three blocks and there you are.”
But the other men said: “There’s a better way. Get on the bus here at this corner. It stops right near the Peters Building.”


Then the first man said, “Oh, that’s on East 34th Street, not West 34th. It’s quite a distance from here. You’ll have to take the subway.”

But the second man told Bill: “No, don’t go by subway. Take the cross town bus. It to the Peterkin Building.”

“Peterson. Not Peterkin.” Bill looked at his watch. It was almost ten o’clock.”

Thanks a lot,” he said. “I think I’ll take a taxi.”

As he got into the taxi he saw the men arguing and pointing in different directions. Next time he wanted to know how to get to a place, he’d ask a policeman.

16. Why did Bill have to go to New York?
17. Arriving in New York, what is his problem?
18. Who tells him place he wants to find?
19. Can you guess what is Bill problem after getting information from both men?
20. What happened to both men as Bill got into taxi?

SOAL POST-TEST CYCLE 2
A. **Read the dialogue below (for questions number 1 and 2)**

Andrea: Excuse me, **could you tell me how to get to the city hospital?**
Grace: Sure, the hospital is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.
Andrea: Go south two blocks to the stop light.
Grace: Correct, then, turn left and goes three more blocks, until you come to the end of the road. A park will be in front of you.
Andrea: Turn left and goes for three blocks to the park.
Grace: Right, then turn right again and go seven blocks, to Lipton Avenue.
Andrea: Turn right and go seven blocks to Lipton Avenue.
Grace: Next, turn left on Lipton Avenue and go two blocks. The hospital is on your left, across from the baseball stadium.
Andrea: OK, let me see if I’ve got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turns right and…
Grace: No, ________ on Lipton Avenue.
Andrea: OK, turn left on Lipton Avenue, the hospital is two blocks down, on my left.
Grace: You got it.
Andrea: Thanks.

1. The underlined expression expresses ....
   A. Asking direction
   B. Giving direction
   C. Agreement
2. The suitable expression to complete the dialogue is …
A. Turn right
B. Turn left
C. Go straight
D. Go ahead

Stranger: Excuse me ______ where the nearest post office?
Carly: Follow this way until second traffic light. It is on your left beside Padang restaurant.
Stranger: Thank you

3. The suitable expression to complete the dialogue is …
A. Can I help you find
B. Could I tell you the way
C. Could you come with me
D. Could you show me

Hendry: Can you tell me how to get to the nearest restaurant?
Nadine: _____ may be you can ask the policeman over there.

4. The suitable expression to complete the dialogue is …
A. Yes, there is one across the street
B. Next to library
C. It’s this way
D. I’m sorry. I don’t live here

Juno: Can you tell me where Dony’s house is?
Kate: Just go along Sudirman street.

5. From the dialogue we know that …
A. Nanda knows where Doni’s house is
B. Nanda doesn't know where Doni's house is
C. They will go to Doni’s house
D. Nanda doesn’t know where Doni’s house

6. Ryan: Can you tell me how to get to the nearest restaurant?
   Hani: _____ may be you can ask the policeman over there.
      A. Yes, there is one across the street
      B. Next to library
      C. Behind the hotel
      D. I’m sorry. I don’t live here.

7. Fino: Can you tell me where Doni’s house is?
   Nanda: Just go along Mulawarman street.
   From the dialogue we know that …
   a. Nanda knows where Doni’s house is
   b. They will go to Doni’s house
   c. Fino knows where Doni’s house
   d. Nanda doesn’t know where Doni’s house

8. Hilda: Excuse me, Where Can I get a dress here in this store?
   Shopkeeper: Just go up to the third floor. You’ll find _____women’s clothing at the lady’s department.
      a. Any
      b. Much
      c. A lot of
      d. Many

9. Stranger: Excuse me, but ______the way to the post office, please?
   Mitha: sure. just follow this road until the traffic lights. Then turn right. Walk about 50 meters. It is on your right.
   Stranger: Thank you.
      a. Can I go to together
      b. Can you walk to
      c. Can you tell me
d. Will you come to

10. John : __________?
    Ann : Drive past the park and turn left. Here is a library on the corner.
    a. Can I drive past the park
    b. What’s the best way to the library
    c. I don’t know where you should go
    d. Where is the library by the corner

11. Lucas : Excuse me, ______ the bus station, please?
    Mirna : Ok, follow this way, turn right and then turn left. It is on your left.
    Lucas : thank you
    a. How far is it to
    b. Where is the location of
    c. How long does it take to
    d. Could you tell me the way to

12. Tourist : Excuse me, can you show me the place to buy merchandise?
    Student : well, the gift shop is over there at the corner of the street ______ you will see in front of the nursery school.
    a. I am sorry I don’t know
    b. It’s closed in the afternoon
    c. There are two gift shops around here
    d. Just walk along this street for two blocks.

13. Excuse me!...... is the post office, please?
    a. How
    b. What
    c. When
    d. Where

14. Could you tell me .... to get to the History Museum, please?
My name is Ani. I live on Jl.Dahlia. My house is near the post office.

Today, my mother asks me to accompany her to the supermarket. The supermarket is on Jl.Anggrek. There are many public places along this street.

The park is in the corner, near the library.There is a bank across from the police station. There is also a cinema. It is beside the bakery. At last the supermarket itself. It is between the drugstore and the bus station.

**Answer the questions based on the text!**

16. Where does Ani live?
17. Where does her mother want to go?
18. Where is the bank?
19. Where is the cinema?
20. Where is the supermarket?
SOAL PRE-TEST CYCLE 1

Name: Dwi Kartika
No: 4
Class: 3A

1. **Read the dialogue and answer the questions.**

   Situation: Mr. Hermawan is out of his town. He doesn’t know how to get to BCA bank, so he stops a man in the street.

   **Mr. Hermawan**: Excuse me, can you tell me where the nearest BCA bank is?

   **Man**: BCA bank? I’m sorry. I don’t know. I’m not from around here myself.

   Then he meets a policeman and asks him the direction.

   **Mr. Hermawan**: Excuse me, where’s the nearest BCA bank, please?

   **Policeman**: Go straight down this street. Turn left at the T-junction, BCA bank is just around the corner, on your left.

   **Mr. Hermawan**: How far is it from here?

   **Policeman**: It will take about 5 minutes if you go there on foot.

   **Mr. Hermawan**: Thank you very much. I’m sure I’ll find it easily, if I walk there.

   **Policeman**: Sure, but there’s one thing you have to know.

   **Mr. Hermawan**: What’s that?

   **Policeman**: Today is Saturday. The bank is closed.

   **Mr. Hermawan**: But not the ATM service, don’t you think?

   I just need to withdraw some cash. Thanks anyway.

   1. Why does Mr. Hermawan ask the direction to BCA bank?

   2. Whom does he ask the direction to?
SOAL POST-TEST CYCLE 1

Name: Dilyon Pratama
No: 26
Class: 2A

Look at the display panel on the below and answer the questions.

<table>
<thead>
<tr>
<th>FLOOR 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guest room 301 - 320</td>
<td></td>
</tr>
<tr>
<td>- Swimming Pool</td>
<td></td>
</tr>
<tr>
<td>- Tennis Court</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOOR 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guest Room 201 - 225</td>
<td></td>
</tr>
<tr>
<td>- Krida Loka Conference Room</td>
<td></td>
</tr>
<tr>
<td>- Business Center ✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOOR 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guest Room 101 - 125</td>
<td></td>
</tr>
<tr>
<td>- Karya Graha Conference Room</td>
<td></td>
</tr>
<tr>
<td>- Boj常委会 Restaurant ✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUNDFLOOR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reception</td>
<td></td>
</tr>
<tr>
<td>- Coffee Shop ✓</td>
<td></td>
</tr>
<tr>
<td>- Travel Agent ✓</td>
<td></td>
</tr>
<tr>
<td>- Money Changer ✓</td>
<td></td>
</tr>
<tr>
<td>- Hotel Stores ✓</td>
<td></td>
</tr>
</tbody>
</table>
SOAL PRE-TEST CYCLE 2

Name: DIAH FITRIYANTI

No: 08

Class: X A\ 2

Choose the most appropriate answer.

Study the map, answer question

<table>
<thead>
<tr>
<th>FLOOR 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Napoleon Restaurant</td>
</tr>
<tr>
<td>Room Garden</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOOR 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest room 200600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST FLOOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Room 101120</td>
</tr>
<tr>
<td>Waterloo Grill</td>
</tr>
<tr>
<td>Manager's Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUND FLOOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
</tr>
<tr>
<td>Coffee and Terrace Café</td>
</tr>
<tr>
<td>Duke's Restaurant</td>
</tr>
<tr>
<td>1815 and Lobby Bars</td>
</tr>
<tr>
<td>Hotel Shop</td>
</tr>
<tr>
<td>Conference Center</td>
</tr>
</tbody>
</table>

\[
\begin{align*}
\frac{9}{3} & = 3 \\
\frac{2}{2} & = 1 \\
\frac{13}{4} & = 3
\end{align*}
\]
SOAL POST-TEST CYCLE 2

Name: Siti Lestari
No: 2-7
Class: XE

B = 18 \times 4 = 72

A. Read the dialogue below (for questions number 1 and 2)

Andrea: Excuse me, could you tell me how to get to the city hospital?
Grace: Sure, the hospital is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.
Andrea: Go south two blocks to the stop light.
Grace: Correct, then, turn left and goes three more blocks, until you come to the end of the road. A park will be in front of you.
Andrea: Turn left and goes for three blocks to the park.
Grace: Right, then turn right again and go seven blocks, to Lipton Avenue.
Andrea: Turn right and go seven blocks to Lipton Avenue.
Grace: Next, turn left on Lipton Avenue and go two blocks. The hospital is on your left, across from the baseball stadium.
Andrea: OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turns right and...
Grace: No, _______ on Lipton Avenue.
Andrea: OK, turn left on Lipton Avenue, the hospital is two blocks down, on my left.
Grace: You got it.
Andrea: Thanks.

1. The underlined expression expresses ....

   X Asking direction
   B Giving direction
   C Agreement
   D Asking opinion

2. The suitable expression to complete the dialogue is ...

   A Turn right
   X Turn left
   C Go straight
LEMBAR VALIDASI

METODE PEMBELAJARAN

Collaborative Strategic reading

Materi : Asking and giving directions

Sasaran Program : Siswa Kelas X SMK Diponegoro Salatiga.

Judul Penelitian : THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017)

Pengembang : Umar Anas

Petunjuk :

1. Lembar validasi ini dimaksudkan untuk mengetahui pendapat ibu sebagai ahli media tentang pembelajaran bahasa inggris dengan menggunakan strategi yang telah saya rancang.

2. Pendapat, kritik, saran, penilaian dan komentar Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas program pembelajaran ini.

3. Makna point validitas adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik)

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek Penilaian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aspek Kesesuaian dengan Indikator Belajar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Kesesuaian dengan tujuan pembelajaran</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>2. Kesesuaian dengan kompetensi yang akan dicapai</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
3. Kesesuaian dengan kegiatan pembelajaran

II Aspek Kesesuaian dengan Tingkat pembelajaran

1. Memudahkan interaksi siswa dengan guru
2. Kejelasan topik pembelajaran
3. Adanya relevansi antara metode/strategy dengan materi
4. Cakupan materi yang tepat

III Aspek Kemudahan Siswa Menyerap Pembelajaran melalui tehnik “Discovery learning dan collaborative reading”

1. Siswa mudah memahami materi
2. Kesesuaian antara design “Discovery learning dan collaborative reading” dengan tingkat berfikir siswa
3. Memudahkan siswa untuk terlibat dalam pembelajaran koorperatif.

Kesimpulan:

1. Layak untuk digunakan tanpa revisi
2. Layak digunakan dengan revisi
3. Tidak layak untuk digunakan
Saran:

<table>
<thead>
<tr>
<th>Metode/Strategy dengan Materi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Cakupan materi yang tepat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III Aspek Kemudahan Siswa, Menyerap Pembelajaran melalui teknik &quot;Discovery learning dan collaborative reading&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa mudah memahami materi</td>
</tr>
<tr>
<td>2. Kesuatuian antara design &quot;Discovery learning dan collaborative reading&quot; dengan tingkat berfikir siswa</td>
</tr>
<tr>
<td>3. Memudahkan siswa untuk terlibat dalam pembelajaran kooperatif.</td>
</tr>
</tbody>
</table>

Kesimpulan:

1. Layak untuk digunakan tanpa revisi
2. Layak digunakan dengan revisi
3. Tidak layak untuk digunakan

Saran:

Manusia kini sebilih kedua
matre tetap pelaksanaannya diperbaiki

Salatiga, Februari 2017

Validator

[Signature]
MATERI PENGAJARAN

A. TUJUAN
Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan Materi pembelajaran dalam pelaksanaan pembelajaran bahasa luggris yang implementasinya menggunakan metode Discovery learning and collaborative reading.

B. PETUNJUK
1. Bapak/ibu dapat memberikan penilaian dengan memberikan tanda cek (✓) pada kolom yang tersedia.
2. Makna point validitas adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik)

C. PENILAIAN

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Skala yang Dinilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I</td>
<td>STRUKTURAL MATERI</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>1. Organisasi penyajian secara umum</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Tampilan umum menarik</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3. Keterkaitan yang konsisten antara materi bahasa</td>
<td>✓</td>
</tr>
<tr>
<td>II</td>
<td>ORGANISASI PENULISAN MATERI</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>1. Cakupan materi</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Kejelasan dan urutan materi</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3. Keterpantangan materi dengan SK</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>4. Keterkaitan antara masalah dengan konteks kehidupan/ kognisi yang termuat dalam materi pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>III</td>
<td>BAHASA</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>1. Penggunaan bahasa sesuai dengan EVD</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Bahasa yang digunakan komunikatif</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3. Kesederhanaan struktur kalimat</td>
<td>✓</td>
</tr>
</tbody>
</table>

D. KOMENTAR/SARAN

Saya sangat bahkan materi yang disampaikan sesuai petunjuk yang diperlihatkan untuk digunakan...

Salatiga, 27 Februari 2017
Validator

[Signature]

DRS. Supriyanto, M.Si.
SILABUS

A. TUJUAN

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa Inggris yang implementasinya menggunakan tehnik “collaborative reading”

B. TUJUAN

1. Bapak/Ibu dapat memberikan penilaian dengan memberikan tanda cek (√) pada kolom yang tersedia.
2. Makna point validitas adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik)

C. PENILAIAN

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Skala Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I</td>
<td>ISI YANG DISAJIKAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mengkaji keterkaitan antar standar kompetensi (SK) dan Ketrampilan Dasar (KD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dalam mata pelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mengidentifikasi materi yang menunjang pencapaian KD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Aktifitas kedalaman dan keleluasaan materi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Pemilihan materi ajar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan SK, KD, potensi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Merumuskan indikator pencapaian kompetensi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Menentukan sumber belajar yang disesuaikan dengan SK, KD, serta materi pokok</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kegiatan pembelajaran dan indikator pencapaian kompetensi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Penentuan jenis penilaian</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>BAHASA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Penggunaan bahasa sesuai dengan EYD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Kesederhanaan struktur kalimat</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>WAKTU</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Kesesuaian alokasi yang digunakan</td>
<td></td>
</tr>
</tbody>
</table>
2. Pemilihan alokasi waktu didasarkan pada tuntutan KD

3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu persemester

<table>
<thead>
<tr>
<th>tuntutan KD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu persemester</td>
</tr>
</tbody>
</table>

D. KOMENTAR/SARAN

Materi penulaiaran tentang menginti dan memberi graf dan lokasi, dalam hal yang untuk itu seki dibungkapi kerana singkat.

Salatiga, 27 Februari 2017

Validator

DKI. SUPRIYANTO, M.Pd
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas/ Semester : X/ Genap

Mata Pelajaran : Bahasa Inggris

Materi : Asking and giving directions

Petunjuk :

1. Anda akan diminta untuk memberi penilaian atau validasi terhadap RPP. Penilaian RPP ini dilakukan dengan melingkari kolom skor sesuai dengan kemampuan peneliti dengan memperhatikan rambu-rambu skoring.

2. Kriteria penilaian
   - Kurang baik : 1
   - Cukup baik : 2
   - Baik : 3
   - Sangat baik : 4

<table>
<thead>
<tr>
<th>No</th>
<th>Komponen RPP</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Perumusan Indikator Belajar</strong></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>1. Kejelasan rumusan</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>2. Kelengkapan cakup rumusan indikator</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>3. Kesesuaian dengan kompetensi dasar</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>4. Kesesuaian dengan standar kompetensi</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td><strong>Pemilihan dan Pengorganisasian Materi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pembelajaran</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>1. Kesesuaian dengan kompetensi yang akan dicapai</td>
<td>2 3 4</td>
</tr>
<tr>
<td></td>
<td>2. Kesesuaian dengan karakteristik peserta didik</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
### III Penilaian Sumber Belajar/ Media Pembelajaran

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Kesesuaian dengan sumber belajar/ media pembelajaran dengan materi pembelajaran</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kesesuaian sumber beajar/ media dengan karakteristik peserta didik</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### IV Skenario kegiatan Pembelajaran

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### V Penilaian hasil Belajar

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Kejelasan prosedur penilaian (awal, proses, dan akhir)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kelengkapan instrument (soal dan kunci jawaban)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### VI Penggunaan Bahasa Tulis

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ketepatan ejaan</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Ketepatan pilihan kata</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kebakuan struktur kalimat</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Bentuk huruf dan angka baku</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### VII Penilaian validitas Umum

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Penilaian/validitas umum terhadap instrument</td>
<td>A</td>
<td>B</td>
<td>c</td>
<td>d</td>
</tr>
</tbody>
</table>

**Keterangan:**

Dapat digunakan tanpa revisi : a

Dapat digunakan dengan sedikit revisi : b
Dapat digunakan dengan banyak revisi : c
Belum dapat digunakan : d
1. RPP 1 antara pel dan kunci jawabn
   harus disusunkan.
2. RPP 2 kunci jawaban agar diisi nomor.

Salafiga, ... Februari 2017
Validator

DRS. SUPRIYANTO, M.P.
LEMBAR SOAL SISWA

A. TUJUAN
Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan soal dalam pelaksanaan pembelajaran bahasa Inggris dengan menggunakan metode Discovery learning and Collaborative reading

B. PETUNJUK
1. Ibnu dapat memberikan penilaian dengan memberikan tanda cek (✓) pada kolom yang tersedia.
2. Makna poin validitas adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik)

C. PENILAIAN

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISI YANG DISAJIKAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Soal disajikan secara sistematis</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Merupakan materi/tugas yang esencial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Masalah yang diangkat sesuai dengan tingkat kognitif siswa</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>4. Setiap kegiatan yang disajikan mempunyai tujuan yang jelas</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>5. Kegiatan yang disajikan dapat membuahkan rasa ingin tahu siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Penyajian</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>BAHASA</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>1. Penggunaan bahasa sesuai dengan EYD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Bahasa yang digunakan sesuai dengan tingkat perkembangan kognitif siswa</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3. Bahasa yang digunakan komunikatif</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>4. Kalimat yang digunakan jelas dan mudah dimengerti</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>5. Keterlalatan petunjuk atau arahan</td>
<td>✓</td>
</tr>
</tbody>
</table>

D. KOMENTAR/SARAN

[Signature: DR. Suheiriyani, M.Si]
SURAT KETERANGAN VALIDASI

Yang bertandatangan dibawah ini:

Nama : DRI. SUPRIYANTO, MPd
Instansi : SMA N 3 SALATIGA
Jabatan : Guru

Telah membaca instrumen penelitian yang akan digunakan dalam penelitian skripsi dengan judul “The Use Of Collaborative Reading And Discovery Learning To Improve Students' Reading Comprehension (A Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017)” oleh peneliti:

Nama : Umar Anas
NIM : 113-12-098
Jurusan : Tadris Bahasa Indonesia

Setelah memerhatikan instrumen yang telah dibuat, maka masukan untuk instrumen tersebut adalah:

1. Akan ditambahkan materi pelatihan.
2. Akan diperbanyak dilengkapi dengan materi mempersiapkan orang tua

Demikian surat keterangan ini dibuat agar dapat dipergunakan dalam pengumpulan data dilapangan.

Salatiga, 27 Februari 2017

Validatort:
SHET FOR CLASSROOM OBSERVATION
TEACHING ENGLISH LESSON USING “COLLABORATIVE READING”

Cycle I (First Meeting)

Instruction:
Give checklist (✓) according to the result of observation, on the available column.

<table>
<thead>
<tr>
<th>NO</th>
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</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td>Yes</td>
</tr>
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<td>11</td>
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<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Students use the picture and song as a medium well</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Students understanding the teachers’ explanation</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Students do the evaluation well</td>
<td>✓</td>
</tr>
</tbody>
</table>

Salatiga, March
Observer,

UMAR ANAS
113-12-098
### SHET FOR CLASSROOM OBSERVATION

**TEACHING ENGLISH LESSON USING “COLLABORATIVE READING”**

**Cycle I (Second Meeting)**

Instruction:

Give checklist (✓) according to the result of observation, on the available column.

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<tr>
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Salatiga,
Observer,

UMAR ANAS
113-12-098
SHET FOR CLASSROOM OBSERVATION

TEACHING ENGLISH LESSON USING “COLLABORATIVE READING”

Cycle II (First Meeting)

Instruction:

Give checklist (✓) according to the result of observation, on the available column.

<table>
<thead>
<tr>
<th>NO</th>
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<td>14</td>
<td>Students do the evaluation well</td>
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</tbody>
</table>

Salatiga,
Observer,

UMAR ANAS
113-12-098
SHET FOR CLASSROOM OBSERVATION

TEACHING ENGLISH LESSON USING “COLLABORATIVE READING”

Cycle II (Second Meeting)

Instruction:

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<thead>
<tr>
<th>NO</th>
<th>Statement Description</th>
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<tr>
<td></td>
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Salatiga,
Observer,

UMAR ANAS
113-12-098
SHET FOR STUDENT OBSERVATION

LEARNING ENGLISH LESSON USING “COLLABORATIVE READING”

Cycle I (First Meeting)

Instruction:

e. Observer should be in a position that does not interfere with teaching learning activity.

f. Observer gives a score according to the following instruction.

g. Total Student: Score 1 if < 20%, score 2 if 20% to 40%, score 3 if 40% to 60%, score 4 if 60% to 80%, score 5 if 80% to 100% interest.

h. Quality: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent

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<tr>
<td>1</td>
<td>Student feels happy by using picture and song</td>
<td>5</td>
<td>4</td>
</tr>
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</tr>
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</tr>
<tr>
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Salatiga, Observer,

UMAR ANAS
113-12-098
SHET FOR STUDENT OBSERVATION

LEARNING ENGLISH LESSON USING “COLLABORATIVE READING”

Cycle I (Second Meeting)

Instruction:

e. Observer should be in a position that does not interfere with teaching learning activity.

f. Observer gives a score according to the following instruction.

g. Total Student: Score 1 if < 20%, score 2 if 20% to 40%, score 3 if 40% to 60%, score 4 if 60% to 80%, score 5 if 80% to 100% interest.

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Salatiga,
Observer,

UMAR ANAS
113-12-098
SHET FOR STUDENT OBSERVATION

LEARNING ENGLISH LESSON USING “COLLABORATIVE READING”

Cycle II (First Meeting)

Instruction:

e. Observer should be in a position that does not interfere with teaching learning activity.
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Salatiga,
Observer,

UMAR ANAS
113-12-098

SHET FOR STUDENT OBSERVATION
LEARNING ENGLISH LESSON USING “COLLABORATIVE READING AND DISCOVERY LEARNING”

Cycle II (Second Meeting)

Instruction:

e. Observer should be in a position that does not interfere with teaching learning activity.

f. Observer gives a score according to the following instruction.

g. Total Student: Score 1 if < 20%, score 2 if 20% to 40%, score 3 if 40% to 60%, score 4 if 60% to 80%, score 5 if 80% to 100% interest.

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Salatiga,
Observer,

UMAR ANAS
113-12-098
FIELD NOTE

Date Observation: March 13th – 16th 2017
Time: 07.00 – 08.35, 08.35 – 09.55
Teacher: Mrs. Andi Yani A.Md
Observer: Umar Anas
Place: SMK Diponegoro Salatiga

<table>
<thead>
<tr>
<th>DATE</th>
<th>FIELD NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday March 13th 2016 (D1.13.03.17)</td>
<td>For the first meeting, the problem that faced the students is don’t interest about reading text and they don’t understand the content of reading text that they get. There are some student feel bored and sleepy when teaching learning process. When the teacher gives instruction in English most of students<code> did not understand. The students</code> are not active in teaching learning process. Some students were sitting in the backseat make noise and disturb other student. Teacher gives a task to complete the blank with the appropriate answer in the pre test. But some students still difficult to finish the task because they did not understand lesson of asking and giving directions and still less to know meaning in the task.</td>
</tr>
</tbody>
</table>
| Tuesday March 14th 2017 (D2.14.03.17) | For the second meeting, the teacher reviews the material and some students give a good response what the teacher explain (the asking and giving directions). At the second meeting the students more active than before. Teachers teach students with simulations if the get wrong way in the other city, and students very enthusiastic to followed lesson when teacher explanation of the using asking and giving directions. The teacher devide students into 6 group and in every group only 5 students. And then they must identify the reading text about asking and giving directions that they get from teacher, and
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17: Tahun</td>
<td>Each group must present their summary of the reading text. Teacher gives 15 minutes to finish the task. By the end of the meeting, the students still have difficulties understanding the reading text. The teacher gives some clues to help them understand difficulties in the text.</td>
</tr>
<tr>
<td>Wednesday March 15th 2017</td>
<td>For the third meeting, in the early hours of teaching learning process, the teachers gave a new dialogue for the students. When the teacher explains some lessons, some students become bored. After that, the teacher gives motivation so the class can be controlled and back conducive. The teacher gave instructions to the group of students to make a conversation according to the topic and presented the dialogue that they made in front of the class. Only a few students came forward to explain the dialogue they made, as the students lacked confidence. When the teacher reviewed what was learned, the students had a good response and began actively with some questions.</td>
</tr>
<tr>
<td>Thursday March 16th 2017</td>
<td>At the last meeting, the teacher reviewed about asking and giving directions by a map on the sled show of the PPT. The students gave their contributions by answering the questions from the teacher. Teachers taught students the correct way if they give directions to people who miss the way in their city, with enthusiastic students following the lesson of teachers. When the teacher explained the material, the students were silent and listened to the explanation given by the teacher. The teacher gave instructions to the students to make a conversation according to the topic. Some students with confidence came forward to read the text dialogue to their classmates, and at the end of the meeting, the students made the dialogue and understood knowledge that they learned because the teacher gave them the opportunity to explore their experience on the same...</td>
</tr>
<tr>
<td>Wednesday</td>
<td>For the third meeting, in the early hours of teaching learning process teachers give new dialog for the students. When the teacher explains the some lesson some students fell bored. But after that the teacher gives motivation so the class can be controled and class back conducive. The teacher gives instruction to the group of student to make a conversation according to the topic and presented the dialog that they make in front of class. But only a few students who come forward to the front of class, when explain the dialog that they made the student lack of confidence. When the teacher reviews about what have learned, the students have a good respond and began actively with some questions.</td>
</tr>
<tr>
<td>March 15th 2017</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>At the last meeting, the teacher review about asking and giving direction by a map on the sled show of ppt. student give their contribution by answer the questions from the teacher. Teachers teach students the correct way if they giving directions to people miss the way in their city, with enthusiastic students followed lesson of teachers. When teacher explain the material student silent and listen the explanation that give by teacher. The teacher gives instruction to the student to make a conversation according to the topic. Some students with confidence come forward to reading the text dialogue to the classmates, and the end of meeting the students can make the dialogue and can understand about knowledge that they learned because the teacher gives the to explored their experience that same with topic of lesson.</td>
</tr>
<tr>
<td>March 16th 2017</td>
<td></td>
</tr>
</tbody>
</table>

Teacher

Salatiga, 17 maret 2017
Observer

Mrs. Andi Yani A.Md

Umar Anas
(GURU SEDANG MENSTIMULUS RASA INGIN TAU SISWA TENTANG MATERI ASKING AND GIVING DIRECTIONS)

(GURU SEDANG MENGESPLORASI PENGETAHUAN SISWA TENTANG ASKING AND GIVING DIRECTION)
(Siswa berdiskusi dalam kelompok untuk mengidentifikasi text dialog yang berisi materi asking and giving directions)
SISWA DENGAN BIMBINGAN GURU BERDISKUSI UNTUK MENGKOLABORASI TEXT READING YANG TELAH DIBERIKAN

(SISWA MENYIMPULKAN ISI TEXT READING DAN MEMPRESENTASIKAN HASIL DISKUSI KELOMPOKNYA)
(GURU MEMBERIKAN UMPAN BALIK BERUPA KOREKSI DAN MASUKAN KEPADA SISWA)

(BERSAMA-SAMA SISWA MENYIMPULKAN PEMBELAJARAN YANG TELAH DILAKSANAKAN)
Siswa berkelompok menganalisis text reading tentang asking and giving directions

Guru menjelaskan materi sebagai kesimpulan materi pelajaran yang telah diajarkan
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