THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) TO ENHANCE THE STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION OF RECOUNT TEXT

A GRADUATING PAPER

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

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SALATIGA
2018
DECLARATION

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

Hereby, the researcher fully declares that this graduating paper is made by the researcher herself, and it does not contain material written or has been published by others, except the information from the reference. The researcher is capable of accounting others' ideas or in fact the researcher imitates the others.

The declaration is made by the researcher and the researcher hopes that this declaration can be understood. The researcher also agrees if the library of IAIN Salatiga publishes this graduating paper.

Salatiga, August 20th 2018
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Salatiga, August 28th 2018

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ATTENTIVE COUNSELOR’S NOTE
Case: Utami Rahayu’s Graduating Paper

To the Dean of Teacher Training and
Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Utami Rahayu’s graduating paper entitled “THE INFLUENCE OF COLLABORATIVE STRATEGIC READING (CSR) ON THE STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION OF RECOUNT TEXT”, I have decided and would like to propose if this graduating paper can be accepted by the Teacher Training and Education Faculty, I hope this graduating paper can be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Counselor,

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A GRADUATING PAPER
THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) TO ENHANCE THE STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION OF RECOUNT TEXT

Written by:
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on October 2nd 2018, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of Examiners,

Head : Dr. Setia Rini, M.Pd.
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1st Examiner : Hammam, Ph.D.
2nd Examiner : Malsihatul Umami, S.Pd., MA

Salatiga, October 2nd 2018
Dean of Teacher Training and Education Faculty
MOTTO

“Verily, with every difficult there is relief.”

-Qur’an (94:6)-

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

-Mahatma Gandhi-

“However difficult life may seem, there is always something you can do and succeed at.”

-Stephen Hawking-
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT, My God the Almighty
2. My beloved parents Mr. Bibit Santoso and Mrs. Sumtiyati thanks for your love and everlasting prayer and also thanks for all support, guidance, finance and encouragement. I hope Allah always blesses both of you and His affection around you.
3. My beloved siblings are Mas Slamet Safriyanto, Mbak Ari Nurdiyani, Mbak Nani Andarwati, Mas Muhammad Amin Mustofa, Mas Nur Makhasin, Mas Trimo Setyadi, Mbak Azizah Sholaemah, Zidna Habibah and Urmila Nurfidiya. Thanks for all of your support, kindness, guidance and also finance. May Allah always bless all of you.
4. My brothers and sisters in law, Mas Agus Imron, Mas Jumain, Mbak Maria Dwi Astuti, Mbak Nurul Chasanah, Mbak Neneng Yuyun Barokah. Thanks for all of your support, kindness, and also finance. May Allah always bless all of you.
5. Mas Taofik Churohman thanks for all your support, guidance, finance and everlasting prayer. I hope Allah always blesses you.
Bismillahirrahmanirrahim

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Alhamdulillahi rabbi alamin, all praise is to Allah SWT, the Most Gracious and the Most Merciful who always blesses and helps the writer so the writer can finish this graduating paper requirement for the Degree of Sarjana Pendidikan (S.Pd.) in English Department of Teacher Training and Education Faculty State Institute for Islamic Studies Salatiga. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer should like to express special thanks to:

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Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, August 20th 2018

The writer

Utami Rahayu

NIM. 11314028
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ABSTRACT

Rahayu, Utami. 2018. The Effectiveness of Collaborative Strategic Reading (CSR) to Enhance the Students’ Achievement in Reading Comprehension of Recount Text. A Graduating Paper, English Education Department. Teacher Training and Education Faculty. State Institute for Islamic Studies Salatiga. Counselor: Norwanto, M.Hum., Ph.D.

Key Words: Collaborative Strategic Reading; Reading Comprehension; Recount Text

The objectives of the study are to find out the empirical evidence of the effectiveness of Collaborative Strategic Reading (CSR) to enhance the students’ achievement in reading comprehension of recount text and to know the effectiveness of Collaborative Strategic Reading (CSR) to enhance the students’ achievement in reading comprehension of recount text. The methodology of research was quantitative research for specifically quasi experimental. The techniques of collecting data was written test to find out the students’ mastery on reading comprehension of recount text. The writer finds there is a significant increase of students’ reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR) technique. The T-test result is 0.000. These T-test results show that there is a significance difference of students’ score between the experimental class and control class. The answer of statistical hypothesis is “There is a significant effectiveness of using Collaborative Strategic Reading (CSR) to enhance the students’ achievement in reading comprehension or recount text for the eighth grade students in SMP N 2 Tuntang in the academic year 2017/2018”. So, alternative hypothesis is accepted and null hypothesis is rejected.
CHAPTER I

INTRODUCTION

A. Background to the Research

Reading skill is one of the English skills which are crucial to the thought development of students. Reading not only guides students towards better lives, but also keeps them to find out new ideas, discoveries, and so on. Alqarni (2015) states that reading serves to develop learners’ imaginations and provide them with relaxation and entertainment. In addition, he said that readers could have various objectives such as reading for joy, reading for information, reading for work, reading for personal development and academic reading (Alqarni, 2015). Reading provides a thousand of knowledge (Alqarni, 2015). As a result, as individuals, they develop many kinds of awareness through reading activities.

Because of the widespread use of the English language around the world, reading in English has significant benefits. Alqarni (2015) points out the significance of English as an international language, namely it is the language of science and technology and the language of modern inventions and discoveries.

Reading not only translates a written or printed text from a foreign language to a mother tongue but also extracting meaning from a written or printed text. Many of people still think reading is an activities translating word by word or sentence by sentences. However, reading is more complex than what they think.
According to Richards and Schmidt (2002: 443), “reading is perceiving a written text in order to understand its contents and this can be done silently (silent reading)”. Further, Gani, et al. (2016) argues that “reading is a learned skill that begins when children understand that letters from words and words convey decoded meanings”. In short, reading is a process to build meaning from the text, so it is not merely process of translating text from printed or written text.

Reading process actively relate to text to comprehend the meaning of the text. Some forms of readers’ active involvement in reading are getting the main ideas, arguing on the text, and also responding to the comprehension questions. Moreover, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies (Brown: 2001). Teaching reading comprehension to the students has a purpose to make students understand what the authors’ intended messages, interpreting the message’s meaning, and applying messages in meaningful ways (Gani, et al., 2016).

Based on the observation, most students usually find difficulties in learning reading comprehension, particularly in recount text. It included finding the main idea in the text, specific information in the text, and understanding the unfamiliar English words or terms used in the text. In addition, they also struggled when they even more instructed to work individually.
To overcome these problems in teaching reading comprehension, teachers can use many strategies to teach reading comprehension. For example, they can use cooperative and collaborative learning. Therefore, the writer interested in studying the implementation of the Collaborative Strategic Reading (CSR) in the class. This strategy was developed by Klinger and Vaughn (1996). According to Bremer, et al. (2002), “Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively”. The goals of Collaborative Strategic Reading are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement (Klingner and Vaughn, 1998).

Furthermore, Collaborative Strategic Reading consists of three phases: before (preview), during (click and clunk, get the gist), and after reading (wrap up) (Bremer, et al., 2002). Bremer, et al. (2002) explains the goals of each phase. Preview serves to motivate students’ interest in the topic and to engage them in active reading from the onset. Click and Clunk teach students to monitor the reading comprehension and to identify when they have breakdowns in understanding. Get the Gist teach students to restate in own words the most important point as a way of making sure the students understood what they have read. Wrap Up improves students’ knowledge, understanding, and memory of what was read.

Based on the discussion above, the writer will carry out the research entitled “The Effectiveness of Collaborative Strategic Reading (CSR) to
Enhance the Students’ Achievement in Reading Comprehension of Recount Text (Quasi Experimental Research at the Eighth Grade Students of SMP N 2 Tuntang in the Academic Year of 2017/2018).”

B. Research Questions

Based on the background above, the writer formulates the research questions, as follows:

1. Does the Collaborative Strategic Reading effective to enhance the students’ achievement in reading comprehension of recount text?

2. How is the effectiveness of the Collaborative Strategic Reading to enhance the students’ achievement in reading comprehension of recount text?

C. Limitation of the Problem

In order to avoid misunderstanding in the problems, the writer limits the scope of the study. In this paper, the writer limits the research on the effectiveness of Collaborative Strategic Reading (CSR) to enhance the students’ achievement in reading comprehension of recount text. This research focused on understanding the important or specific information from recount text, recognizing the authors’ purpose and vocabulary knowledge.

D. Purpose of the Research

The purposes of the research are:

1. To find out the empirical evidence of the effectiveness of Collaborative Strategic Reading (CSR) to enhance the students’ achievement in reading comprehension of recount text.
2. To know the effectiveness of Collaborative Strategic Reading (CSR) to enhance the students’ achievement in reading comprehension of recount text.

E. Benefits of the Research

The research has theoretical and practical contribution:

1. Theoretically

The result of this research expands the strategy in teaching reading comprehension especially teaching recount text.

2. Practically

   a. For students, the results of the research is expected to be useful for students to encourage them to master in reading comprehension by using a different technique

   b. For English teachers, the results of the research provide more teaching methods, particularly for reading classes.

F. Definition of the Key Terms

There are some definitions of the key terms, as follow:

1. Collaborative Strategic Reading

   “Collaborative Strategic Reading is an excellent teaching technique for teaching students’ reading comprehension and building vocabulary and also working together cooperatively” (Klingner and Vaughn, 1998).

   Collaborative Strategic Reading is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal
teaching (Palincsar & Brown, 1984), and (b) cooperative learning (Johnson & Johnson 1987) or student pairing (Bremer, et al., 2002: 1).

2. Reading Comprehension

Reading comprehension is a complicated, cognitive meaning-constructing process which involves the interaction of the reader, the text, and the context (Gani, et al., 2016).

Kintsch (1998) and VanDijk and Kintsch (1983) defines reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge.

3. Recount Text

According to Fauziati, et al (2012: 119), “A recount tells past events which occurred in a sequence. Recount texts tell the past events, so it commonly uses Past Tense, either Simple Past Tense or Past Perfect Tense”. Besides, recount text uses sequences of time in telling the past events. Recount Text, basically it is a written out to make a report about an experience of a series or related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past.
G. Organization of the Graduating Paper

This research report consists of 5 chapters and each chapter has different elements.

Chapter I is introduction. It deals with the introduction which contains the background of the research, research questions, limitation of problem, purpose of the research, benefits of the research, definitions of the key terms, and organization of the graduating paper.

Chapter II is literature review. It deals with the supporting theories, which presents Collaborative Strategic Reading, reading comprehension, and recount text, previous research and research hypothesis.

Chapter III is research methodology. It deals with research methodology which consists of design of the research, place and time of the research, population and sample, variable of the research, research instrument, validity and reliability, data collection method and data analysis.

Chapter IV is data description and data analysis. It deals with discussion which presents research finding and the data analysis.

Chapter V is closure, it deals with conclusions and suggestions.
CHAPTER II
LITERATURE REVIEW

A. Supporting Theories

1. Collaborative Strategic Reading

   a. Definition of Collaborative Strategic Reading

      According to Klingner and Vaughn (1998), “Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively”. Furthermore, Lee (2016) defines “Collaborative Strategic Reading (CSR) as an approach to reading comprehension strategy instruction combined with cooperative learning; teachers provide students with the metacognitive knowledge of reading strategies through explicit instruction”. In short, Collaborative Strategic Reading is a strategy to teach reading comprehension through cooperative learning.

   b. Purposes of Collaborative Strategic Reading

      There are some purposes of using Collaborative Strategic Reading in teaching reading comprehension. The goals of Collaborative Strategic Reading are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement (Klingner and Vaughn, 1998). Furthermore, Klingner, et al. (2004) points out CSR provides students with the opportunity to work in small cooperative groups (approximately four students per
group) in which each student plays a critical role associated with the effective functioning of the group and the implementation of strategies (e.g., leader, clunk expert, gist pro). In conclusion, Collaborative Strategic Reading has purpose to improve students’ reading comprehension and also provides them to work cooperatively.

**c. Procedures of Collaborative Strategic Reading**

Collaborative strategic reading combines reading comprehension strategy instruction and cooperative learning. In Collaborative Strategic Reading, students read and discuss text through a combination of teacher-led activities and student-led cooperative group work. Klingner, et al. (2012) as quoted by Gani, et al. (2016: 145-146) divided CSR into before reading (Preview), during reading (Click and Clunk, and Gist strategies), and after reading (Wrap up), which are explained below.

**1) Before Reading: Preview**

Teacher and students preview the text together to activate background knowledge, make connection between the day's topic and prior learning, predict what might be learned, and set a purpose for reading. During this phase, the teacher guides students to scan the title, heading, pictures, and charts or tables in the passage(s). The teacher prompts students to brainstorm what they already know about the topic and invites them to share ideas with their classmates (Gani, et al., 2016: 145).
2) **During Reading: Click and Clunk, and Get the Gist**

During reading, students use a strategy called Click and Clunk to monitor comprehension and identify confusing words or concepts. When the text makes sense, it clicks; when it does not, it clunks. Once students have finished a section, they apply various fix-up strategies to the unknown words and concepts: (1) re-read the sentence with the clunk in it and determine if they can find a meaning from contextual clues; (2) re-read the sentence with the clunk and the sentences before or after, looking for clues to help figure out the clunk; (3) break the word apart and look for a prefix, suffix, or a root word; and (4) look for cognates that makes sense. In order to ensure the accuracy of the definition they have generated, students return to the text and insert the new definition to confirm that it makes sense. After students repair their clunks, they move on to the Get the Gist phase, where they determine the main idea in the section of the text they have just finished reading (Gani, et al., 2016 : 145-146).

3) **After Reading: Wrap Up**

After reading, students wrap up. They do this by formulating and answering teacher-like questions about the text they have just read and by identifying the most important ideas in the passage. They try to think of easier and more challenging questions that require an understanding of the passage as well as
connection with prior knowledge. Finally, students write down one or two of the most important ideas from the passage. They must be prepared to justify why they think their choices of ideas are important (Gani, et al., 2016: 145-146).

2. Reading Comprehension

a. Reading

1) Definition of Reading


In addition, Dechant (1982: 15) states that reading classified the 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 concludes that reading is clearly a process which is complete only when comprehension is attained and reading requires a sign system in which messages are formulated, but the critical element s that he reader reconstruct the message encoded in the written language.
2) Aspects of Reading

Dallmann, et al. (1982: 25-26) argues that there are some of the aspects of reading which deserve both specific attention in isolated learning situations and, at other times more balanced attention in a more normal reading situation are word recognition, comprehension and reflection, here are:

a) 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 (Dallmann, et al.,1982: 25).

b) Comprehension

Comprehension is an absolute necessity in reading. Reading at all stages of development must necessity is much more than proficiency of word recognition. The effective reader needs to have learned the code used in written communication so that the reader can translate the written symbols into sound or meaningful language sequences (Dallmann, et al.,1982: 25-26).

c) Reflection

Gray as quoted by (Dallmann, et al.,1982: 26) divides reflection into two, 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. Meanwhile, by fusion, he refers to assimilation of ideas gained through reading with the reader’s former experiences (Dallmann, et al., 1982: 26).

3) The Purpose of Reading

According to Harmer in Rosalina (2014: 9-10), reading has some purpose:

a) Identifying the topic

In identifying the topic of the text, they get the topic by relating their own schemata; it will help them to get the idea about the text quickly and effectively.

b) Predicting and guessing

The readers sometimes guess in order to try and understand what the text is out, especially if they have first identified the topic and they try to predict what is coming and make assumptions about the content of the text. Then they try to elate their schemata with the text that they read.

c) General understanding

The readers do not necessarily understand the text specifically, but they just understand the general idea of the text and they do not need to focus on details information it is called
as skimming it means running your eyes over a text to get a quick idea of the gist of a text.

d) Specific information

The readers need the specific details that include in the text. It is called as scanning.

e) Detailed information

Sometimes the readers read in order to understand everything in details information. It is usually in written instructions or directions or description of scientific procedures.

f) Interpreting the text

The readers are able to get the meaning of the passage, using a variety of clues to understand what the writer is implying. The readers will be success in interpretation if they have schemata.

b. Comprehension

1) Definition of Comprehension

Dallmann, et al. (1982: 159), defines that comprehension is meant constructing meaning from what is being perceived. Meanwhile, Dechant (1982: 311) says 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.

In addition, Thorndike as quoted by Dechant (1982: 311) argues that reading comprehension is simply as thinking. Then, Davis as quoted by Dechant (1982: 312) states 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.

In short, Dechant concludes 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).

2) Levels of Comprehension

According to Dallmann, et al. (1982: 161), there are some levels of comprehension, namely Reading on the Factual Level, Reading on the Interpretative or Inferential Level, Reading on the Evaluation Level.

a) 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 (Dallmann, et al.,1982: 161). Among the skills required for reading at the factual level are:

i. 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 (Dallmann, et al.,1982: 161).

ii. 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 (Dallmann, et al.,1982: 161).

iii. 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 (Dallmann, et al.,1982: 161-162).

iv. 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 (Dallmann, et al.,1982: 162).

b) 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 (Dallmann, et al.,1982: 162). Included in this category are the following skills:

i. 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 (Dallmann, et al.,1982: 162).

ii. 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 (Dallmann, et al.,1982: 162).
iii. Predicting Outcomes

Another important comprehension skill is that of predicting outcomes. This skill is useful in helping the reader note when they have misread a word or a group of words or a sentence. This skill is also helpful in remembering what is read (Dallmann, et al., 1982: 163).

c) Reading on the Evaluation 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 (Dallmann, et al., 1982: 162).

c. Reading Comprehension

1) Micro skills, Macro skills and Strategies for reading comprehension

According to Brown (2004: 187-188) there are micro and macro skills for reading comprehension.

a) Micro skills

i. Discriminate among the distinctive graphemes and orthographic patterns of English.

ii. Retain chunks of language of different rate of speed to suit the purpose.

iii. Recognize a core of words and interpret word order patterns and their significance.
iv. Recognize grammatical word classes (nouns verbs, etc.), systems (e.g., tense, agreement, and pluralisation) patterns rules, and elliptical forms.

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

vi. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

b) Macro skills

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

ii. Recognize the communicative functions written texts, according to form and purpose.

iii. Infer context that is not explicit by using background knowledge.

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

v. Distinguish between literal and implied meanings.

vi. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
vii. 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.

c) **Strategies for Reading Comprehension**

According to Brown (2001: 306-311) there are several strategies for reading comprehension:

i. Identify the purpose in reading.

ii. Use graphemic rules and patterns to aid bottom-up decoding.

iii. Use efficient silent reading techniques for relatively rapid comprehension.

iv. Skim the text for main ideas.

v. Scan the text for specific information.

vi. Use semantic mapping or clustering.

vii. Guess when you aren’t certain.

viii. Analyse vocabulary.

ix. Distinguish between literal and implied meanings.

x. Capitalize on discourse markers to process relationship.

2) **Good and Poor Comprehender**

According to Dechant (1982: 314-316), there are two criteria of comprehender; good and poor. It will be discuss as follow:
a) **Good Comprehender**

   i. Associate experiences and meaning with the graphic symbol (have an adequate meaning vocabulary).

   ii. Understand words in context and select the meaning that fits the context.

   iii. Give meaning to units of increasing size: the phrase, clause, sentence, paragraph, and whole selection.

   iv. Develop literal and denotative meaning (be able to answer literal questions about a passage):

      a) Detect and understand the main idea.

      b) Recognize and recall significant facts or details.

      c) Follow directions given in the material.

      d) Recognize the sequence of passage.

      e) Identify explicitly stated expressions of relationships, such as cause-effect, contrast, comparison.

   v. Develop an understanding of the organization (be able to answer questions calling for an analysis, synthesis, or organization of ideas and information explicitly stated):

      a) 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.

b) Summarize, outline underline, and take notes on the material read.

vi. Develop inferential, interpretative, or connotative meaning of the material read (be able to get implied meaning of what is read):

a) Make inferences, draw conclusion, generalize speculate, or predict.

b) Interpret figurative expressions.

c) Supply implied details

d) Anticipate outcomes.

vii. Make judgements or critical evaluations about the material:

a) Evaluate the quality, accuracy, truthfulness, and appropriateness of what is read.

b) Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.

c) Detect propaganda, one-sided presentations, prejudices, biases, and faulty inferences.

d) Evaluate the writers’ reputation, biases, purposes, and motives.

e) Detect errors of reasoning, analogy, overgeneralization, oversimplification, and distortion.
viii. Read for learning:
   a) Retain ideas.
   b) Apply ideas and integrate them with past experiences.
   c) Locate information in encyclopaedias, card catalogue, almanacs, and the link and use table of contents, index, or appendix of a book.
   d) Use maps, graphs, charts.
   e) Use the dictionary.

ix. Read for appreciation:
   a) Recognize literacy and semantic devices.
   b) Identify the tone, theme, mod, and intent or purpose of the writer.

b) Poor Comprehender
   i. They are often substantially lower than their listening comprehension. They can understand materials at a higher level when the materials are read to them than when they read the materials themselves. They obtain a higher instructional-level score on a reading inventory when the material is read to them than when they read it.
   ii. They cannot read textbooks or materials at their grade level on an instructional level, that is, with 95 per cent accuracy in word recognition and 75 per cent accuracy in comprehension.
iii. They have greater difficulty recoding unfamiliar words.

iv. They recode even familiar words more slowly than does the average pupil at their age or grade level.

v. They produce a greater number of reading errors that do not conform to the semantic meaning of the selection.

vi. They make more uncorrected errors (especially in oral reading) that disturb the meaning of the text. They frequently fail to correct their errors or do not notice when they make a mistake.

vii. Their mistakes readings do not conform to the syntactic structure of the sentences in which they are substituted.

3. Recount Text

a. The Understanding of Recount Text

A recount tells past events which occurred in a sequence. Recount texts tell the past events, so it commonly uses Past Tense, either Simple Past Tense or Past Perfect Tense. Besides, recount text uses sequences of time in telling the past events (Fauziati, et al., 2012: 119). According to Grace (2007: 30) as quoted by Sukma (2015: 65) recount text is a text that tells the reader or listener what happen in the past through a sequence of events. Meanwhile, according to Knapp (2005: 224) as quoted by Saragih, et al. (2014: 57), Recount Text, basically it is written out to make a report about an experience of a series of related event.
Based on the explanation above, it can be concluded that recount text is a text which tells an experience in the past through series of event.

b. The Purpose of Recount Text

The aim of recount text is to tell “what happened” (Saragih, et al., 2014: 57). It means, recount text gives the audience or reader about a description of what occurred and when the story occurred.

Recount text also has social function. According to Siahaan and Shinoda (2008: 9) as quoted by Saragih, et al. (2014: 57), the purpose of a social function is to retell an event with a purpose to inform or entertain the readers.

c. The Generic Structure of Recount Text

Fauziati, et al. (2012: 119) explains 3 generic structure of recount text. It can be seen on the table:

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Information about an event and its setting. It provides details of who, what, when, where, or why.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>A sequence of events which happened in a chronological order. What happened? First…, Next…, Soon…, During…, After…, Later…, Eventually…, Finally…</td>
</tr>
<tr>
<td>Closing (reorientation)</td>
<td>Conclusion/ summary of the events What you think, feel or decide about the occurred</td>
</tr>
</tbody>
</table>
Below an example of recount text:

**My Adolescence**

I had my adolescence when I was thirteen.

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

*(Sources: English in Focus for Grade VIII Junior High School (SMP/MTS) Page 60)*

B. Previous Research

The first study was conducted by Klingner, et al., in 2004. The research was conducted in 10 classrooms across five schools located in a large metropolitan school district in the south-eastern United States. Five teachers and their classes (in two schools) were assigned to the CSR condition, and five teachers and their classes (in three schools) were assigned to a control condition. The data was gained from several kinds of data
collection. There were pre or post interviews and Classroom observations and also testing. The researchers found that students in CSR classrooms showed greater improvement in reading comprehension than students in classrooms where CSR was not implemented.

The second previous study was conducted by Anieke Rosalina on 2014 at the second grade of SMA PGRI 109 Kota Tangerang. In this study, the researcher used quasi-experimental study method which divided into two classes. There were experimental and control class. In experimental class, the researcher taught reading narrative text by using Collaborative Strategic Reading and in control class, the researcher taught reading narrative text without using Collaborative Strategic Reading. There was a significant influence of students’ reading comprehension achievement of narrative text after giving different treatment. The result of this study can be concluded that Collaborative Strategic Reading technique can influence the students’ reading comprehension achievement of narrative text.

The third study was conducted by Sofyan A. Gani, Yunisrina Qismullah Yusuf, and Rini Susiani on 2016. In this study, the researcher conducted their research by using experimental research method. The research referred to the true experimental design through tests and a questionnaire as data collection instruments. There were 67 students in a senior high school in Banda Aceh were involved as participants (32 students in the experimental group and 35 students in the control group). The data were analysed using the mean, standard deviation, and Z-test percentage. The
result of this study indicated that the students who were taught reading using CSR achieved better scores than those who were taught using the non-CSR approach. Meanwhile, this approach not only helped them to develop their reading skills, but also produced positive outcomes in their social relationships and interactions in the classroom.

In conclusion, this research is different from previous research. This research was conducted by using Collaborative Strategic Reading (CSR) technique to know what extent is the influence of this technique on the students’ achievement in reading comprehension of recount text. The researcher will be conducted this research by using experimental study specifically quasy experimental. It will have 2 class; experimental class and control class. The data will be analysed by using SPSS v.16 for Windows.

C. Research Hypothesis

According to Creswell (2012), Hypothesis are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. There were two kinds of hypothesis which have to be made before the researchers do the experiment. The two hypotheses are Null Hypothesis and Alternative Hypothesis will describe as follow:

1. Null Hypothesis

Null Hypothesis is made to test in the general population that there is no change, no relationship, and no difference. In addition, Null Hypothesis makes predictions that of all possible people whom researchers
might study (i.e., called the general population), there is no relationship between independent and dependent variables or no difference between groups of an independent variable or a dependent variable.

The researcher formulates Null Hypothesis as follow:

\[ H_0 : \text{There is no a significant influence of using Collaborative Strategic Reading (CSR) on the students’ achievement in reading comprehension of recount text for second grade students in SMP N 2 Tuntang in the academic year 2017/2018.} \]

2. **Alternative Hypothesis**

An Alternative Hypothesis is made if there will be a difference based on results from past research or an explanation or theory reported in the literature. In addition, this hypothesis that may be true if the null is rejected, it suggests a change, a relationship, or a difference.

The researcher formulates Alternative Hypothesis as bellow:

\[ H_1 : \text{There is a significant influence of using Collaborative Strategic Reading (CSR) on the students’ achievement in reading comprehension of recount text for second grade students in SMP N 2 Tuntang in the academic year 2017/2018.} \]
CHAPTER III
RESEARCH METHODOLOGY

A. Design of the Research

This research was quantitative research. According to Creswell (2012: 12), in quantitative research, there are three research designs; experimental, correlational, and survey. The researcher uses Experimental design. “Experimental design is (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants” (Creswell, 2012: 21). This research used a quasi experimental for specifically. It is because the interactions with of selection with other factors are possibilities Creswell (2012: 310). According to Lodico, et al. (2006: 185), “quasi experimental study involves random assignments of whole groups to treatments”. On the other hand, Creswell (2012: 326) asserts that “A quasi experimental design involves the use of an intervention, but not random assignment of participants to groups”. This is the one of approaches which has two groups; experimental class and control class. Creswell (2012: 612) argues that one group which receives an enrichment program is called the experimental group and the other group, which receives traditional instruction is called the control group.

The researcher applied Collaborative Strategic Reading (CSR) technique to the experimental class and Grammar Translation Method (GTM)
to the control class. This research focused on giving treatment to the experimental class by implementing Collaborative Strategic Reading (CSR) in teaching reading and then the researcher observed the result through test.

B. Place And Time of the Research

The research was conducted to the eighth grade students of SMP N 2 Tuntang in the second semester in the academic year of 2017/2018. It is located at Jl. Mertokusumo, Desa Candirejo, Kecamatan Tuntang, Kabupaten Semarang.

This research was conducted from 5th May to 19th May 2018. The schedule of the research could be seen in the following table:

Table 3.1
The Schedule of the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Task</th>
<th>What to Prepare</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Give the pretest</td>
<td>Pretest for control class</td>
<td>May, 5th 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pretest for experimental class</td>
<td>May, 8th 2018</td>
</tr>
<tr>
<td>2.</td>
<td>Give the treatment</td>
<td>Using Grammar Translation Method (GTM) for teaching material for control class</td>
<td>May, 9th 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using Collaborative</td>
<td>May, 15th 2018</td>
</tr>
</tbody>
</table>
Strategic Reading (CSR)
for teaching material for experimental class

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Give the posttest</td>
<td>Posttest for control class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Posttest for experimental class</td>
</tr>
</tbody>
</table>

C. Population and Sample

“Population is a group of individuals which comprise the same characteristics” (Creswell, 2012: 142). Moreover, McMillan (1996: 85) asserts that “population is a group of elements or cases, whether individuals, object, or events, that confirm to specific criteria and to which we intend to generalize the results of the research”. So it can be concluded that population is a group to whom results can be generalized. The population of this research is the eighth grade students of SMP N 2 Tuntang.

“The sample is the group of elements, or a single element, from which data are obtained” (McMillan, 1996: 86). Meanwhile, Creswell (2012) says that “sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population”. In sum up, sample is a part of population. The researcher used nonprobability sampling, specifically, purposive sampling for it. “Purposive sampling is selection of particularly informative or useful subjects” (McMillan, 1996: 92). In this research, researcher chose 8C as the experimental class and 8D as the control class and
both of the classes consisted of 31 students. The researcher chose these classes as the object of the research because the duration of English Learning in these classes is longer than other class.

D. Variable of the Research

“A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and b) varies among individuals or organizations studied” (Creswell, 2012: 112). There are two variables in experimental research. They are Independent and Dependent Variable. Creswell (2012) states that “an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable”. On the other hand, Creswell (2012) also asserts that “a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable”.

This research has two variables. Those variables are:

1. The Independent Variable

The independent variable in this research was the use of technique in teaching learning process for both classes. The experimental class learned reading comprehension on recount text through the Collaborative Strategic Reading (CSR) while control class learned reading comprehension on recount text through Grammar Translation Method (GTM).
2. The Dependent Variable

Dependent variable in this research was the students’ mastery on reading comprehension which was indicated by students’ score.

E. Research Instrument

“An instrument is a tool for measuring, observing, or documenting quantitative data” (Creswell, 2012: 14). The instrument may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument. Researchers use instruments to measure achievement, assess individual ability, observe behavior, develop a psychological profile of an individual, or interview a person (Creswell, 2012: 151).

The researcher used test as an instrument research. According to Brown (2001: 384), “a test is a method of measuring a person's ability or knowledge in a given domain”. Moreover, “testing is a potential threat to validity in an experiment when participants become familiar with the outcome measures and remember responses for later testing” (Creswell, 2012: 629). The researcher used two kinds of test; pretest and posttest. “Pretest in an experiment measures some attribute or characteristic that is assessed for participants before they receive a treatment” (Creswell, 2012: 297). Meanwhile, “posttest in an experiment measures some attribute or characteristic that is assessed for participants after a treatment” (Creswell, 2012: 297).
The instrument of this research was a test of English which consisted of 25 multiple choice questions. The questions were taken from some English books for VIII grade students of junior high school.

F. Validation and Reliability

Trial of the research is intended to measure the validity and the reliability of the research instrument. "Validity is the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test" (Creswell, 2012: 630). This evidence is based on test content, responses processes, internal structure, relations to other variables, and the consequences of testing (Creswell, 2012: 630). Meanwhile, according to Creswell (2012: 627), “reliability means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent”.

The 25 items of the tests were tested to the students from the eighth grade specifically 8E. After the test was applied, the researcher measured the instruments' validity and reliability using SPSS v.16 for Windows.

G. Data Collection Method

Method of collecting data in this research was using pretest and posttest that was given to both experimental class and control class. In this research, the researcher gave pretest to see students' basic capability in
reading before using Collaborative Strategic Reading (CSR) technique in reading class. The next test was posttest which measured the effectiveness of Collaborative Strategic Reading (CSR) technique towards students' reading comprehension achievement in a certain period.

H. Data Analysis

The researcher used T-test to find out the differences between the students' scores were taken from pretest and posttest in experimental and control class. Before calculating the hypothesis testing, the researcher firstly did normality and homogeneity test. Moreover, the writer analyzed the data by using SPSS v.16 for Windows software to do normality test, homogeneity test, and T-test.

1. Normality Test

Normality test was done towards two classes; experimental class and control class. Normality test was used to know whether the data from both sample groups which were examined from the normal population or not. The researcher used SPSS v.16 for Windows to do normality test which is Descriptives Statistics – Explore.

2. Homogeneity Test

After normality test indicated that data was distributed normally or not, so the researcher did homogeneity test. Homogeneity test was used to know the similarity of the two conditions or population. The researcher also used SPSS v.16 for Windows to do homogeneity test which is Analyze - Compare Means - One Way ANOVA.
3. Hypothesis Testing

For the hypothesis test, the researcher used T-Test to find out whether there is the difference between two variables in this research. The researcher used *SPSS v.16 for Windows* program to find out the result.

After gaining the $T_{-value}$ the researcher compares $T_{-value}$ and $T_{-table}$. Testing hypothesis uses criteria with significance degree 0.05. The conclusion is gained as follows:

If $T_{-value} < T_{-table}$, the $H_0$ is accepted.

If $T_{-value} > T_{-table}$, the $H_1$ is accepted or $H_0$ is rejected.

$H_0$ : “There is no a significant influence of using Collaborative Strategic Reading (CSR) on the students’ achievement in reading comprehension of recount text for second grade students in SMP N 2 Tuntang in the academic year 2017/2018.”

$H_1$ : “There is a significant influence of using Collaborative Strategic Reading (CSR) on the students’ achievement in reading comprehension of recount text for second grade students in SMP N 2 Tuntang in the academic year 2017/2018.”
CHAPTER IV
DESCRIPTION AND DATA ANALYSIS

A. The Description of Data

In this research, the researcher gave treatments to the both of class, experimental and control class. The treatments were reading comprehension on recount text. In experimental class, the researcher gave treatments using Collaborative Strategic Reading (CSR), while the control class was given Grammar Translation Method (GTM). Then, the researcher measured the student’s comprehension achievement by applying a test which consisted of 25 multiple choice questions.

The instrument of the research was 25 number of questions given to the 25 students of class 8E SMP N 2 Tuntang. The researcher conducted validity, reliability, distinguishing ability, and level of difficulty before administrated the test to the both of classes.

The table 4.1 shows the result of the pretest and also posttest in experimental class.

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pretest</td>
</tr>
<tr>
<td>1</td>
<td>ABK</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>AN</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>AJN</td>
<td>56</td>
</tr>
<tr>
<td>5</td>
<td>ATH</td>
<td>64</td>
</tr>
</tbody>
</table>
Based on the table above, it can be seen the lowest and the highest score of 31 students in the class. The lowest score in the pretest was 48 and the highest was 80. After the researcher gave treatment by implementing Collaborative Strategic Reading (CSR), the researcher gave posttest to the students. The lowest score was 72 and the highest score was 92.
The table 4.2 shows the result of the pretest and also posttest in control class.

Table 4.2
Pretest and Posttest Score of Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Score</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AG</td>
<td>72</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AD</td>
<td>64</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>AM</td>
<td>52</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>AR</td>
<td>56</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>AM</td>
<td>72</td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>AR</td>
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<td>80</td>
<td></td>
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<tr>
<td>10</td>
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<td></td>
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<tr>
<td>11</td>
<td>GAAR</td>
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<td>72</td>
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</tr>
<tr>
<td>12</td>
<td>MDA</td>
<td>80</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>MFA</td>
<td>56</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>MA</td>
<td>84</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>MM</td>
<td>72</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>MF</td>
<td>76</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>MIN</td>
<td>72</td>
<td>76</td>
<td></td>
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<tr>
<td>18</td>
<td>MO</td>
<td>60</td>
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<tr>
<td>19</td>
<td>NR</td>
<td>68</td>
<td>72</td>
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<tr>
<td>20</td>
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<td>21</td>
<td>PH</td>
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<td>22</td>
<td>RRZ</td>
<td>64</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>SD</td>
<td>72</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>SIC</td>
<td>68</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>SMR</td>
<td>68</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>SNC</td>
<td>64</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>SS</td>
<td>76</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>S</td>
<td>68</td>
<td>72</td>
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<tr>
<td>29</td>
<td>TW</td>
<td>64</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>WP</td>
<td>60</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, it can be seen the lowest and the highest score of 31 students in the class. The lowest score in the pretest was 52 and the highest was 84. After the researcher gave treatment by implementing Grammar Translation Method (GTM), the researcher gave posttest to the students. The lowest score was 56 and the highest score was 84.

B. Data Analysis

1. Validity and Reliability

   a. Validity

   The validity of this instrument was calculated by using SPSS v.16 for Windows program. If the significance score Sig. (2-tailed) < 0.05, so the instruments are valid and if the significance score Sig. (2-tailed) > 0.05, so the instruments are not valid.

   The results of validity can be seen as follows:

   Table 4.3
   Result of Validity Instrument

   Correlations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soal1</td>
<td>Pearson Correlation</td>
<td>.222</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.285</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>25</td>
</tr>
<tr>
<td>Soal2</td>
<td>Pearson Correlation</td>
<td>-.151</td>
</tr>
<tr>
<td>N</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>25</td>
<td>.470</td>
<td>.911</td>
</tr>
<tr>
<td>Soal3</td>
<td>25</td>
<td>.024</td>
</tr>
<tr>
<td>Soal4</td>
<td>25</td>
<td>.307</td>
</tr>
<tr>
<td>Soal5</td>
<td>25</td>
<td>.593**</td>
</tr>
<tr>
<td>Soal6</td>
<td>25</td>
<td>.022</td>
</tr>
<tr>
<td>Soal7</td>
<td>25</td>
<td>-.009</td>
</tr>
<tr>
<td>Soal8</td>
<td>25</td>
<td>.434*</td>
</tr>
<tr>
<td>Soal9</td>
<td>25</td>
<td>.497</td>
</tr>
<tr>
<td>Soal10</td>
<td>25</td>
<td>.382</td>
</tr>
<tr>
<td>Soal11</td>
<td>25</td>
<td>.295</td>
</tr>
<tr>
<td>Soal12</td>
<td>25</td>
<td>.307</td>
</tr>
</tbody>
</table>

N = 25
<table>
<thead>
<tr>
<th>Soal</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>.350</td>
<td>.087</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>.041</td>
<td>.845</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>.519**</td>
<td>.008</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>.086</td>
<td>.683</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>.058</td>
<td>.784</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>.230</td>
<td>.268</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>.407*</td>
<td>.043</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>.202</td>
<td>.333</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>.455*</td>
<td>.022</td>
<td>25</td>
</tr>
<tr>
<td>22</td>
<td>.254</td>
<td>.221</td>
<td>25</td>
</tr>
<tr>
<td>23</td>
<td>.024</td>
<td>.911</td>
<td>25</td>
</tr>
</tbody>
</table>
From the table above, it can be seen the validity of the instruments. Questions number 1, 2, 3, 4, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 20, 22, 23, 24, 25 are not valid because the significance score Sig. (2-tailed) > 0.05. Meanwhile, questions number 5, 8, 9, 15, 19, 21 are valid because the significance score Sig. (2-tailed) < 0.05.

b. Reliability

The reliability of this instrument was calculated by using SPSS v.16 for Windows program specifically use Cronbach’s Alpha method. To decide the reliability of the instruments, there are index of reliability. It can be seen below:
Table 4.4
Index of Reliability

<table>
<thead>
<tr>
<th>Index</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.800 – 1.000</td>
<td>Very High</td>
</tr>
<tr>
<td>0.600 – 0.799</td>
<td>High</td>
</tr>
<tr>
<td>0.400 – 0.500</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>0.200 – 0.399</td>
<td>Low</td>
</tr>
<tr>
<td>&gt; 0.200</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

The table 4.5 shows the result of reliability instrument.

Table 4.5
Result of Reliability Instrument

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>N of Items</td>
</tr>
<tr>
<td>.265</td>
</tr>
</tbody>
</table>

From the table above, it can be seen the result of reliability is 0.265. It can be concluded that the reliability of the instruments is low.

c. Distinguishing Ability

The distinguishing ability of this instrument was calculated by using SPSS v.16 for Windows program. The result of the distinguishing
ability can be seen in *Pearson Correlation* column. To decide the level of distinguishing ability of the instruments, there are index of level of distinguishing ability. It can be seen below:

**Table 4.6**

*Index of Distinguishing Ability*

<table>
<thead>
<tr>
<th>Index</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 0.20</td>
<td>Poor</td>
</tr>
<tr>
<td>0.21 – 0.40</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>0.41 – 0.70</td>
<td>Good</td>
</tr>
<tr>
<td>0.71 – 1.00</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

The table 4.7 shows the result of distinguishing ability.

**Table 4.7**

*Result of Distinguishing Ability*

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soal1 Pearson Correlation</td>
<td>.222</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.285</td>
</tr>
<tr>
<td>N</td>
<td>25</td>
</tr>
<tr>
<td>Soal2 Pearson Correlation</td>
<td>-.151</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.470</td>
</tr>
<tr>
<td>N</td>
<td>25</td>
</tr>
<tr>
<td>Soal3 Pearson Correlation</td>
<td>.024</td>
</tr>
<tr>
<td>Soal</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
</tr>
<tr>
<td>4</td>
<td>.307</td>
</tr>
<tr>
<td>5</td>
<td>.593**</td>
</tr>
<tr>
<td>6</td>
<td>.022</td>
</tr>
<tr>
<td>7</td>
<td>-.009</td>
</tr>
<tr>
<td>8</td>
<td>.434*</td>
</tr>
<tr>
<td>9</td>
<td>.497*</td>
</tr>
<tr>
<td>10</td>
<td>.382</td>
</tr>
<tr>
<td>11</td>
<td>.295</td>
</tr>
<tr>
<td>12</td>
<td>.307</td>
</tr>
<tr>
<td>13</td>
<td>.350</td>
</tr>
<tr>
<td>Soal</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
</tr>
<tr>
<td>14</td>
<td>.041</td>
</tr>
<tr>
<td>15</td>
<td>.519*</td>
</tr>
<tr>
<td>16</td>
<td>.086</td>
</tr>
<tr>
<td>17</td>
<td>.058</td>
</tr>
<tr>
<td>18</td>
<td>.230</td>
</tr>
<tr>
<td>19</td>
<td>.407*</td>
</tr>
<tr>
<td>20</td>
<td>.202</td>
</tr>
<tr>
<td>21</td>
<td>.455*</td>
</tr>
<tr>
<td>22</td>
<td>.254</td>
</tr>
<tr>
<td>23</td>
<td>.024</td>
</tr>
<tr>
<td>24</td>
<td>.254</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>Soal25</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Jumlah</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

From the table above, it can be seen the result of the distinguishing ability. Questions number 2, 3, 6, 7, 14, 16, 17, 23, and 25 have poor level. Questions number 1, 4, 10, 11, 12, 13, 18, 20, 22, and 24 have satisfactory level. Questions number 5, 8, 9, 15, 19, and 21 have good level.

d. Level of Difficulty

The level of difficulty of this instrument was calculated by using SPSS v.16 for Windows program. The result of the level of difficulty can be seen in Mean column. To decide the level of difficulty of the instruments, there are index of level of difficulty. It can be seen below:
Table 4.8

Index of Level of Difficulty

<table>
<thead>
<tr>
<th>Index</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 - 0.20</td>
<td>Difficult</td>
</tr>
<tr>
<td>0.21 - 0.70</td>
<td>Medium</td>
</tr>
<tr>
<td>0.71 – 1.00</td>
<td>Easy</td>
</tr>
</tbody>
</table>

The table 4.9 shows the result of the level of difficulty.

Table 4.9

Result of Level of Difficulty

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Scale1</th>
<th>Scale2</th>
<th>Scale3</th>
<th>Scale4</th>
<th>Scale5</th>
<th>Scale6</th>
<th>Scale7</th>
<th>Scale8</th>
<th>Scale9</th>
<th>Scale10</th>
<th>Scale11</th>
<th>Scale12</th>
<th>Scale13</th>
<th>Scale14</th>
<th>Scale15</th>
<th>Scale16</th>
<th>Scale17</th>
<th>Scale18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>2800</td>
<td>2400</td>
<td>8000</td>
<td>5600</td>
<td>7600</td>
<td>6400</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
<td>5600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Scale10</th>
<th>Scale11</th>
<th>Scale12</th>
<th>Scale13</th>
<th>Scale14</th>
<th>Scale15</th>
<th>Scale16</th>
<th>Scale17</th>
<th>Scale18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>6400</td>
<td>6000</td>
<td>4800</td>
<td>9200</td>
<td>7600</td>
<td>6000</td>
<td>5600</td>
<td>5600</td>
<td>.4000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Scale19</th>
<th>Scale20</th>
<th>Scale21</th>
<th>Scale22</th>
<th>Scale23</th>
<th>Scale24</th>
<th>Scale25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>7200</td>
<td>9600</td>
<td>8000</td>
<td>1600</td>
<td>8600</td>
<td>1600</td>
<td>.7200</td>
</tr>
</tbody>
</table>

From the table above, it can be seen the result of level difficulty. Questions number 22 and 24 are difficult questions. Questions number 1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17 and 18 are medium questions. Questions number 3, 5, 13, 14, 19, 20, 21, 23, and 25 are easy questions.
2. Data Analysis

a. Results of Pretest of Experimental Class and Control Class

The result of pretest of experimental class and control class based on SPSS v.16 for Windows program was gained from the steps as follows: Analyze - Descriptives Statistics - Frequencies Statistics. The results are presented in a table below:

Table 4.10
Data Description of Pretest Results of Experimental Class and Control Class

<table>
<thead>
<tr>
<th></th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>65.1613</td>
<td>67.6129</td>
</tr>
<tr>
<td>Median</td>
<td>64.0000</td>
<td>68.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>60.00a</td>
<td>72.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>48.00</td>
<td>52.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>80.00</td>
<td>84.00</td>
</tr>
<tr>
<td>Sum</td>
<td>2020.00</td>
<td>2096.00</td>
</tr>
</tbody>
</table>

a. Multiple modes exist. The smallest value is shown

The table above shows that the data of experimental and control class is 31 students. The total of all data which is divided with the number of data determined as mean score from the experimental class is 65.1613 and mean score from the control class is 67.6129. The numerical value separating the higher half of a data sample as a median score from the experimental class is 64 and control class is 68.
The mode score from the experimental class is 60 and the control class is 72. The highest score of the experimental class is 80 and the control class is 84. The lowest score of the experimental class is 48 and the control class is 52. The sum gained from the total scores from the experimental class is 2020 and the control class is 2096.

b. Results of Posttest of Experimental Class and Control Class

The result of posttest of experimental class and control class based on SPSS v.16 for Windows program was gained from the steps as follows: Analyze - Descriptive Statistics - Frequencies Statistics. The results are presented in a table below:

<table>
<thead>
<tr>
<th></th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>77.0323</td>
<td>72.0000</td>
</tr>
<tr>
<td>Median</td>
<td>76.0000</td>
<td>72.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>76.00</td>
<td>72.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>72.00</td>
<td>56.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>84.00</td>
<td>84.00</td>
</tr>
<tr>
<td>Sum</td>
<td>2388.00</td>
<td>2232.00</td>
</tr>
</tbody>
</table>

The table above shows that the data of experimental and control class is 31 students. The total of all data which is divided with the
number of data determined as mean score from the experimental class is 77.0323 and mean score from the control class is 72. The numerical value separating the higher half of a data sample as a median score from the experimental class is 76 and control class is 72. The mode score from the experimental class is 76 and the control class is 72. The highest score of the experimental class is 84 and the control class is 84. The lowest score of the experimental class is 72 and the control class is 56. The sum gained from the total scores from the experimental class is 2388 and the control class is 2232.

c. Normality Test

1) Pretest Normality Test

The normality test in this research used Kolmogorov-Smirnov methods in SPSS v.16 for Windows with criteria $\rho > 0.05$. The result of normality tests are presented below:

Table 4.12

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS</td>
<td>Statistic</td>
</tr>
<tr>
<td>SCORE</td>
<td>Experimental</td>
</tr>
<tr>
<td></td>
<td>Control</td>
</tr>
</tbody>
</table>
From the table, it can be seen that the significance of pretest scores in experimental class is 0.200. It can be concluded that the data are distributed normally because 0.200 > 0.05. Meanwhile, the significance of pretest score in control class is 0.021. Therefore, the data are not distributed normally because 0.021 < 0.05. In sum up, the pretest result in experimental are distributed normally and control class are not distributed normally.

2) Posttest Normality Test

The normality test in this research use Kolmogorov-Smirnov methods in SPSS v.16 for Windows with criteria ρ > 0.05. The result of normality tests are presented below:

Table 4.13
Normality Posttest Results between Experimental Class and Control Class

Tests of Normality

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
<td>Sig.</td>
</tr>
<tr>
<td>SCORE</td>
<td>Experimental</td>
<td>.119</td>
<td>31</td>
</tr>
<tr>
<td>Control</td>
<td>.171</td>
<td>31</td>
<td>.021</td>
</tr>
</tbody>
</table>

\(^a\) Lilliefors Significance Correction
From the table, it can be seen that the significance of posttest score in experimental class is 0.000. It can be concluded that the data are not distributed normally because 0.000 < 0.05. Meanwhile, the significance of posttest score in control class is 0.001. Therefore, the data are not distributed normally because 0.001 < 0.05. In sum up, the posttest result in both of experimental and control class are not distributed normally.

d. Homogeneity Test

1) Pretest Homogeneity Test

The next step of the calculation was finding the pretest and posttest homogeneity of the data by using *SPSS v.16 for Windows*, specifically by using *Kolmogorov-Smirnov* method. The results of pretest homogeneity data are presented below:

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCORE</strong></td>
</tr>
<tr>
<td>Levene Statistic</td>
</tr>
</tbody>
</table>

Table 4.14

Homogeneity Pretest Results between Experimental Class and Control Class
The table shows that the significance of pretest results between experimental and control class is 0.506. Therefore, it can be concluded that there is no a significant difference between experimental and control class because $0.506 > 0.05$.

2) Posttest Homogeneity Test

The posttest homogeneity of the data is also done by using SPSS v.16 for Windows, specifically by using Kolmogorov-Smirnov method. The results of posttest homogeneity data are presented below:

Table 4.15
Homogeneity Posttest Results between Experimental Class and Control Class

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORE</td>
</tr>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>.863</td>
</tr>
</tbody>
</table>

The table shows that the significance of posttest results between experimental and control class is 0.357. Therefore, it can be concluded that there is no a significant difference between experimental and control class because $0.357 > 0.05$. 
e. Hypothesis testing

The last calculation was testing the hypothesis. This was the crucial calculation to answer the research questions of this research that whether there is a significant different between students' reading achievement in experiment class which were given Collaborative Strategic Reading (CSR) technique and students' reading achievement in control class which were not. The researcher used SPSS v.16 for Windows specifically Paired Sample Test.

The criteria for hypothesis test are as follow:

If the significance of T-test > 0.05 The $H_0$ is accepted

If the significance of T-test < 0.05 The $H_1$ is accepted or $H_0$ is rejected.

The table below shows the result between the experiment class which were given Collaborative Strategic Reading (CSR) technique in reading class and the control class which were not.

**Table 4.16**

**T-test Result**

<table>
<thead>
<tr>
<th>Posttest</th>
<th>Experimental – Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>5.80645</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.05572</td>
</tr>
<tr>
<td>Mean</td>
<td>1.44685</td>
</tr>
<tr>
<td>Std. Error</td>
<td>2.85159</td>
</tr>
<tr>
<td>Lower</td>
<td>8.76131</td>
</tr>
<tr>
<td>Upper</td>
<td>4.013</td>
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<td>T</td>
<td>df</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>
From the table 4.16, it presents that *Sig. (2-tailed)* is 0.000. It can be seen from calculation of reading test result between the experimental class and the control class, if $\rho > 0.05$ the $H_0$ is accepted. From the table above, $\rho = 0.000$ so the $H_1$ is accepted. It because 0.000 < 0.05. Therefore, it can be concluded that there is a significance difference of students’ score between the experimental class and the control class.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the data analysis, the researcher draws a major conclusion as follow:

1. There was a significant increase of students' reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR) technique. The result could be seen from T-test result that was determined by $\rho < 0.05, \rho = 0.000$. Thus $H_i$ was accepted.

2. Collaborative Strategic Reading (CSR) technique effective to enhance the students' reading comprehension achievement in recount text. It was showed by students reading achievement after given the treatment of using Collaborative Strategic Reading (CSR) technique were higher than the students' reading achievement before they were given the treatment. Thus, it can be concluded that Collaborative Strategic Reading (CSR) technique can affect students' reading comprehension and working together cooperatively. Moreover, there is an effectiveness of the Collaborative Strategic Reading (CSR) to enhance the students' achievement in reading comprehension of recount text. It can be seen from the progression of the result of the research. The mean of pretest of the experimental class is 65.1613 and posttest is 77.0323.
B. Suggestions

After conducting the experimental research, analyzing and discussing the data result, the researcher gives some suggestions to those who might be benefited to the result of this research. They are the English teacher, the future researcher, and the students:

1. English Teacher
   a. English teachers are suggested to use Collaborative Strategic Reading (CSR) as an alternative technique in teaching reading comprehension since it have been proven that Collaborative Strategic Reading (CSR) technique can impact effectively in increasing students reading comprehension.
   b. The teacher should be well prepared. It means that before entering the classroom, they should prepare the materials that are going to be taught to the students.

2. Future Researcher

To the future researcher, this research is recommended for them who want to develop the teaching method. This research needs a further research to get the better result.

3. Students
   a. The students need to realize that learning not only teacher centered, but also student centered. It means that they have significant roles in achieving their success in study.
b. The students have to read more reading text in order to have more knowledge and vocabularies.
REFERENCES


APPENDICES
CURRICULUM VITAE

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Education :

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2. SMP N 2 Tuntang 2011
3. SMK Diponegoro Salatiga 2014
4. TBI IAIN Salatiga 2014

Salatiga, August 20th 2018

The writer

UTAMI RAHAYU
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Utami Rahayu

NIM  : 113-14-028

Faculty    : Teacher Training and Education Faculty
Department : English Education Department

 Declares that this graduating paper is written by the researcher and it does not copy from others researchers. Theories and citations are used codes of ethics of writing for graduating paper. I give permission to publish graduating paper on IAIN Salatiga’s e-repository.

Salatiga, October 3rd 2018

The Researcher,

Utami Rahayu
NIM. 113 14 028
## SILABUS PEMBELAJARAN

**Sekolah**: SMP N 2 Tuntang  
**Kelas**: VIII (Delapan)  
**Mata Pelajaran**: Bahasa Inggris  
**Semester**: 2 (Dua)  
**Standar Kompetensi**: Membaca

1. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* | 1. Teks Essai berbentuk *narrative / recount*  
2. Ciri kebahasaan Teks Essai berbentuk | 1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita popular  
2. Tanya jawab menggali | - Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount*  
- Mengidentifikasi berbagai makna | Tes lisan  
Membaca nyaring  
Pilihan ganda | **4 x 40 menit**  
1. Buku teks yang relevan  
2. Buku cerita bahasa Inggris  
3. Gambar - gambar terkait |

<table>
<thead>
<tr>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the story aloud.</td>
<td>Choose the right</td>
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</tr>
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<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
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<tr>
<td>11.2 Merespon makna</td>
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<td>narrative / recount</td>
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<tr>
<td>3. Tujuan komunikatif</td>
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<td>teks essai narratif /</td>
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<td>recount</td>
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<td>4. Langkah retorika</td>
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<td>narrative / recount</td>
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<td>5. Menjawab berbagai</td>
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<td>teks yang di baca</td>
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<td>6. Menentukan tujuan</td>
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<td>narrative / recount</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
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<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
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<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| lingkungan sekitar dalam teks berbentuk recount dan narrative | 2. Tujuan komunikatif | 2. Tujuan komunikatif | • Mengidentifikasi tujuan komunikatif teks fungsional  
• Mengidentifikasi ciri kebahasaan teks fungsional | Tes tulis | Tes tulis | Give short answers ! |
|   |   |   |   |   |   |   |
| ❖ Karakter siswa yang diharapkan: | Dapat dipercaya (Trustworthines)  
Rasa hormat dan perhatian (respect)  
Tekun (diligence) |   |   |   |   |   |

3. Gambar terkait materi dan topik  
4. Benda sekitar
A. Standar Kompetensi
   11. Memahami makna dalam esai pendek sederhana berbentuk recount, untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar
   11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

C. Indikator Pencapaian Kompetensi
   Siswa diharapkan mampu:
   1. Mengidentifikasi tujuan komunikatif teks recount
   2. Mengidentifikasi berbagai informasi dalam teks recount

D. Tujuan Pembelajaran
   Pada akhir pembelajaran siswa dapat:
1. Mengidentifikasi tujuan komunikatif teks recount
2. Mengidentifikasi berbagai informasi dalam teks recount

E. Nilai Budaya dan Karakter Bangsa
   1. Dapat dipercaya (Trustworthiness)
   2. Rasa hormat dan perhatian (Respect)
   3. Tekun (Diligence)

F. Materi Pembelajaran

Recount Text

A. **Recount text** is a text that telling the reader about one story, action or activity in the past. The goal or purpose is to entertain or inform the reader.

B. **Generic Structure of Recount Text**
   1. **Orientation** tells who was involved, what happened, where the events took place, and when it happened.
      Example: *Last night, I read an article about adolescence in a magazine.*
   2. **Events (event 1 and 2)** tell what happened and in what sequence.
      Example: *After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extra curricular activities.*
   3. **Reorientation** consists of optional-closure of events/ending.
      Example: *I was able to control my emotions and to have a place where I could express my creativity in positive ways.*

C. **Language Feature**

<table>
<thead>
<tr>
<th></th>
<th>Verbal</th>
<th>Nomina</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+)</td>
<td>S + V2 + O</td>
<td>S + was/were + O</td>
</tr>
<tr>
<td>(-)</td>
<td>S + did + not + V1 + O</td>
<td>S + was/were + not + O</td>
</tr>
<tr>
<td>(?)</td>
<td>Did + S + V1 + O ?</td>
<td>Was/were + S + O ?</td>
</tr>
</tbody>
</table>
D. The features are including
Examples: I, at home, last night, a magazine, I took....

My Adolescence

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

G. Metode Pembelajaran
Grammar Translation Method (GTM)

H. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Apersepsi</td>
<td></td>
</tr>
<tr>
<td>• Menyiapkan peserta didik secara psikis dan fisik untuk</td>
<td></td>
</tr>
</tbody>
</table>
mengikuti proses pembelajaran dengan berdoa
- Mengecek kehadiran peserta didik

2. **Motivasi**
- Bertanya jawab tentang pengetahuan atau keterampilan terkait dengan KD
- Menjelaskan pentingnya materi yang akan dipelajari serta kompetensi yang harus dikuasai oleh peserta didik

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>55 menit</th>
</tr>
</thead>
</table>

### 1. Eksplorasi
- Guru dengan melibatkan peserta didik menjelaskan secara rinci materi tentang recount text
- Guru memberikan penjelasan secara rinci mengenai isi teks berbentuk recount yang berjudul “My Adolescence”

### 2. Elaborasi
- Guru memberikan pertanyaan yang bersumber dari teks tersebut
- Guru memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut

### 3. Konfirmasi
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, maupun isyarat terhadap keberhasilan peserta didik
- Guru menjadi fasilitator dalam menghadapi kesulitan siswa

<table>
<thead>
<tr>
<th>Penutup</th>
<th>15 menit</th>
</tr>
</thead>
</table>

- Bersama-sama dengan peserta didik dan atau sendiri membuat simpulan atau rangkuman pelajaran
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan
- Memberikan umpan balik terhadap proses dan hasil
pembelajaran

I. Alat dan Sumber belajar
Buku teks yang relevan *(English in Focus for VIII Grade Junior High School, hlm. 60)*, papan tulis, spidol, penghapus, kertas hvs

J. Penilaian
Teknik : Tes tulis
Bentuk : Pertanyaan tertulis
Instrumen : Terlampir

K. Pedoman Penilaian
a. Untuk setiap jawaban benar = 2
b. Skor maksimal = 5 x 2 = 10
c. Nilai maksimal = 10
d. Nilai siswa

\[
\frac{\text{skor perolehan}}{\text{nilai maksimal}} \times 10 = \text{Nilai siswa}
\]

Rubrik Penilaian:

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban Benar</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban Salah</td>
<td>0</td>
</tr>
</tbody>
</table>
Tuntang, 9 Mei 2018

Mengetahui,

Guru Mata Pelajaran

Dwi Lestari, S.Pd.
NIP. 19750812 201402 2 003

Praktikan

Utami Rahayu
NIM. 113-14-028
REncana pelaksanaan pembelajaran

Kelasi eksperimen

Nama sekolah: SMP N 2 Tuntang
Mata pelajaran: Bahasa Inggris
Kelas/semester: VIII (Delapan)/2
Linguistic aspect: Reading
Alokasi waktu: 2 x 40 menit
Jenis teks: Recount Text
Tahun pelajaran: 2017/2018

A. Standar kompetensi
11. Memahami makna dalam esai pendek sederhana berbentuk recount, untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi dasar
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

C. Indikator pencapaian kompetensi
Siswa diharapkan mampu:
3. Mengidentifikasi tujuan komunikatif teks recount
4. Mengidentifikasi berbagai informasi dalam teks recount

D. Tujuan pembelajaran
Pada akhir pembelajaran siswa dapat:
3. Mengidentifikasi tujuan komunikatif teks recount
4. Mengidentifikasi berbagai informasi dalam teks recount
E. Nilai Budaya dan Karakter Bangsa

4. Dapat dipercaya (Trustworthiness)
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3. Reorientation consists of optional-closure of events/ending.
   Example : I was able to control my emotions and to have a place where I could express my creativity in positive ways.

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G. Metode Pembelajaran

Collaborative Strategic Reading (CSR)

H. Langkah-langkah Pembelajaran

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<td>▪ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan berdoa</td>
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<td>▪ Mengecek kehadiran peserta didik</td>
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<tr>
<td>4. Motivasi</td>
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</tbody>
</table>
Bertanya jawab tentang pengetahuan atau keterampilan terkait dengan KD
Menjelaskan pentingnya materi yang akan dipelajari serta kompetensi yang harus dikuasai oleh peserta didik

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
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<tbody>
<tr>
<td>4. Eksplorasi</td>
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<td>- Guru menjelaskan secara rinci materi tentang recount text</td>
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<tr>
<td>- Guru menjelaskan tentang Collaborative Strategic Reading kepada peserta didik</td>
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</tr>
<tr>
<td>- Guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 5-6 peserta didik</td>
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</tr>
<tr>
<td>- Guru memberikan peran kepada setiap peerta didik dalam setiap kelompoknya sebagai leader, clunk expert, gist expert, announcee, dan timekeeper</td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan langkah-langkah Collaborative Strategic Reading (preview, click and clunk, get the gist, dan wrap up)</td>
<td></td>
</tr>
<tr>
<td>- Guru meminta peserta didik untuk melakukan langkah Collaborative Strategic Reading (preview, click and clunk, get the gist, dan wrap up)</td>
<td></td>
</tr>
<tr>
<td>5. Elaborasi</td>
<td></td>
</tr>
<tr>
<td>- Secara berkelompok, guru meminta peserta didik untuk mengidentifikasi informasi-informasi yang terdapat dalam teks recount yang berjudul “My Adolescence”</td>
<td></td>
</tr>
<tr>
<td>- Guru meminta peserta didik untuk menyimpulkan isi teks recount yang dibaca</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan pertanyaan yang bersumber dari teks tersebut</td>
<td></td>
</tr>
<tr>
<td>- Guru memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut</td>
<td></td>
</tr>
<tr>
<td>6. Konfirmasi</td>
<td></td>
</tr>
</tbody>
</table>
• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, maupun isyarat terhadap keberhasilan peserta didik
• Guru menjadi fasilitator dalam menghadapi kesulitan siswa

**Penutup**

<table>
<thead>
<tr>
<th></th>
<th>15 menit</th>
</tr>
</thead>
</table>
• Bersama-sama dengan peserta didik dan atau sendiri membuat simpulan atau rangkuman pelajaran
• Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan
• Memberikan umpan balik terhadap proses pembelajaran

---

I. **Alat dan Sumber belajar**

Buku teks yang relevan (*English in Focus for VIII Grade Junior High School*, hlm. 60), *CSR learning log*, papan tulis, spidol, penghapus, kertas hvs

J. **Penilaian**

Teknik : Tes tulis  
Bentuk : Pertanyaan tertulis  
Instrumen : Terlampir

K. **Pedoman Penilaian**

e. Untuk setiap jawaban benar = 2  
f. Skor maksimal = 5 x 2 = 10  
g. Nilai maksimal = 10  
h. Nilai siswa

\[
\text{Nilai siswa} = \left( \frac{\text{skor perolehan}}{\text{nilai maksimal}} \right) \times 10
\]
### Rubrik Penilaian:

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban Benar</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban Salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Tuntang, 15 Mei 2018

Mengetahui,

Dwi Lestari, S.Pd.                                      Utami Rahayu

Guru Mata Pelajaran                                    Praktikan

NIP. 19750812 201402 2 003                            NIM. 113-14-028
Read the text and answer questions 1 to 5

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team’s rules.

With Mr Sentana, our team won many tournaments in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

(Source: English in Focus for Grade VIII Junior High School (SMP/MTS) page 117)

1. What did the story tell about?
   a. The history of football
   b. SMP 67
   c. A description of Mr. Sentana
   d. The experiences of the author was following football team

2. When did the story happen?
   a. Every Saturday
   b. In Afternoon
   c. When the author studied in junior high school
   d. After school

3. Where did the author and his friend practise football?
   a. School hall
   b. Football stadion
   c. School field
   d. Big cities

4. Who is Mr. Sentana?
Read the text and answer questions 6 to 11

**My Best Friend**

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus for Grade VIII Junior High School (SMP/MTS) page 150)

6.  When did Ary meet his best friend?
   a. Yesterday.
   b. Last week.
   c. Two years ago.
   d. Three years ago.

7.  Who were Ary’s best friends?
   a. Andi and Eric.  
   c. Eric and Putra.
   b. Ricky and Eric.  
   d. Sigit and Ricky.

8.  What was Eric in school?
   a. An athlete.
   c. A musician.
9. How is Eric's body?
a. Short and fat. c. Tall and muscular.
b. Tall and fat. d. Short and muscular.
10. What kind of person was Ricky?
a. A lazy student. c. A diligent student.
11. Why did Ary like Eric and Ricky?
a. Because were famous. c. Because were arrogant.
b. Because were smart. d. Because were very friendly to others.

Read the text and answer questions 12 to 16

On the Beach

Amir and Bima are SMP students. They live in Bandung. Bandung and its surroundings are mountainous and hilly areas. They usually go to the beach during the holidays, they can choose one from many beautiful beaches in Indonesia. Some of the beaches on Java Island are Pantai Carita, the beaches in Pelabuhan Ratu, Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.

(Source: English in Focus for Grade VIII Junior High School (SMP/MTS) page 150)

12. What are Amir and Bima?
b. SMP students. d. SMA students.
13. Amir and Bima live in …
a. Bandung c. Padang
b. Jakarta d. Surabaya
14. Where do they usually go during the holidays?
a. The sea. c. The beach.
b. The mountain. d. The valley.
15. These are beaches on Java island, except …
a. Pantai Carita c. Kuta
b. Pangandaran d. Ancol
16. Kuta is located in ...
   a. Bandung       c. Aceh
   b. Jakarta       d. Bali

*Read the text and answer questions 16 to 21*

I went to Rahman’s house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

(Source: *English in Focus for Grade VIII Junior High School (SMP/MTS) page 111*)

17. When did the writer go to Rahman’s house?
   a. Last week. 
   b. Yesterday. 
   c. Tomorrow. 
   d. Next morning.

18. Why did the writer go to there?
   a. To play a play station. 
   b. To meet Rahman. 
   c. To do homework. 
   d. To eat *rujak*.

19. Whom did the writer go with?
   a. Dodi. 
   b. Rahman. 
   c. His parents. 
   d. Myself.

20. Who made *rujak*?
   a. The author. 
   b. Rahman. 
   c. Rahman’s mother. 
   d. Dodi.

21. Why did the writer not go to school the next morning?
   a. Because he got fever. 
   b. Because he got trouble in his stomach. 
   c. Because he did not make homework. 
   d. Because he woke up late in the morning.
Questions 22 to 25 are based on the text below.

Last night, I read an article about adolescence in a magazine. I (…) that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I (…) fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I (…) many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I (…) express my creativity in positive ways.

(Source: English in Focus for Grade VIII Junior High School (SMP/MTS) page 60)

22. a. learn  b. learnt  c. learned.  d. was learned
23. a. were  b. was  c. is  d. am
24. a. took  b. take  c. taken  d. was took
25. a. can  b. could  c. will  d. would

😊 Good_Luck 😊
Choose the correct answer A, B, C, or D!

Read the text and answer questions 1 to 5

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team’s rules.

With Mr Sentana, our team won many tournaments in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

(Source: English in Focus for Grade VIII Junior High School (SMP/MTS) page 117)

1. What did the story tell about?
   a. The history of football
   b. SMP 67
   c. A description of Mr. Sentana
   d. The experiences of the author was following football team

2. The text is written in the form of …
   a. Narrative
   b. Recount
   c. Report
   d. Descriptive

2. The purpose of the text is to …
   a. Tell past events
   b. Entertain readers
   c. Describe something
   d. Report an event

3. Who is Mr. Sentana?
   a. A football coach in 67 team
   b. Football captain
   c. A teacher in SMP 67
   d. The authors’ father
4. Why did the authors’ team have a 67 team name?
   a. Because the team consist of 67 members
   b. Because the base camp located on 67 street in the big cities
   c. Because the team came from Junior High School 67
   d. Because the coach chose those name

Read the text and answer questions 6 to 11

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They made friends with anybody including me.

(Source: English in Focus for Grade VIII Junior High School (SMP/MTS) page 150)

5. What did Ricky like to read?
   a. Novel  
   b. Newspaper  
   c. Magazine  
   d. Encyclopedia

6. What is the purpose of the text?
   a. To give a report
   b. To describe something
   c. To tell how to make something
   d. To retell past event

7. What was Eric in school?
   a. An athlete.
   b. A photographer.
   c. A musician.
   d. A boy scout.

8. How is Eric’s body?
   a. Short and fat.
   b. Tall and muscular.
   c. Tall and muscular.
b. Tall and fat. d. Short and muscular.

9. What kind of person was Ricky?
   a. A lazy student. c. A diligent student.

10. Why did Ary like Eric and Ricky?
    a. Because were famous. c. Because were arrogant.
    b. Because were smart. d. Because were very friendly to others.

*Read the text and answer questions 12 to 16*

**On the Beach**

Amir and Bima are SMP students. They live in Bandung. Bandung and its surroundings are mountainous and hilly areas. They usually go to the beach during the holidays, they can choose one from many beautiful beaches in Indonesia. Some of the beaches on Java Island are Pantai Carita, the beaches in Pelabuhan Ratu, Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.

(Source: *English in Focus for Grade VIII Junior High School (SMP/MTS) page 150*)

11. What are Amir and Bima?
    b. SMP students. d. SMA students.

12. Amir and Bima live in …
    a. Bandung c. Padang
    b. Jakarta d. Surabaya

13. They usually go to the beach during the holidays …

   The underline word refers to …
    a. Beaches c. Amir and Bima
    b. Bandung d. SMP Students

14. These are beaches on Java island, except …
    a. Pantai Carita c. Kuta
    b. Pangandaran d. Ancol

15. When Amir and Bima usually go to beach?
I went to Rahman’s house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made rujak. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The rujak was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

(Source: English in Focus for Grade VIII Junior High School (SMP/MTS) page 111)

16. What is the purpose of the text above?
   a. To amuse someone with activities in the past
   b. To describe someone’s activity
   c. To entertain readers
   d. To retell someone’s experiences

17. Why did the writer go to there?
   a. To play a play station.
   b. To meet Rahman.
   c. To do homework.
   d. To eat rujak.

18. Whom did the writer go with?
   a. Dodi.
   b. Rahman.
   c. His parents.
   d. Myself.

19. Who made rujak?
   a. The author.
   b. Rahman’s mother.
   c. Rahman.
   d. Dodi.

20. Why did the writer not go to school the next morning?
   a. Because he got fever.
   b. Because he got trouble in his stomach.
   c. Because he did not make homework.
   d. Because he woke up late in the morning.
Questions 22 to 25 are based on the text below.

Last night, I read an article about adolescence in a magazine. I (...) that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I (...) many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

(Source: English in Focus for Grade VIII Junior High School (SMP/MTS) page 60)

21. a. learn  b. learnt  c. learned.  d. was learned
22. The text is written in form of …
   a. Narrative  c. Recount
   b. Procedure  d. Descriptive
23. a. took  b. take  c. taken  d. was took
24. I was able to control my emotions …
   What is the similar meaning of the underline word?
   a. Handle  c. Took
   b. Pick  d. Spent

Ⓒ Good_Luck Ⓒ
On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu Temples. They are early amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived here at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

(Source: www.caramudahbelajarbahasainggris.net)

1. The text above mainly discuss about …
   a. The writer’s trip to Yogyakarta
   b. The writer’s experience at Yogya Kraton
   c. The writer’s impression about Borobudur
   d. The writer’s impression about the guide

2. The text is written in the form of …
   a. Recount
   b. Narrative
   c. Report
   d. Descriptive

3. The purpose of the text is to …
   a. Tell past events
   b. Entertain readers
   c. Describe something
   d. Report an event

4. What are the big temples in Prambanan?
1. Angkor wat, siwa, and sudra temples
2. Paria, brahmana, and wisnu temples
3. Brahmana, siwa, and wisnu temples
4. Borobudur, siwa, and brahmana temples

5. When did they go home?
   a. On Saturday morning          c. On Thursday afternoon
   b. On Friday evening            d. On Saturday evening

6. Why did they only visit Brahmana and Siwa temples?
   a. Because there was no wisnu temples
   b. Because wisnu temple was amazing
   c. Because wisnu temples was too small
   d. Because wisnu temple was being renovated

*This text for number 7 – 9*

Last week, we went on a trip to see waterfall. We left school at seven thirty in the morning. We arrived on the waterfall site at nine o’clock. It was a nice place, specially the waterfall. It’s so high, more than 100 metres. The air was so fresh, and the water from up was so clear and cool. Some of us played with water, and the other just watched the scenery. At noon, we had lunch together. We were really happy.

(Source: salsazka.blogspot.com)

7. What is the purpose of the text?
   a. To describe something          c. To tell how to make something
   b. To give a report               d. To retell past events

8. What time did they leave from school?
   a. 7.30 a.m.                      c. 9.00 a.m.
   b. 7.30 p.m.                      d. 9.00 p.m.

9. How was the air?
   a. It was hot                       c. It was clear
   b. It was cool                      d. It was fresh
Read the text carefully and answer questions 10 to 14

Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

(Source: mastersoalbahasainggris.blogspot.com)

10. What is the topic of the text above?
   a. My vacation
   b. Vacation to Surabaya
   c. Vacation with family
   d. Vacation to foreign country

11. What did the writer do when the bus stop for rest in Lamongan?
   a. The writer bought some souvenirs
   b. The writer went to the toilet
   c. The writer drank some cold lemonade
   d. The writer got off the bus to get a cup of ginger tea

12. What did the writer feel when the bus is not there?
   a. Ashamed
   b. Shocked and confused
   c. Sad and angry
d. Disappointed

13. How many friends did the writer have to join the vacation?
   a. One  
   b. Two  
   c. Three  
   d. Four

14. … the bus was not here. It had gone!
   
   The word it in paragraph refers to?
   a. The writer  
   b. The writer’s friend  
   c. The waitress  
   d. The bus

For the questions number 15 – 17

Fishing in the Harbour

Last New Year’s Eve my family joined some other families on a fishing trip a Greenwich to welcome the New Year. We went fishing so we could stay up late.

On our way to the harbour, we bought some beef mice at the butcher’s. We used the mince as bait. My parents’ friends brought the fishing rods for us to use. When we got to the harbour, some families were already there. We were a bit late because we tried to find our way to the harbour and got a bit lost e started a fishing competition. We agreed that whoever got the most fish would keep all the fish caught. Apparently, no one caught any big fish. We caught mostly small yellow tail fish. After fishing for nearly three hours in the harbour, my mom got the most fish. It was not bad at all.

The next morning, we enjoyed some fresh fried yellow tail fish with steamed rice for breakfast. My family felt so glad and planned to go here next time.

Our trip to the harbour was very unforgettable that we wanted to go there again.

(Source: articleofenglish.blogspot.com)

15. Why did he writer and the family come late to the harbour?
   a. They stayed up late  
   b. They lost their way
c. They bought mince first 
d. They didn’t know the way to the harbour 

16. How did they feel about the trip? They felt …  
   a. Unhappy  
   b. Disappointed  
   c. Nothing  
   d. Satisfied  

17. What is the purpose of the text above?  
   a. To retell someone’s experience  
   b. To describe someone’s activity  
   c. To amuse someone with activities in the past  
   d. To entertain readers with a set of fact  

---

Read the text and answer questions 18 to 22  

**Grandpa’s Birthday**  

It was my grandpa’s birthday last Sunday.  

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my grandpa’s favourite colour.  

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My dad said a beautiful prayer. Then, we sang “Happy Birthday” and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.  

Finally, my Grandma told us some stories about my Grandpa.  

(Source: kumpulansoalbahasainggrissmpsma.blogspot.com)
Our trip to Bali

On Saturday we went to bali. We stayed at Nusa Indah Hotel. It has a big garden with lots of colorful flowers and swimming pool. On Saturday night, we went to Kuta beach to swim and enjoy the sun set. It was a very beautiful view. Then, we took some pictures and spend the night cheerfully. On the following day, we went to some beautiful places such as Pura Bekasih, Sangeh, and Sanur. We bought some souvenir such as skirts, bags, handy craft, and food. After having the entire trip, we went home in the afternoon.

(Source: Cara Mudah Menghadapi Ujian Nasional 2008 Bhs. Inggris SMP page 71)

23. The purpose of the text is …
   a. Achieve goal through a sequence of steps
   b. Tell unusual things in the past
   c. Describe funny thing
   d. Tell the series of events in the past

24. Where did the writer take the first destination in Bali?
a. Sangeh
c. Kuta
b. Pura Bekasih
d. Sanur

25. “Then, we took some pictures and spent the night **cheerfully**”. The word printed in bold has the similar meaning with …

a. Happily
c. Carefully
b. Greatly
d. Sadly

😊 Good_Luck 😊
**CSR Learning Log**

**Name:**
- ABK (1)
- MA (17)
- MIS (19)
- NAS (22)
- EFK (24)

**Date:** 15/5/2018

<table>
<thead>
<tr>
<th><strong>Brainstorm:</strong> What do you already know about this topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY Adolescence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Predict:</strong> What do you think you will learn by reading this passage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will learn about recent text (someone's experience)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clunks:</strong> (Please list your Clunks)</th>
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</thead>
<tbody>
<tr>
<td>1. magazine</td>
</tr>
<tr>
<td>2. everything</td>
</tr>
<tr>
<td>3. able</td>
</tr>
<tr>
<td>4. kind</td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>The Gist (main idea):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1). Tell about the emotion of the text</td>
</tr>
<tr>
<td>2). The writer reflect on his adolescence</td>
</tr>
<tr>
<td>3). Activities to direct emotions</td>
</tr>
<tr>
<td>4). The perspective of the writer</td>
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<table>
<thead>
<tr>
<th><strong>Make questions:</strong></th>
</tr>
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<tbody>
<tr>
<td>1. When the writer read an article about adolescence in a magazine</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Review:</strong> (write something important you learned)</th>
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<tr>
<td>The writer tell about his/her experience</td>
</tr>
<tr>
<td>Brainstorm: What do you already know about this topic?</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
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<tr>
<td>Masa brima ku</td>
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<table>
<thead>
<tr>
<th>Clunks: (Please list your Clunks)</th>
<th>The Gist (main idea):</th>
</tr>
</thead>
<tbody>
<tr>
<td>To divert my emotions -2</td>
<td>when the story happened -1</td>
</tr>
<tr>
<td>But I tried to learn more about myself -1</td>
<td>the writer's adolescence -2</td>
</tr>
<tr>
<td>2 discover</td>
<td>the writer took many -5</td>
</tr>
<tr>
<td></td>
<td>when he could express -4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Make questions:</th>
<th>Review: (write something important you learned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>at what adolescence?</td>
<td>experience</td>
</tr>
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</table>
### CSR Learning Log

**Name:** AN (3)

**Kw (13)**

**LM (15)**

**NCA (20)**

**TRR (20)**

**Date:** 15 Mei 2018

<table>
<thead>
<tr>
<th>Brainstorm: What do you already know about this topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Adolescence experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Predict: What do you think you will learn by reading this passage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will learn about a certain experience (someone else's experience)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clunks: (Please list your Clunks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>learned</td>
</tr>
<tr>
<td>course</td>
</tr>
<tr>
<td>discover</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Gist (main idea):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When the story happened.</td>
</tr>
<tr>
<td>2. The writer's adolescence.</td>
</tr>
<tr>
<td>3. The writer took many.</td>
</tr>
<tr>
<td>4. The feeling of the writer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is adolescence?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review: (write something important you learned)</th>
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</thead>
<tbody>
<tr>
<td>The writer took many activities to diversify.</td>
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</table>

The writer took many activities to diversify their experiences.
<table>
<thead>
<tr>
<th>Brainstorm: What do you already know about this topic?</th>
<th>Predict: What do you think you will learn by reading this passage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Adolescence</td>
<td>We will learn about Recount Text (Someone's Experience)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clunks: (Please list your Clunks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Childhood</td>
</tr>
<tr>
<td>- felt</td>
</tr>
<tr>
<td>- discover</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Gist (main idea):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) When the story happened</td>
</tr>
<tr>
<td>2) The writer's adolescence</td>
</tr>
<tr>
<td>3) The writer took many</td>
</tr>
<tr>
<td>4) The feeling of the writer</td>
</tr>
<tr>
<td>- The emotions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make questions:</th>
<th>Review: (write something important you learned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>when the writer join English course?</td>
<td>Tell adolescence</td>
</tr>
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</table>
**CSR Learning Log**

**Name:** RLA (25)  
**Date:** 15-5-2018

**Brainstorm:** What do you already know about this topic?  
*My Adolescence*

**Predict:** What do you think you will learn by reading this passage?  
*We will learn about recount text (someone experience)*

**Clunks:** *(Please list your Clunks)*


**The Gist (main idea):**

1. Tell about the orientation of the text
2. The writer's adolescence
3. Activities to divert emotions
4. The feeling of the writer

**Make questions:**

How old was the writer when he experienced adolescence?

**Review:** *(write something important you learned)*

Tell experience (My adolescence)
## CSR Learning Log

**Name:** M (31)  
**Date:** 15/5/1910

<table>
<thead>
<tr>
<th>AM</th>
<th>SM</th>
<th>IM</th>
<th>MB</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>26</td>
<td>41</td>
<td>18</td>
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</tbody>
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### Brainstorm: What do you already know about this topic?
- My Adolescence

### Predict: What do you think you will learn by reading this passage?
- We will learn about a recent text (Someone's experience)

### Clunks: (Please list your Clunks)
- adulthood

### The Gist (main idea):
- When the story happened
- Tell about the orientation of the text
- The writer remembered his adolescence
- Activities to divert emotions
- When he could express

### Make questions:
- What is the circle?

### Review: (write something important you learned)
- Adolescence
Pretest of Experimental Class

Pretest of Control Class

Learning in Experimental Class

Learning in Control Class
Posttest of Experimental Class

Posttest of Control Class
Assalamualaikum w.b.

Dalam rangka penulisan Skripsi Mahasiswa Program Strjana (S.1), Saudara ditugaskan sebagai Dosen Pembimbing Skripsi mahasiswa.

Nama: UTAMI RAHAYU
NIM: 113-14-028
Fakultas: TARBIYAH DAN ILMU KEGURUAN
Jurusan: TADRIS BAHASA INGGRIS
Judul Skripsi: THE INFLUENCE OF COLLABORATIVE STRATEGIC READING (CSR) ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF REGULAR TEXT

Apa yang dipandang pertama Saudara dinotasikan menjadi skripsi di atas. Demikian saran saya kembali dan dilaksanakan.

Wassalamualaikum w.b.

Saat ini, 10 Januari 2018

a.m. Dekan.

Wakil Dekan Bidang Akademik

[Mafig, S.Ag., M.Phil.
NIP: 19690617 196603 1004

Terubusan: 1. Dosen Pembimbing
PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN, KEBUDAYAAN,
KEPEMUDAAN DAN OLAH RAGA
SMP NEGERI 2 TUNTANG
Kode Pos : 50773 - (0298) 340143

SURAT KETERANGAN
Nomor : 423.4 / 157 / 2018

Yang bertanda tangan di bawah ini:

a. Nama : AGUS TRIYONO, S.Pd. M.Pd
b. Jabatan : Kepala SMP Negeri 2 Tuntang

dengan ini menerangkan bahwa:

a. Nama : UTAMI RAHAYU
b. N I M : 113-14-028
c. TTL : Kab. Semarang, 28 Desember 1996
d. Program Studi : Tadris Bahasa Inggris (TBI)
e. Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Salatiga

Maksud : Berdasarkan Surat dari Institut Agama Islam Negeri (IAIN) Salatiga nomor B-1201/In.21/D1.1/PN.03.1/04/2018 tanggal 30 April 2018 tentang Permohonan Izin Penelitian, nama tersebut di atas benar-benar telah mengadakan penelitian dalam rangka menyusun skripsi di SMP Negeri 2 Tuntang dengan judul "THE INFLUENCE OF COLLABORATIVE STRATEGIC READING (CSR) ON THE STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION OF RECOUNT TEXT (Quasy Experimental Study at The Second Grade Students of SMP N 2 Tuntang)"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Tuntang, 7 Juni 2018
Kepala Sekolah,

AGUS TRIYONO, S.Pd.M.Pd
NIP 195908301981021003
### DAFTAR SATUAN KREDIT KEGIATAN

Nama : Utami Rahayu  
NIM : 113-14-028  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
Progdi : Tadris Bahasa Inggris (TBI)  
Dosen PA : Drs. Bahroni, M.Pd.

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<th>No.</th>
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<td>3.</td>
<td>ORIENTASI DASAR KEISLAMAN (ODK) “Pemahaman Islam Rahmatan Lil’alamin Sebagai Langkah Awal Menjadi Mahasiswa Berkarakter”</td>
<td>21 Agustus 2014</td>
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<td>Date</td>
<td>Participants</td>
<td>Count</td>
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<td>Judul</td>
<td>Tanggal</td>
<td>Peserta</td>
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<td>Seminar Nasional “Penguatan Ekonomi Syariah Di Indonesia Untuk Menyongsong Generasi Milenium”</td>
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<td>18 November 2017</td>
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Jumlah: 116

Salatiga, 09 Juli 2018
Mengetahui,

[signature]

Wakil Dekan Kemahasiswaan dan Kependidikan

[Signature]

Athirah Maimun, M.Ag.
NIP. 19760510 199803 1003


<table>
<thead>
<tr>
<th>No.</th>
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<th>Isi Konsultasi</th>
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<td>1.</td>
<td>9 Januari</td>
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<td>12 Maret</td>
<td>BAB 1</td>
<td>Cari perbedaan antara quantitatif dan kualitatif</td>
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<td>BAB 1 dan 2</td>
<td>Rancang pertalisan</td>
<td>Perbaikan background of study, research questions, limitation of problem, purpose of the research</td>
<td>[ ]</td>
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<tr>
<td>4.</td>
<td>28 Mei</td>
<td>BAB 1 dan 2</td>
<td>Rancang penelitian dengan baik, Rancang semua terencana dengan baik dan lancar</td>
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Catatan:
Jika ada perubahan judul skripsi, harus dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Panunjukan Pembimbing Skripsi kewalai ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Utami Rahayu  
NIM : 11314028  
Dosen Pembimbing : Norwanto, M.Hum., Ph.D.  

Judul Skripsi pada surat penunjukan pembimbing skripsi :  
The Influence of Collaborative Strategic Reading (CSR) on the Students’ Achievement in Reading Comprehension of Recount Text (Quasy Experimental Study at the Second Grade Students of SMP N 2 Tuntang in the Academic Year 2017/2018)

<table>
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<td>Revisi</td>
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<td>BAB 3, 4, 5</td>
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Dosen Pembimbing:  
Norwanto, M.Hum., Ph.D  
NIP. 19731015 200203 1005

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Kelu Program Studi tentang Perubahan Dosen Pembimbing Skripsi.