Improving Reading Comprehension by using Collaborative Strategic Reading (CSR) to Seventh Grade of MTs N Mantingan

(A Classroom Action Research at the Seventh Grade Students of MTs Negeri Mantingan in the Academic Year of 2018/2019)

A THESIS

Submitted as a Partial Requirements

For Undergraduate Degree in The State Islamic Institute of Surakarta

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To:
The Dean Of Cultures And Languages Faculty
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Assalamu’alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, here with, as the advisor, we state that the thesis of
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Has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamu’alaikum Wr. Wb.

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RATIFICATION

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Approved by

The Dean of Cultures and Languages Faculty

[Signature]
DEDICATION

This thesis is dedicated for:

1. My beloved parents
2. My beloved brother
3. All of my beloved delirium friends
4. All of my partner at PCPM Kab.Mantingan
5. All of my partner at all of organization that I joined in IAIN Surakarta
MOTTO

LIFE IS ALL ABOUT TIMING
(ikhwanudin)

BANYAK ORANG YANG AKAN MENYEBUTMU GAGAL TAPI
JANGAN PERNAH KATAKAN ITU ADA DIRIMU SENDIRI
(the adventure of tin tin)

PECUNDANG SESUNGGUHNYA ADALAH ORANG YANG
TIDAK MAU MENCoba KARENA TAKUT AKAN SEBUAH
KEGAGALAN
(little miss sunshine)
PRONOUNCEMENT

Name : Ikhwanudin
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I hereby sincerely state that the thesis titled “Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) to Seventh Grade of MTs N Mantingan( A classroom action research at seventh grade students of MTs N Mantingan in academic year of 2018/2019)” is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 04 March 2019

Stated by,

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ACKNOWLEDGMENT

Alhamdulillah, all praises to be to Allah, the single power, the Lord of the universe, master of the day of judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled *Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) to Seventh Grade of MTs N Mantingan (A classroom action research at seventh grade students of MTs N Mantingan in academic year of 2018/2019)*. Peace be upon Prophet Muhammad S.A.W, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. He hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 04 March 2019

The researcher

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ABSTRACT

Ikhwanudin. 2019 Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) To Seventh Grade of MTs N Mantingan( A classroom action research at seventh grade students of MTs N Mantingan in academic year of 2018/2019). Thesis, English Language Education, Islamic Cultures and Languages Faculty, IAIN Surakarta.

Advisor : Hj. Fitriyah Nurul Hidayati. M.Pd.
Keyword : Reading, CSR technique, Class Action Research

The objectives of this research are to describe the implementation of student’s reading comprehension using collaborative strategic reading, to know the improvement of student’s reading comprehension by the implementation of collaborative strategic reading technique. This research was conducted at MTs N Mantingan in academic year 2018/2019. The subject was the students of class VII F consist of 30 students.

The method used in this study was Class Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research means that the researcher worked collaboratively with the English teacher in the class. The CAR (Classroom Action Research) was done based on Kemmis and Mc Taggarts’ design, it content of two cycles in each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students’ reading score of pre-test and post-test. These data were compared and analyzed to get a conclusion as the result of this research.

From the result of study, it can be seen that the students’ progress during the learning process by using and Collaborative Strategic Reading technique is well confirmed. The students reading comprehension in English can be improved. Then, the result of test showed significant improvement from the pre-test up to second cycle. The average score in the pre-test up to second as (60), (70), and (80). In the third cycle, there were 25 out of 30 student who achieved the individual mastery >70. It means that the target score has successfully achieved. Finally, based on the data, the researcher concludes that this method gives useful contribution to the learning process that this study recomended for the English teacher.
ABSTRACT

Ikhwanudin. 2019 Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) To Seventh Grade of MTs N Mantingan (A classroom action research at seventh grade students of MTs N Mantingan in academic year of 2018/2019). Thesis, English Language Education, Islamic Cultures and Languages Faculty, IAIN Surakarta.

Advisor : Hj. Fitriyah Nurul Hidayati. M.Pd.
Keyword : Reading, CSR teknik, Class Action Research


Dari hasil penelitian, dapat dilihat bahwa siswa kemajuan selama proses pembelajaran dengan menggunakan dan teknik Collaborative Startegic Reading siswa dapat menerima dengan baik. Penguasaan membaca siswa dalam bahasa Inggris dapat ditingkatkan. Kemudian, hasil uji menunjukkan perbaikan yang signifikan dari pre-test sampai siklus kedua. Skor rata-rata di pre-test untuk kedua sebagai (60), (70), dan (80). Pada siklus ketiga, ada 25 dari 30 siswa yang mencapai penguasaan individu> 70. Ini rata-rata skor telah berhasil dicapai. Akhirnya, berdasarkan data, peneliti menyimpulkan bahwa metode ini memberikan kontribusi yang bermanfaat untuk proses pembelajaran sehingga penelitian ini recomended untuk guru bahasa Inggris.
CHAPTER I
INTRODUCTION

A. Background of the Study

A language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail. Those terms are system, signs, vocal, conventional, human, communicate (Algeo, 2005). English is an international language that is used as a means of communication between users spread across various countries in global Svartyik and Leecgh (2006). Therefore the backgrounds of the mother tongue (origin) are different the users continue to learn English not only as a communication tool, but also the mastery of the language of science. The second function is due to the works of science (scientific) and had recorded most of the view of technology use English.

In order to support the mastery of English skills, it is essential to learn vocabulary. It becomes a central part in English learning. Vocabulary refers to list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995: 1). In addition, there are other aspects of language that learnt in English to support students’ language skill, they are pronunciation, grammar, vocabulary, idiom, and spelling (Saleh, 1997:2). Lewis (1997:9) argues that English is useful because English is an international language for most people. English is needed as a means of communication are in oral and written. In Indonesia, English is the first foreign language that is taught in many schools. In English learning there are four skills such as reading, writing, speaking and reading which the students are expected to master all of it.

Reading is viewed as one of the important skills in learning English as a foreign language. It is in line with McDonough(2003:89) who said that as a skill, reading is the
most important foreign language skill. It can be seen that reading becomes the most important skill because in some cases students have to read the English material to understand the written text. Furthermore, reading will be useful if someone can read many different materials and being able to understand them. It means that reading is an important tool that can give so much helps in life.

According to Aebersold and Field (2007:9), the meaning the reader gets from the text may not be exactly the same as the meaning the writer of the text wished to convey. Thus, they have to think when they are reading by integrating comprehensively. Teaching reading requires creativity and motivation. In order to create conductive teaching and learning activity, teacher and students have to work together and understand each other to reach the goal.

The purpose of reading is to comprehend the text in order to catch the information and message in the text. Reading is very important to be given as a skill in English lesson and becomes the obligation skill in English learning in Junior High School curriculum. Reading is very important because it’s used in every aspect of the living, not only in the school but also in society. Most of the students do not realize how important reading is and some of them consider that reading in English is not important.

Similar case is found in MTs N Mantingan, Ngawi. MTs N Mantingan is a place where the researcher holds research to fulfill his duty to write a final report as a graduation requisite. In the school, the researcher held an observation in order to find out the situation and condition of English teaching and learning activity there. The researcher held an observation to find out the weakness of teaching technique/method used by English teacher in MTs N Mantingan, Ngawi.

According to the researcher interview to the English teacher in MTs N Mantingan, there are some difficulties faced by the students in learning reading, especially in reading
text. Reading text is considered as a boring activity for the students because they feel difficult to comprehend the text and to conclude the idea of the text by themselves. The students also faced many unfamiliar words in the reading text because they do not have good background knowledge about the texts given by the teacher. As the result, students lost their pleasure in reading and got low score in reading.

In this case, the role of the teacher is very important to develop students’ reading comprehension. As the students’ facilitators, teachers need to select and to prepare good teaching materials to help the students gain maximum result of their reading class. It is in line with McDonough and Shaw who said that teachers should provide materials that stimulate interest for their students. Teachers might also try to find some kinds of methods that could help the students to get their pleasure in reading and to develop their reading comprehension.

Some causes from the teacher (1) the teacher’s way of teaching the material is usual. Students are just asked to read, repeat and write all the times. It can also be said that teacher’s teaching technique is less varied, (2) the students assume that English is a difficult subject. It makes their motivation be low and (3) they are bored with monotonous class atmosphere. Meanwhile, Causes from students are: (a) Students are passive (b) Students have low motivation to study English (c) Students lost concentration to comprehend the text. (d) Less capability in vocabulary and reading strategy.

The lack of the students reading skill can be seen by the result of the pre test. The pre test shows the result of the students’ exercise, the result of the pre test shows that the students get some difficulty to do reading exercises. In the pre research it shows that the students’ individual score ranged from 40 as the lowest score and 85 as the highest, it can be seen that the difference is too great among students. The mean score of the class is only 60 meanwhile the minimum requirement score of the English class in 70. It means
that most of the students are not reached the minimum requirement score 70 and of course it is lower than the English standard score in Indonesia. The mean score of each reading indicator is also lower than standard score at school. There are 5 indicators of reading they are (1) Identifying the main idea, (2) Identifying detail information, (3) Identifying meaning of words, (4) Identifying reference, and (5) Identifying the purpose of the text.

Based on the identified problems that the students had in reading, it is very important to find the solution to solve the students' problem in order to improve their comprehension in reading the text. For solving the problem, the researcher proposes the use of Collaborative Strategic Reading (CSR), especially to increase the ability of the students’ comprehension in reading the text.

As stated by Kligner and Vaughn (2000: 75) that CSR is a classroom technique developed to take advantage of the potentials of collaboration for language development in the classrooms that students of various reading and achievement levels work in small cooperative groups to assist one another in applying the four reading strategies, that are Preview, Click & Clunk, Get the Gist and Wrap Up to facilitate their comprehension of reading content-area text.

Therefore, with Collaborative Strategic Reading (CSR), the students are asked to applied the four reading strategies, namely preview, click and clunk, get the gist and wrap up strategy collaboratively. By the use of the four reading strategies in Collaborative Strategic Reading (CSR) can solve the identified problems related to students’ reading comprehension.

In this study, the researcher is interested in conducting a Class action research. The research will carried out at MTs N Mantingan. From the brief information above, it will be conduct to writing a thesis entitled improving reading comprehension by using collaborative strategic reading technique for seventh grade students of MTs N Mantingan

B. Limitation of the problem

The problem of this study was limited in some pairs of reading to teach English reading to the seventh grade students of MTs N Mantingan. This study only focus on improving student’s English reading at the VII F class of MTs N Mantingan in the academic year 2018/2019. MTs N Mantingan has three grades of classes. They are the seventh grade, eighth grade, ninth grade. Each grade consisted of four classes they are consist A untill F class. The researcher chose VIIF class, because from the pre- Test with English teacher found out that mean students score of the VIIF is 40 it is mean that their scores are under the score of passing grade. The score of passing grade is 70 and the students scores are lower that other class.

C. Problem Statements

From the observation above the researcher formulate the problems of this research as follows:

1. How is the implementation of Collaborative Strategic Reading technique in teaching reading comprehension?
2. How can Collaborative Strategic Reading technique improve the reading comprehension of the seventh grade students of MTs N Mantingan.

D. Objectives of the Study

1. To describe the process of the implementation of collaborative strategic reading technique in teaching reading to the seventh grade students of MTs N Mantingan.
2. To identify the process of collaborative strategic reading technique can improve the reading comprehension of the seventh grade students of MTs N Mantingan.

E. The Benefits of the Research
1. Theoretical benefit

There is theory which is related CSR technique can be used as a reference for other researchers to do the next research. It can be used as the contribution for academic journals in Indonesian education future. It can be useful information for those who wants to do further research related to increasing english reading.

2. Practical benefit

   a. The Students

      For the students, hopefully, it can provide information about reading. Therefore, they was have more understanding about it. They know the importance of reading and elaborate the meaning. Moreover, they can identify and anticipate their difficulties of reading learning.

   b. The Teacher

      For the teachers, it gives some information about the technique of teaching reading and students' difficulties in learning. These enable them to understand the core of teaching English reading, know factors that cause the difficulties in learning reading, and determine appropriate steps to overcome the problems.

   c. The School

      After conducting this research, it is expected that the school was be interested to conduct this research in his department in order to improve teacher’s quality. It can also be used as the reflection in order to gain an effective and innovative teaching-learning process by applying direct instruction as one of the technique to improve student’s reading skill.

F. Definition key terms

1. Reading

   According to Wallace (1992: 4) reading is interpreting which means reacting
to a written text as a piece of communication. In other words, we assume some communicative intents on the writers part in which the reader has some purposes in attempting to understand.

2. Reading Comprehension

Comprehension is the mind act or power of understanding (Hornby 1987:174). Therefore reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on reader’s experiences and prior knowledge.

3. Collaborative Strategic Reading (CSR)

According to Klinger and Vaughn, CSR is a collaborative technique that teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. In other words students are given the opportunity to contribute their group by working together.

4. C A R (class action research)

Kemmis and Carr in McNiff (1992: 2) identify: “Action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out.
CHAPTER II
THEORITICAL REVIEW

A. Review of Reading

a. The Definition of Reading

Reading is one of the four major skills in mastering English. Many definitions are given to the reading skill. Spratt et al. (2005:21) claim that reading is a receptive skill. It means when a person read a text, that person tries to respond to the text, rather than producing it. To respond to a text, a reader should make sense of the text. The reader needs to understand the language of the text at word level, sentence level and whole-text level.

To understand the language of the text at word level, sentence level and whole-text level, readers have to develop their reading skills by practicing. Johnson (2008:4) emphasizes that reading is a constantly developing skill. Reading practice holds important role for a reader in developing their reading skill. Reading practice can make a reader get better at reading texts. Through reading practice, the reader can learn a lot of unfamiliar words and can be exposed to a lot of new concepts and ideas. Gradually, they can learn and understand the language of the text at word level, sentence level and whole-text level.

The central purpose of reading is to understand a text. Consequently, Grabe (2009:14) defines reading as a comprehension hending process. Readers read to comprehensionhend what the writer intended to convey in writing. They also want try to figure out about the text and what information they can get from the text.

Furthermore, the efforts not only come from the readers, but also come from the writer. The writer also tries to message in his mind to the reader. He/she need to make the message clear to his/her readers. Therefore, Nuttall (1996:11) add that reading as an interactive process. It means that while a reader reads a test to comprehensionhend
the writer’s intention, the text provides information that the writer wants the reader to understand in certain ways.

Armed with these ideas, reading is a receptive skill which is aimed to respond to the text and this skill develops gradually. To master the central goal of reading that is to comprehension a text, readers need to have reading practices of various texts. Reading practice will help them to get better at comprehension a text.

b. Definition of Reading Comprehension

Reading comprehension is one important aspect in English. Because it is one of Language Skills, students need to learn reading comprehension as an essential component not only for their academic or practice but also for another people.

Kennedy (1981:192) states that reading comprehension is a through which reader becomes aware of an idea, understanding in term of their experimental background and interprets it in relation is not a skill or ability that can be develop once and for all at any level of instruction. Reading just not transferring the symbols printed from page to the brain but the readers have to comprehension the content of the reader read. Comprehension in reading becomes important because it makes the readers have meaningful in their reading. In other word, their reading is not useless. Howell (1993:183) states that reading comprehension is an interactive process through which the reader uses code, content analysis, prior knowledge, and vocabulary to understand the text.

In foreign language, reading is like a comprehension that teachers simply expect learners to acquire. Basic beginning level textbooks in a foreign language presuppose a students’ reading ability if only because it is a book that is the medium. Reading arguably, is the most essential comprehension of paramount importance as we create assessments of general language ability (Brown: 2003, 27).

From the descriptions above, we know that reading comprehension is the ability to
understand what has been read and it is important skill as basic competence study of students and other people. Reading comprehension is a process of visualizing, understanding, interpreting of information to get the text.

c. Reading Subskills

In order to master reading, a learner should master reading subskills. Spratt et al. (2005:23) explain that “subskill is a skill that is part of a main skill. For reading, reading subskills are skills that are components of reading skill. These subskills are micro-skills and macro-skills of reading that students should learn gradually.

A lot of experts try to mention what should be included in reading subskills. Davis in Alderson (2000: 9-10) defines eight subskills of reading. They are presented below:

1) Recalling word meanings
2) Drawing inferences about the meaning of a word in context
3) Finding answers to questions answered explicitly or in paraphrase
4) Weaving together ideas in the content
5) Drawing inferences from the content
6) Recognizing a writer’s purposes, attitude, tone and mood
7) Identifying a writer’s technique
8) Following the structure of a passage

Meanwhile, other expert that is Brown (2004: 187-188) proposes several subskills of reading. He divided reading subskills into micro- and macro-skills of reading. These subskills are required to become an efficient reader. The micro-skills that are suggested by Brown include seven items which are presented as follows:

1) Discriminate among the distinctive graphemes and orthographic patterns of English.
2) Retain chunks of language of different lengths in short-term memory.
3) Process writing at an efficient rate of speed to suit the purpose.
4) Recognize a core of words, and interpret word order patterns and their significance.

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

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

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

Brown (2004: 188) presents the macro-skills of reading as follows:

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

2) Recognize the communicative functions of written texts, according to form and purposes.

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

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

5) Distinguish between literal and implied meanings.

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

7) 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.

Reading sub skills have crucial role for students. These sub skills help the students to be able to read and comprehension a text. Thus, it is important for the learners to acquire these sub skills to master the reading skill.
d. Reading Strategies

Reading is a complex process. Students sometimes find some difficulties in reading a text. Students know how to overcome the reading difficulties. They should learn reading strategies.

Reading strategies are influential in the development of the reading subskills. Students should learn that there are various reading strategies. Shastri (2010:79) mentions there are four reading strategies, which is skimming, scanning, intensive reading and extensive reading. First, skimming helps a reader in a detailed reading. Next, scanning is useful for getting the specific information from the text. Another reading strategy is intensive reading. It helps in getting the explicit and implicit information from the text. Finally, extensive reading is used to get the gist of the matter when a reader read for enjoyment.

Another expert claims other reading strategies. Brown (2004:188-189) suggests 10 reading strategies for reading comprehension. They are

1) Identify why read a text
2) Use spelling rules and conventions for bottom-up decoding;
3) Apply lexical analysis (prefixes, roots, suffixes) to determine meaning;
4) Guess at meaning (of words, idioms) when there is unfamiliar words;
5) Skim the text for the gist and for main ideas;
6) Scan the text for specific information (names, dates, key words);
7) Apply silent reading techniques for rapid processing.
8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9) Distinguish between literal and implied meanings.
10) Capitalize on discourse markers to process relationships

There are some discussions about strategies in reading that can aid the learners in the classroom. In order to understand the written message, it is necessary for a reader to use the reading strategies. Thus, students should know and understand the reading strategies in order to be a proficient reader. However, it belongs to the students themselves to determine and choose the effective and appropriate reading strategies for them.

**e. Teaching Reading Comprehension**

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence in the way she or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make the learners reach their reading comprehension on texts using a certain technique. The teacher can lead the learners to understand a text by using some strategies on reading comprehension (Pang, Muaka, Bendhardt, and Kamil, 2003:14). By using certain strategies, students are also guided to find the main idea and detail information of the text.

In teaching reading comprehension, the teacher also helps the students to learn micro-skills in reading so that they can enhance their reading comprehension. As stated in Brown (2001: 307), there are fourteen micro skills that the students must do to reach their
Some of them are: (1) recognizing core of words and interpreting word order patterns, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc.), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8) distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts.

In conclusion, teaching reading comprehension is an activity which is done by the teacher to give opportunities for students to comprehend texts by using certain strategies. In teaching reading comprehension, the teacher has to consider which strategies that suit to the learners’ need, the texts and the condition of the class during the teaching and learning process. It is because different comprehensions texts need different reading comprehension strategies (Pang, Muaka, Bendhardt, and Kamil, 2003: 14).

f. **Principles in Teaching Reading Comprehension**

It is mentioned that teaching reading is not as simple as it might be. Pointing at the previous discussion, the teacher cannot directly just teach reading to the students by
giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998:70-71), there are six principles in teaching reading. Those are described as follows:

a. The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

b. The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

c. The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding the language is also a part of comprehension a text. However, it is not the common thing in reading comprehension. The students have to be habituated to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

d. The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students
come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehension the text easily.

e. The teacher has to match the tasks to the topic.

Tasks are one of the ways to check the ability of the students in comprehension a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzles, and many more. In this case, the teacher has to consider choosing or creating the right tasks for the students.

f. The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, and give additional tasks to the students.

g. The Teaching of Reading in Junior High School

Based on the standard competence, (UU Permendiknas no 23 tahun 2006) for reading, students in Junior High School have to be able to comprehension short functional texts and simple essays in the form of recount and descriptive. The learning genre is presented as one of the subjects in English lesson for junior high school students. The students learn how to comprehension the content of texts; they also study about the generic structure and what language used to construct the texts varying to each other. The generic structure and language features which are commonly found in different text from one to another which are used based on the purpose of each genre.
There are some abilities or micro skills that should be mastered by students in reading texts, for example in reading descriptive, which is based on graduate competence standard in *Permendiknas No.23, 2006*. In the descriptive text, the students are expected to be able to determine general description, certain information, detailed information, main idea, and meaning of words.

The seventh grade students of junior high schools have special characteristics. At this age, teenagers start looking for their own personality, they concern about appearance and start considering the importance of relationship with others. Here, Brown (2001: 92) says the considerations in teaching teens are as follows.

a) Intellectual capacity adds abstract operational thought around the age of twelve.

b) Attention spans are lengthening as a result of intellectual maturation but, once again, with many diversions present in a teenager’s life, those potential attention spans can easily be shortened.

c) Varieties of sensory input are still important.

d) Factors surrounding ego, self-image, and self-esteem are at their pinnacle.

e) Secondary school students are of course becoming increasingly adult-like in their ability to make those occasional diversions from the “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

Teaching reading in Indonesia is arranged in the School-Based Curriculum (SBC). The school-based curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is ready and able to develop it (BSNP, 2006: 5).

The aim of the English teaching and learning process according the school based curriculum is to achieve students’ communicative competence, in which students are expected to be able to master five competences: linguistic competence (vocabulary, grammar, punctuation, and intonation), socio-cultural competence (the way to
communicate such as language style and politeness), discourse competence (context),
strategic competence (competence to overcome the problems or difficulties in
communication), and action competence (listening, speaking, reading and writing).
School-Based Curriculum has provided guidelines for the teachers in teaching the subject. The
guidelines for teaching reading for Junior High School are as follows.

1) The aims of reading

Based on School-Based Curriculum, in teaching English subjects, students are expected to: a) develop competences to communicate in the spoken and written form to reach the level functional literacy, b) have awareness the truth and importance of English subject to improve the competitiveness of nation, and c) develop their comprehension about connection between language and culture.

2) Scopes of reading

As stated in School-Based Curriculum, English subject in Junior High School
Includes: expression ability, comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre), and support of competence.

3) Text types

Based on School-Based Curriculum for SMP and MTs in the semester two, the Kinds of text or genres that should be taught are descriptive and procedure.

h. Problems of Teaching Reading Comprehension

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Like teaching other skills of English and teaching other subjects in the schools, teaching reading cannot be said as easy. Some teachers find problems in teaching reading comprehension. The first problem is that the teacher cannot know exactly the
students’ prior knowledge (National Research Council, 2003: 62). Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students’ reading comprehension.

Teachers find the fact that deciding suitable tasks of reading are almost complicated (National Research Council, 2003: 63). It is reasonable enough as tasks will influence the students in comprehension a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading and comprehension can be easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

Another problem that might be faced by the teacher is that teachers feel that finding the best method and strategies to teach the students is quite difficult. It is because they face students with different characteristics and the level of intelligence. In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable methods and strategies are needed to conduct by teachers in teaching reading comprehension.

From the description above, it is clear that the condition of not knowing exactly the students’ prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate methods and strategies are problems which appear in teaching reading comprehension. In relation to the last problem, the difficulty in choosing appropriate methods and strategies, the researcher feels necessary to apply certain methods in teaching reading comprehension. For this study, he will try to use Collaborative Strategic Reading (csr) in the teaching and learning process of reading.

i. Assessing Reading Comprehension

Assessment is a measurement done by the teacher to know how far the students have
already understood about the materials that have been discussed. In teaching reading comprehension, assessment is aimed to know how far the students’ comprehension texts. The teacher usually gives a test to assess the students’ ability. In assessing the students’ reading comprehension, the teacher may refer to some techniques for tests. There are some techniques that can be used by teachers (Alderson, 2000: 206). Some of them are as follows:

a. Integrative tests

These tests are designed to obtain a much more general idea of how well Students read a text.

b. The cloze test and gap-filling tests

Cloze tests are constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, the gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea to what the whole sentence.

c. Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given.

d. Matching techniques

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs.

e. Dichotomous techniques

This technique allows the testers to choose the two possible answers given i.e. true and false. The students have two choose one of those two choices.

f. Short-answer techniques
Short-answers technique is constructed by giving questions requiring a brief response in a few words. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

g. The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text. There are various ways of assessing students’ reading skills. Therefore, teachers should use variation of techniques to test students’ understanding especially in reading comprehension. Teachers should be aware of adapting their assessment techniques to suit the needs of students.

j. Components in the Teaching and Learning of Reading

Teaching reading can occur when there are some components put together in a certain condition of the teaching and learning process. Those components include the teacher, the students, the materials, and the techniques.

1) The teacher

The teacher becomes the most important component in teaching reading as her or his attitude can influence the students’ performance. She or he takes role as a facilitator in teaching and learning process not as the instructor (Dorn and Soffos, 2005: 80). The teacher explains and models the strategies that will be used in reading. Besides, she / or he also has to encourage the students to participate in the teaching and learning process and helps them when they have difficulty in reading (Dorn and Soffos, 2005: 31).

2) The students

In teaching reading, the students take role as the readers. They read many kinds of texts based on the aim of learning in junior high schools such as recounts, descriptive, narratives, procedures, and reports. The aims of their reading are to achieve comprehension so that the students can get new information and knowledge from a text
they read. To achieve a good comprehension in reading the students must have adequate prior knowledge for understanding the content and sufficient time to process the information, reread the passage, clarify the information, analyze the content, and have opportunities to discuss a text with other students (Dorn and Soffos, 2005: 17).

3) The materials

The materials for teaching reading are closely related to the kinds of the texts. The texts that are chosen must be suitable for the needs of the learners (Harmer, 1998: 68). If the text is too difficult for the students, it will make them frustrated. On the other hand, if the text is too easy for them, they will consider it as unimportant.

It is also considered that the materials depend on who the students are (Harmer, 1998: 69). As this study is conducted in junior high schools, the students are categorized as teenagers whose interest is different. That is why materials are chosen by considering the interest and the need of the students based on the curriculum.

4) Media

Media is one of the components in the teaching and learning process. It can be used by the teacher to facilitate learning. In the teaching and learning process of reading, media such as textbooks, multimedia, advertisements, and the internet become the sources where various texts are presented (Snow, 2002: 25). The teacher can choose one or two of the media based on the need and the text that will be taught by her or him.

5) The techniques

A technique is one of the important components in teaching reading. The use of a technique will represent how the teaching and learning process will be. The technique that is used by the teacher will also influence the students in the way they understand texts. Zimmermann and Hutchins Cited in Moreillon (2007: 11) state that there are seven
strategies in teaching reading comprehension. Some of them are as follows:

a. Activating or building background knowledge

   Building background knowledge is very important in reading comprehension. It is done by making connection between new information in a text with information that the readers have already had. In the process of building background knowledge, the teacher has to remind that sharing knowledge among students is recommended. It is useful as it allows the students to make connections with their own thought.

b. Using sensory image

   Sensory image is the strategy in which the students use their sense to achieve comprehension. By using this strategy, the students work on the experience that they have and visualize it in their memories. This visualization is called as imagination. Through imagination, the students can be encouraged to use their senses and make mental pictures of what they are reading.

c. Questioning

   This strategy allows the students to have practice in making questions and answer these by themselves. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

d. Making predictions and inferences

   Predictions and inferences are two strategies which are useful for the students in understanding a text. When the students predict, it means that they use their background knowledge and connect it with the information of the text to create meaning. Meanwhile, through inferences, the students have to find some clues, combine them with the background knowledge and experience they have, and then make illustrations in their mind to interpret meaning of a text.
e. Determining main ideas

Determining the main ideas is probably the common thing that is done in reading. This strategy gives opportunities for students to have practice in differentiating between main ideas and supporting details. By practicing this, the students can separate which information that they need and they actually look for.

f. Using fix-up options

Fix-up option is a strategy that allows the students to keep their understanding on reading a text. This strategy can be said as a bridge for students in reading. It can be done by the students when they are no longer making connections of what they are reading. This strategy can be used by the students to recover meaning and figure out unknown words.

The seven strategies above are only several from many strategies or techniques that can be used by the teacher to teach reading comprehension. There are still many other strategies which can be an alternative technique in teaching reading.
B. Collaborative Strategic Reading (CSR) Technique

a. Definition of Collaborative Strategic Reading (CSR) Technique

Collaborative Strategic Reading (csr), was found and develop by Klingner and Vaughn in 1998. They state that Collaborative Strategic Reading (csr) is an excellent teaching technique for teaching student reading comprehension and building vocabulary and also working together cooperatively. It means that Collaborative Strategic Reading (csr) is a technique that can improve students reading comprehension increases their vocabulary and also enhanced cooperative skills during reading activity.

Meanwhile, Bremer et al state that Collaborative Strategic Reading (csr) is reading comprehension practices that combine two instructional element (a) modified reciprocal teaching, and cooperative learning or student pairing. In this statement reciprocal teaching means teacher and student are working together in summarizing, questioning, clarifying, and predicting reading materials.

Initially, the teacher presents the strategies to the whole class using modeling, role playing, and teacher think-aloud. The concept is engaging student to work in small cooperative group and applying four reading strategies: *preview, click and clunk (fix-it strategies), get the gist (main ideas), and wrap up (summarizing and questioning strategies).*

Klingner and Vaughn describe the four strategies follows:

a. *Preview*: prior to reading, student recall what they already know about the topic and to predict what the passage might be about.

b. *Click and clunk*: during reading, student monitor comprehension by identifying clunk, or difficult word and concepts in the passage and using fix-up strategies when the text does not make sense.
c. *Get the gist:* during reading, students restart the most important idea in a paragraph or section.

d. *Wrap up:* after reading, students summarize what has been learned and generate questions that a teacher might ask on a test.

During Collaborative Strategic Reading (csr), students are divided into small groups consisting of 4-6 students each group, and perform a different role. In this technique, role is an important aspect of Collaborative Strategic Reading (csr), because cooperative learning seems to work best when all group members have been assigned in a meaningful task.

Thus, students are assigned role in Collaborative Strategic Reading (csr), lessons that they must fulfill together. In Collaborative Strategic Reading all students are actively involved and everyone has opportunity to contribute as group members understand the text with Collaborative Strategic Reading. Meanwhile the role of the teachers in Collaborative Strategic Reading an connecting each group, clarifying the clunks, and providing assistances.

b. **Purpose of Collaborative Strategic Reading (CSR)**

There are some purposes of Collaborative Strategic Reading. According to Abidin, “The goals of Collaborative Strategic Reading are to improve reading comprehension and increase conceptual learning in ways that maximize students involvement”. It means that Collaborative Strategic Reading is designed to maximize students engagement and help students to be successful in improving their reading comprehension. It is in line with Klingner et al, who state that “Collaborative Strategic Reading was design to facilitate reading comprehension to students with reading, learning, and behavior problem included in general education classroom.

In addition, Klingner et al also state that:
“Collaborative Strategic Reading helps students learn specific (preview), monitoring understanding (click and clunk), finding the main idea (get the gist), and generating question and reviewing key idea (wrap up). Collaborative Strategic Reading also provides students play a critical role associated with effective functioning of the group and the implementation of strategies”

c. Procedure or Collaborative Strategic Reading (CSR)

In this phase, students learn four strategies: preview, click and clunk, get the gist, and wrap-up. Preview is used only before reading the entire text for lesson. Meanwhile, wrap-up is used only after reading the entire the text for lesson. The other two strategies, click and clunk and get the gist, are used many times while reading the text, after each paragraph or two.

Here the CSR plan for Strategic Reading according Klingner and Vaughn:

**Before reading**

1. Preview
   a. Brainstorm: What do we already know about the topic?
   b. Predict: what do we think we will learn about the topic when we read the passage?

**READ (the first passage or section)**

**During Reading**

2. Click and Clunk
   a. Were there are any parts that we hard to understand (clunks)?
   b. How can we fix the clunks? Use fix-up strategies
      1. Reread the sentence and look for key ideas to help you understand the word.
      2. Reread the sentence with the clunk and the sentence before or after the clunk looking for clues.
      3. Look for a prefix of suffix in the words.
4. Break the word apart and look for smaller words.

3. Get the Gist
   a. What is the most important person, place, or thing?
   b. What is the most important idea about the person, place, or thing?

R E A D (do steps 2 and 3 again, with all the paragraphs or section in the passage)

After Reading

4. Wrap up
   a. Ask questions: what questions would show we understand the most important information? What are the answer to those questions?

   d. Teaching reading using Collaborative Strategic Reading (CSR)

   The following is procedure in teaching using Collaborative Strategic Reading (CSR):

   First: Introduce the procedure of Collaborative Strategic Reading (CSR). Tell students about the advantages in learning reading using Collaborative Strategic Reading (CSR) and explain them that Collaborative Strategic Reading (CSR) is useful for them to develop their reading comprehension.

   Second: Divide students into small group. Each group consists of 4-6 students. After all students get a group, they have to choose the role as leader, a clunk expert, a gist expert, an announcer, an encourager, and a timekeeper.

   Third: Give students the instruction to practice reading activity using csr including preview, click and clunk, get the gist, wrap up.

   Fourth: Control all group when the students work and help if they find problem.

   Fifth: Retell the text in front of the class and other students give their argument.

   Sixth: Give students some questions related to the text. This activity is done individually. After finishing, they collected the answer sheet. Finally, make an
evaluation about students answer; it will make the teacher knows their score reading comprehension.

**e. Advantages and Disadvantages of Collaborative Strategic Reading (CSR)**

According to Abidin, M.J.Z and Riswanto (2012: 194), there are some reasons why it is needed to implement CSR in reading class. These reasons can be included as the advantages of implementing CSR. They are as follows:

1. CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively. Elkaumy (2004) in Abidin, M.J and Riswanto defines metacognitive strategies in three ways: planning, self-monitoring and evaluating or think about thinking. Planning is to have reading purpose in mind and to read the text in the terms of this purpose, so the readers are more selective and focus the desired information. Self-monitoring is to regulate the reading process and use the strategy at the right time. Evaluating is the reform phase of reading process such as: changing the strategy if necessary, control whether the purpose is reached or not.

2. CSR engages students to work in small group cooperatively, so the students have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills in achieving similar learning goals. Furthermore, according to Orlich, et al. (1998: 276) states that the benefits of cooperative learning are:
   a. It improves comprehension of basic academic content
   
   b. It reinforces social skills
   
   c. It allows student decision making
   
   d. It creates active learning environment
e. It boosts students’ self-esteem

f. It celebrates diverse learning style

g. It promotes student responsibility

h. It focuses on success for everyone.

Supporting to the ideas above, dealing with the implementation of CSR which is done collaboratively, Demachkie, M.O and Oueini, A. (2008) also state that there are two advantages in applying Collaborative Strategic Reading in the class. The first advantage is by making students work collaboratively, students will yield positive results in reading comprehension. The second advantages are the students will spend greater time engaged in academic behavior and supported one another while trying to read the text using the prescribed method.

In addition, Kligner, et al. (2004: 292) also states his idea about CSR which it also can be included as the advantages of CSR. They are as follows;

1. Collaborative Strategic Reading (CSR) was a learning strategy designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms.

2. CSR was designed to address three prevailing educational problems:

   a. How to adequately include struggling reader, English language learners (ELL) and students with reading disabilities in text-related learning.

   b. How to teach text comprehension strategies that improve students’ reading comprehension.
c. How to provide opportunities for struggling reader, English language learners and students with reading disabilities to interact effectively with peer and enhance their achievement.

As we know that CSR stands for Collaborative Strategic Reading, so it can be assumed that Collaborative Strategic Reading (CSR) is a strategy in teaching reading collaboratively. Whereas, Middlecamp, C (2000) states that there are some disadvantages of Collaborative Learning. They are as follows:

1. Sometimes there are some people who can't learn as quickly as the others.

   Some people need to go at different speeds to fully understand and absorb the information. Some groups may go too fast for one person and that person feels lost, so he or she just copies. Furthermore, there may be one group member who doesn't learn as quickly as the others, and get left behind, and ultimately not learn anything at all. Similarly, if one does not learn as quickly and the group tries to slow down to explain things to this member. The whole group may end up falling behind.

2. Quiet people may not feel comfortable

   More quiet people may not feel comfortable expressing themselves and their ideas with a group.

3. Sometimes people just don't get along

   Sometimes people just don't get along, no matter how hard they try, when we put a group of people that have never worked together, their personalities might clash. Their personalities might lead to arguments which this would waste time and lead to an unproductive group.

g. Rationale
After analyzing the results of pre-research which cover pre-observation, interview, and pre-test the researcher identified the problems during reading activity conducted in the class into two categories. The first category deals with students reading comprehension. It can be seen from some indicators: (1) students had difficulty in inferring the meaning of certain words in the text; (2) students had difficulty in identifying the main idea of the text; (3) students had difficulty in finding the implicit information of the text; (4) students had difficulty in finding the explicit information of the text, and (5) students had difficulty in determining the references of certain word.

The second category deals with the problems of classroom situation during teaching and learning process conducted. They are as follows: (1) students paid little attention when teaching learning process in reading lesson was conducted. They seem bored and did not have interest in learning further because the teacher had taught them in monotonous ways; (2) Most of the students were doing non-academic activities rather than academic one. They preferred spending their time for useless activities such as, chatting with their friend, daydreaming, or doing other lesson’s homework in English class; (3) Most of the students tended to be a passive students. They did not want to ask to the teacher when they had difficulty. They tended to be silent and just gave little response during teaching learning process occurred. Moreover, they did not produce any question dealing with teachers explanation when the teacher invited them to do so. The result was when they were asked to do the reading assignments related to teacher explanations before it, they could not do it well; (4) Most of the students were very lazy to fulfill the reading assignment that the teacher instructed to them. They just tended to copy their friends work. It means that the students were not interested to do the reading assignment the teacher instructed.
Based on the identified problems above, it is very important to find the solution to solve those problems. For solving the problems, the researcher proposes the use of Collaborative Strategic Reading (CSR). As stated by Klignner and Vaughn (2000: 75) that CSR is a classroom technique developed to take advantage of the potentials of collaboration for language development in content class-rooms that students of various reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies Preview, Click & Clunk, Get the Gist and Wrap Up to facilitate their comprehension of content-area text. Therefore, by the use of the four reading strategies in Collaborative Strategic Reading (CSR) can solve the identified problems related to students’ reading comprehension. The reasons are as follows;

In preview strategy, students recall what they already know about the topic and predict what the passage might be about. So, it will allow students to generate interest and activate their background knowledge in order to predict what they will learn and engage them in active reading from the onset. Furthermore, it will help students to find the general information of the text they will read.

In click and clunk strategy, students monitor their reading comprehension by identifying clunks or unknown words, concepts and ideas in the passage, and using fix-up strategies when the text does not make sense. For this reason, it is expected that students problem relate to their difficulty in inferring the meaning of certain word in the text and determining the references in the text can be overcame by using fix - up strategies through click and clunk strategy.

In get the gist strategy, students restate the most important idea in a paragraph or section such as the most important idea about the person, place, or thing to confirm their understanding of the information in the text. Therefore, by using this strategy is expected
that students problems relate to their difficulty in identifying the main idea of the text will able to overcome.

In wrap-up strategy, students learn to wrap up by formulating WH questions along with its answers and reviewing the most important ideas to make a summary about what they have learned when reading the text. So, by using this strategy is expected that students” problem relate to their difficulty in finding the explicit and implicit information of the text can be solved.

Besides that, cooperative learning concept in CSR also will make the students more active, communicative, and confident. It happens because all students will be involved in classroom learning. Students will never speak up in the class will be given opportunity to speak up, at least sharing their idea in their own group, giving feedback, and reporting what they have found and learned in their own group to the class. Even, explicit comprehension instruction concept when applying the four reading strategies of CSR also enable the students become more paid full attention during teaching learning process conducted.

In addition, meaningful task has been assigned to each group members will enable the students to reduce useless activity they did during teaching learning process and make them spending greater time to engage in their academic behavior. Moreover, they will be more responsible and confidence to do the task either the task based on their own job description in their group or their own group task that they have to finish it on time.

From the benefits of Collaborative Strategic Reading (CSR) above, it can be assumed that the use of Collaborative Strategic Reading (CSR) enables the students to improve their ability in comprehending the text and improves students good behavior toward teaching learning process.
h. Related Previous Study

The first study using CSR was done by Vaughn & Schumm in 1998. This research was conducted with 26 seventh and eighth graders with low learning abilities who used English as a second language. In this study, students learn to use modified reciprocal teaching methods in cooperative learning groups (i.e., brainstorm, predict, clarify words and phrases, highlight main idea, summarize main ideas and important detail, and ask and answer the questions. The researchers found that CSR was effective in improving reading comprehension for most of the students with low learning abilities.

The second previous study was conducted by Klinger and Vaughn in 1998. Vaughn and Schumm implemented CSR with fourth graders with a wide range of reading levels. Students in the CSR group significantly outperformed those in the control group on comprehension. In a subsequent study, fifth-grade students were taught to apply CSR by trained classroom teacher during English as a Second Language (ESL) science classes. It was shown that the students significantly increased their vocabulary from pre- to post-testing. Furthermore, students in CSR groups spent greater amounts of time engaged in academic-related strategic discussion and assisted one and another while using CSR.

The third study was conducted by Elyya Dwie Puspita. Improving students’ reading comprehension using collaborative strategic reading (CSR) at the Eighth Grade Students of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012. In this study, the researcher applied CAR pretest and posttest design. After being taught through CSR technique, the researcher draws a major conclusion that there was a significant increase of students reading comprehension achievement. The researcher can conclude that CSR is appropriate and effective to be used in increasing students reading comprehension achievement in all level education.
i. **Action Hypothesis**

From the description of related theories, the researcher proposes the hypothesis that using collaborative strategic reading technique the students can improve their reading comprehension of the First Grade Students of MTs N Mantingan in Academic Year 2018/2019.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research technique which will be employed in this study is classroom action research. Action research is a systematic process that enables person to find effective problem solutions in their lives (Stringer, 2007:1). Other experts, Greenwood and Levin (1998: 4) define action research as the social research accomplished by professional researchers to improve their competency. Kemmis and Carr in McNiff (1992: 2) identify: “Action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out.”

Action research is a systematic inquiry conducted by the teacher, researchers, principals, school counselors, or other stakeholders in the teaching learning environment, to gather information about the ways the schools operate, how they teach, and how well their students learn (Mills, 2000: 6). He proposes two main theories of action research: critical and practical action research.

The classroom action research focuses on the theory in the social science and humanities. The action research focuses on the “how-to” approach to the processes of action research. In his book, McNiff (1992: 2) labels two elements of action research, namely the system of consideration and the people engaged in the system. System here means any human social order, school for example. The participants of this system are its students, teachers, and the principal.

Unlike traditional research that looks for generalized explanation that might be
applied to all contexts, action research focuses on specific situations and specific solutions. The major purpose of action research is to provide the means for people to engage in systematic inquiry and investigation to plan an appropriate way of achieving a goal and to evaluate its effectiveness.

Burns (1999: 24-25) puts forward that action research is more than simply a procedure for professional development that focuses on concrete and practical direct subjects to specific social groups, since it involves systematic data collection and data analysis in which the data can be triangulated. Another definition is proposed by Carr and Kemmis (1986: 162): “Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.”

From the explanation above, there are some reasons that lead the researcher to employ classroom action research in his study. First, the characteristic of action research is focusing on solving problem in the class or specific situation. Second, it is a form of self-reflective undertaken by the teacher to improve the teaching learning. Third, the cycle will be done until the improvement occurs. Fourth, it is one way to improve the students’ reading comprehension. From the definitions above, it can be summed up that action research is crucial for teaching learning process, since it is functional to promote the teacher to criticize his/her teaching. The reflection of the teaching learning process will develop the quality of education itself. In this study, the researcher makes use of the classroom action research to investigate the technique to enhance the students’ reading comprehension.

B. Procedures of the Research

The procedures of this study are planning, acting, observing, and reflecting as
proposed by Kemmis and McTaggart in Burns (1999: 35):

a) Indentifying the problem

The researcher conducted a preliminary observation at MTs N Mantingan. It include interview to Mr S as the teacher/collaborator and students. The problems referred to the students English reading. Then classroom observation, observation was held in class VIIF MTs N Mantingan during the English lesson. The researcher would conduct the observation in order to know about the teaching learning process in that class, to know the situation during the lesson, to know the students’ behavior when they join the lesson, the technique or method that what used by the teacher, and others. Based on the observation, the researcher able to make summaries.

b) Planning the action

Planning is done after the researcher accomplished the reflection stage. In this first stage, the researcher discusses the factual condition of the students and the possibility of implementing technique to enhance the students reading comprehension with english teacher as the collaborator. Then, the researcher gains the complete data by doing pre-research interview to the students related to gives pre-test to them. After identifying the problems, the researcher makes a plan about what kind of action that will be carried out. Next, the researcher and collaborator prepares everything related to the action research requirements such as preparing the material for teaching about reading, preparing teaching aids to applied collaborative strategic reading technique, making lesson plan, preparing observation sheets, and preparing teaching aids and instruments for testing.

c) Implementation the Action

The second step is applying the planning in the classroom. The researcher conducts the teaching activities step by step by following the procedure. The students go through stages of (1) warming up (checking attendance, reviewing, and eliciting/gathering
information); (2) presentation introduction of collaborative strategic reading technique; (3) skill practice (asking the students to apply the collaborative strategic reading technique) and give give narrative text to students as the material (Narrative Text); (4) summing-up (summarizing the result of the discussion and underlining the points); (5) assessment (asking questions dealing with the content of the material and related to the instructional objectives to the students to check their understanding); and (6) closing. While the students are given treatment, the researcher observes the students and the class condition.

d) Observing

Basically, observing and acting may occur simultaneously since the researcher observes and collects the data while the researcher is conducting the instructional process. The researcher observes the important occurrences during the teaching and learning process. He is helped by the collaborator to observe the teacher’s and the students’ activities during vocabulary mastery in reading subject. The researcher notes the strengths and weaknesses of the lesson implements the technique to improve the students’ reading. The collaborators observe the teaching learning process, record the data, and provide feedback to the researcher in the form of field note.

e) Reflecting the result of the observation.

This is the overview of all recorded activities and data gained during the implementing phase. It evaluates the process, problem, effect, and whether or not it comes to success. The success parameter of this study is that the students are more motivated to learn and able to improve their score in reading. The indicators of the students’ improvement in motivation are gained from the evaluation of the process and feedback derived from the interviews provided by the students while the indicators of the students’ improvement in the scores are obtained from the result of the pre-test and the
Whether or not the researcher continues the study depends on the result of the reflection of each cycle. If the result of a certain cycle meets the success parameter the study, this study will be stopped. If it does not, the study will be continued to the next cycle as the revision of the previous cycle. The following is the model of classroom action research based on Kemmis and McTaggart in Burns (1999: 33):

The Action Research Self-Reflection Spiral

Having conducted the reflection, the researcher made a revision of the plan. The revision is aimed to improve the condition that had not been successful in the previous cycle.

C. The setting of the research

1. The place of the research

This research will be conducted at MTs N mantingan which is located in Jl.Mantingan-Sine KM 3 Mantingan Ngawi 67357. Generally, the physical condition of
the school is good. The school has many functional rooms from the classroom until the school yard. The school is well facilitated. It has complete teaching and learning medias and equipments that can be used to support the teaching and learning process.

The subject of the research be the first grade students of MTs N Mantingan. The specific subject that be chosen is class VII F because the students difficulties in understanding English language because lack of vocabulary. This class consists of 30 students, fourteen students are boys, and sixteen are girls.

Generally, the physical condition of the classroom is similar to the other classrooms. It has good learning and teaching facilities such as whiteboard, table, chairs, loud speaker, etc. It is chosen based upon the unstructured interview result with the English teacher at that class proving that they have the lowest achievement of English test especially in reading among the other first grade classes.

**D. Research Time**

Researchers conducted the research during December 2018 to January 2019. Before to the study conducted, researchers have conducted a pre-research on the January to do observation and interview, followed by a pre-test on the January. The researcher planned the meeting during the time because the researcher knew that the reading material is conveyed in that time. During the pre research time, the researcher observed the situation of the students, the classroom, the school, and the teaching learning activity.

The researcher felt the observation considered enough, after that, the researcher planned the meeting based on the schedule of English class. The researcher divided the meeting in two cycles.
<table>
<thead>
<tr>
<th>Procedures</th>
<th>Activities</th>
<th>Time</th>
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<tbody>
<tr>
<td>1. Pre-research</td>
<td></td>
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<tr>
<td>a. Observation</td>
<td>- Identifying the problems during teaching-learning process.</td>
<td>Dec 2019</td>
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<tr>
<td>b. Interview</td>
<td>- Identifying and confirming teachers’ and the students’ difficulties in teaching learning process.</td>
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<tr>
<td>c. Pre test</td>
<td>- Identifying the students’ reading comprehension.</td>
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<td>2. Research Implementation Cycle 1</td>
<td></td>
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<tr>
<td>a. Planning</td>
<td>- Preparing the materials, lesson plan, teaching aids, worksheet, student’s attendance list and everything related to the research.</td>
<td>Jan 2019</td>
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<tr>
<td>Meeting 1</td>
<td>- Implementing CSR circle in reading comprehension</td>
<td>Jan 2019</td>
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<td>Meeting 2</td>
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<td>Meeting 3</td>
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<tr>
<td>Post-test 1</td>
<td>- Conducting the test to know the progress of students’ reading comprehension after implementing treatment in cycle 1</td>
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<tr>
<td>Cycle 2</td>
<td>a. Planning</td>
<td>b. Action</td>
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<td>Post test</td>
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<tr>
<td></td>
<td>- Preparing the materials, lesson plan, teaching aids, worksheet, student’s attendance list and everything related to the research.</td>
<td>- Motivating and building students’ self-confidence.</td>
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<td>- Conducting some interesting activities to catch the students’ attention.</td>
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<td>- Implementing CSR in reading comprehension</td>
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<td>- Conducting the test to know progress of students’ reading</td>
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<tr>
<td></td>
<td>- Observing the students learning activities during teaching learning reading using CSR process.</td>
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<td>- The researcher will make an evaluation to know the students’ progress and problems/ difficulties during the teaching learning process.</td>
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<td>- Based on the result of the observation and reflection, the researcher will revise the plan for next cycle.</td>
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</table>
E. The Subject of the research

The Subject of this study is the students of the seventh grade of MTs N Mantingan. MTs N Mantingan has three grades of classes. They are the seventh grade, eighth grade, ninth grade. Each grade consist of six classes they consist A until F class. The research taken place in VII F classroom. There are 30 students in the VII F classroom, consist of 14 boys and 16 girls.

Researchers and collaborators decided to choose a class VII F MTs N Mantingan as a subject of study for researchers consider the results of pre- research. The results of the pre- Research students VII F MTs N Mantingan showed that students' motivation in learning activities is low. It can be seen from their behavior in the learning process. During the learning process, the students seemed bored and did not enthusiastic...
activities.

F. Researcher’s Role on the Research

In this research, the researcher acts in classroom action research is not only as the researcher but also as teacher, a planner, and does in making pre-test, a lesson plan, post-test in each final cycles, collecting data, analyzing and reports the result of the research. Besides, the researcher is helped by the teacher who teaches that subjects and he act as observer. On the other side, the teacher carries out the action based upon the lesson plan has been made. Therefore, the researcher works collaboratively with the English teacher.

The researcher does teaching learning activity immediately and attempt to collect the data based on research focus. As a main implementer in this research, the researcher is hoped can obtain accurate data till research goal for improving students’ reading of English.

G. Techniques of Collecting the Data

The data collected in this research are qualitative and quantitative data. Qualitative data are collected from the Instruments consist of observation, interview, diary, and document analysis and Quantitative data are collected from the result of pre-test and post-test.

1. Qualitative Data

There are four instruments used in this research to collect the data: notes or observation, Interview, documents analysis.

a) Observation

Field notes are resulted from the observation of classroom problems. It is done twice, before and after the treatment. Ideally, they should be written as soon as possible
after the lesson. Hopkins (2003: 116) declares four uses of field notes in action research: (1) they can focus on a particular issue or teaching behavior over a period of time; (2) they can reflect general impressions of the classroom and its climate; (3) they can provide an ongoing description of an individual child; and (4) they can record our development as teachers. The use of field notes has some advantages: (1) it is very simple to keep; (2) it provides good ongoing report; and (3) it helps to relate incidents.

In this study, the researcher plays two roles; when the researcher being teacher Mr. S being the observer but when Mr. S being the teacher, the researcher being the observer. The observation is done during the teaching learning process. The observation involves the collaborators (English teacher) to observe, evaluate, and provide suggestion about the implementation of technique in reading classes.

b) Interview

An interview is a data collection technique that involves oral questioning of respondents either individually or as a group. Answer to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by record the responses using recorder or by a combination of both. The objects of interview were the situation while teaching and learning process happens, students’ problems in learning process, teachers’ problem in teaching process, and how teacher teaches.

c) Document analysis

A document is a bounded physical or digital representation of a body of information designed with the capacity (and usually intent) to communicate. It includes students’ portofolios / assessment, students’ records, lesson plans, classroom materials, and previous test or examination papers. It can be used to analyze to what extent the changes that have been implemented are working.
2. Quantitative Data

The quantitative data of this study are resulted from the students’ pre-test and post-test in each cycle. Pre-test 15 multiple choice of reading and post-test 15 multiple choice of reading are carried out to know whether or not the students’ reading skills are improving when they are taught using technique. Pre-test and post-test conducted by multiple choice test. Multiple choice items consist of a stem and a set of options. The system is the beginning part of the item that presents the item as a problem to be solved, a question asked of the respondent, or an incomplete statement to be completed, as well as any other relevant information. The options are the possible answers that the examiner can choose from, with the correct answer called the key and the incorrect answers called distracters Kehoe(1995). Only one answer can be keyed as correct. This contrasts with multiple response items in which more than one answer may be keyed as correct. Usually, a correct answer earns a set number of points toward the total mark, and an incorrect answer earns nothing.

H. Techniques of Analyzing the Data

The result of pre-test and post-test are analyzed quantitatively. To analyze the quantitative data, the researcher will apply a descriptive statistics, comprising the following dimensions: highest and lowest scores and the medians. The data are taken from the students’ results in completing the tasks with the correct answers.

There are two stages in analyzing the quantitative data. First, measuring the individual score of the students’ pre-test results using the formula taken from Arikunto (1998: 38):

\[ S = \frac{R}{N} \times SM \]

\[ S = \text{the students’ mastery in %} \]
R = the students’ right answer

N = the maximum number of the whole answer

SM = Standard Mark (100)

Second, finding the median of the students’ scores of the pre-test, and post-test of by using the following formula:

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

M : Median

\( \sum X \) : the total score

n : Number of students

Analyzing the quantitative data will be done using three steps as follows: (1) calculating the median of the pre-test to prove that the students’ reading skill needs to enhance; (2) calculating the median of the post-test of the Cycle 1. Afterwards, the median score resulted in Cycle 1 is compared with the median score in pre-test. If it is increasing, the students’ vocabulary mastery skills are regarded improving; and (3) calculating median of the post-test of the Cycle 2. Then, the median score resulted in the post-test of Cycle 2 is compared with the median score of the post-test of Cycle 1. It is done to make sure that it still increases or not. If it increases, it can be stated that the students’ reading comprehension are really improving.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

1. RESEARCH FINDING

This research is aimed at finding out whether the use of Collaborative Strategic Reading improves the students reading comprehension and to identify what happens to the class situation when Collaborative Strategic Reading is implemented in improving students reading comprehension. Furthermore the research describe the teaching learning situation Collaborative Strategic Reading is implemented in reading class. The research was carried out at MTs N Mantingan especially in VII F class.

The situation before the research was identified in re-research stage. This was aimed finding out the problem during the teaching learning process in reading class and finding out the current students reading comprehension. Furthermore the pre-research activity was carried out to identify problem in reading comprehension, problem in the classroom situation and the causes of those problems (viewed from teacher aspect, learners aspect, and teaching materials). As the problems were identified the researcher could decide what kinds of solutions would be used to solve those problems.

To reach the urose the researcher the researcher did pre-research observation and then conducted the action research. In this research, the implementation was held in two cycles. During the research, the researcher noticed that cycles one was through stages of planning, implementation, observation, and revising plan. Cycle two was through stages of planning, implementation, observation, reflection of observation result and final reflection.

a. Pre-research

The researcher identified problems of learning English faced by the VII F class of MTs N Mantingan before planning the action. The purpose process. The problems were
identified through observation, and interview to the students and teacher. The pre-research covered three steps; 1) observing the teaching learning process, 2) conducting pre-test to the students, 3) interviewing the teacher and the students. After having done pre-research by interviewing the teacher and observing teaching learning process of mastering vocabulary for the VIIF class of MTs N Mantingan, the researcher finds out that the students; reading comprehension is still low. It can seen from some indicator that are shown by students act follow: (1) The students had difficulty the infer the meaning of some words in the text, (2) Most of students were assive during teaching learning process. They did not want to ask to the teacher when they difficulty and students were lazy to fulfill the reading assignment the teacher (3) Students low motivation to read english text and the teacher has never taught the students by different methods and technique in his instructional process.

b. Research Implementation

The implementation of CSR technique to improve reading comprehension covered two cycles. Before implementing the action cycle 1, the researcher had conducted a pre-test to know the students competence in reading text. The score of this pre-test is used to make comparison with the post-test to know the whether or not reading students improved. The post-test was conducted after implementing the action to measure students reading comprehension improvement.

Table 4.1 the overview of Research Implementation

| I.    | Pre – Research : Gaining Base Line |
II. Research Implementation

**Cycle 1: Narrative Text**

Meeting 1: Jan 2nd, 2019; Prambanan Temple  
Meeting 2: Jan 4th, 2019; Toba Lake  
Meeting 3: Jan 10th, 2019; Tangkuban Perahu, Post Test of Cycle 1

**Cycle 2: Narrative Text**

Meeting 1: Jan 11th, 2019; Batu Menangis  
Meeting 2: Jan 16th, 2019; Selat bali  
Meeting 3: Jan 23th, 2019; The Aji Saka, Post Test of Cycle 2

1) Cycle 1

The researcher divided the first cycle into three meetings. It was conducted on Jan 2nd, 2019, Jan 4th, 2019, and Jan 9th, 2019 and first post test. In this action research consisted of some steps: identifying the problems, planning the action, implementing the action, observing the action, reflecting the action, and revising the plan.

a) Planning

The action plan was made based on the problems that were mentioned in the
introduction above. To overcome those problems, the researcher and collaborator
planned and chose interesting learning to solve problems and improve students’ behavior
during teaching learning process. The researcher chose CSR technique. The researcher
believed that CSR technique could improve the student ability in reading and attract the
student’s enthusiasm in teaching learning process. It is because the CSR techniques are
give the students a lot of new experience. After identifying the students’ difficulty to
reading text in reading class, the researcher designed the lesson plan to use CSR
technique to improve students ability in reading comprehension. The teacher would plan
the activity by preparing learning project, such as:

1. Lesson Plan
2. Worksheet, like :(Group Discussion Worksheet)
3. Form of evaluation test scoring, like Students’ Worksheet
4. Information Gap
5. Material

In the first cycle, the researcher acted as teacher and the teacher acted as observer.
The researcher taught the students based on the lesson plan. The researcher explained the
steps of learning process using CSR technique.

b) Acting

In implementing the action, the researcher used the lesson plan had been prepared
before. The action consists of three meeting each which consisted of three sections:
opening, main activity, and closing. Each meeting is described as follows:

1) First Meeting

Opening

The first meeting was conducted Jan 2nd 2019. Before the teacher explained the
activities that they were going to do, she started the class by greeting the students and
tried some talks dealt with their condition. The teacher then introduced the researcher to the students. The purpose of it is to build a good relationship among her and the students. The teacher then sat in the last row of the class in order to observe teaching learning process. The teacher filled up the observation checklist by herself in order to gather any information on what is going on in the class.

Main activity

Before starting the lesson, Researcher explained to all students about the aims of the lesson and about the strategy that they were going to use (Collaborative Strategic Reading). Researcher asked the students "Have You ever heard Collaborative Strategic Reading, Pernahkan kalian mendengar Collaborative Strategic Reading?" Mostly the students answered "Belum". Then, researcher explained more detail about Collaborative Strategic Reading to the students.

After explaining about Collaborative Strategic Reading to the students, researcher asked the students to make a group consisted of six people. Researcher divided the members of groups randomly based on their seat. Next, Researcher asked each group to choose the leader of their group. When, each group discussed their group leader, Researcher distributed the identity card to each group. After distributing those identity cards Researcher asked each the group leader to choose the role for their group members and asked them to wear the identity card based on their role. Then, Researcher explained the role of each position the students. After that, Researcher stimulated the students through showing some pictures in the students work sheet and giving some questions orally dealing with the topic.

Researcher distributed the learning materials which covered narrative text entitled prambanan temple, students CSR Learning Log, Clunk Card, Cue Leader Sheet, and Compliment and Suggestion sheet. Then, Researcher asked each group to implement the
first strategy of Collaborative Strategic Reading that was Preview strategy. For this strategy, Researcher asked the students to brainstorm what they already know about the topic, and making prediction about what they might learn about the topic by answering some questions provided in students CSR learning log. Researcher gave the time 5 minutes to implement this strategy.

After time is up for applying review strategy next Researcher asked each group to implement the second and the third strategy of Collaborative Strategic Reading namely click and Clunk and Get the Gist Strategy. Dealing with clink and clunk strategy Researcher asked each group to write the difficult words they found in every paragraph of the text along with its meaning in students CSR learning log. Researcher also explained to all students that they were not allowed to open their dictionary in finding the meaning of the difficult words they had found in the text. As instead, they were invited to use fix up strategies in students” clunk card. Then, dealing with get the gist strategy, Researcher asked each group to write the most important information such as the place, the person or the things they found in each paragraph of the text. Researcher gave the time 15 minutes to implement this two strategy.

After that for applying click and clunk and get the gist strategy, the next twenty minutes, Researcher asked students to implement the fourth strategy of Collaborative Strategic Reading that was Wrap-Up strategy. For this strategy, Researcher asked each group to make their own group questions along with its answers and made review or the summary of the text they had read by writing the most important information or the main idea they had found in each paragraph of the text. Researcher gave the time 20 minutes to implement this strategy along with wrote its result in students CSR Learning log.

During the time Researcher gave to all groups in applying each strategies of CSR along with writing their group discussion result in students CSR learning log, Researcher
was walking around to each group to monitors, guides the students and gives assistance if there were some difficulties who the students found.

After having finished in applying every strategy of collaborative strategic reading, Researcher asked each group to stop their discussion. Then, Researcher asked all reporters of each group to stand up and asked some of them to report their group discussion result to the whole class about the main idea of some paragraphs in the text they had success found. Researcher just asked them to report the main idea of the first, the second and the last paragraph. The rule in conducting this activity was, firstly Researcher asked to all reportes of the group whether there was any volunteer or not to report their group discussion result about the main idea they had succeed. If there were any volunteer, Researcher would point out one of them. After one of them reporting their group discussion result, Researcher asked the other reporters to give their comment whether their group had the same answer or not as the answer reported by other groups. The last, Researcher would check and discussed its answer together with all students.

The next five minutes, Researcher moved on to question and answer section. Researcher explained the rule for this activity that the reporter of groups were asked to give some questions they had made to the whole class, and for other reporters which knew the answer of that question could directly answered it. Next, after their friends of the other groups gave the answer of that question, the reporter of groups which gave their questions had to give the correction whether the answer given by their friends were correct or not. The last, Researcher would check and discussed its answer together with all students.

Before ending the meeting, Researcher asked to all students whether there were any difficulty or not dealing with the topic they learned at that day. Next, Researcher made the summary and reflected about the lesson at that day together with all students. After
that, Researcher closed the meeting. Then, Researcher said” see you class”. The whole class said “See You Sir”.

2) Second Meeting

Opening

The researcher entered the classroom, greeting, and asked the leader to lead praying together. The researcher checked the students attendance. After that research reviewed students memories about the last meeting topic the students had learned by giving some question orally. Then, researcher stated the topic and stimulated students interest about the topic they would learn that day by giving some questions orally. All the students followed the researcher instruction.

Main activity

Then researcher asked the students to make a group consist of six people by the same group members as in the previous meeting. After all students found their own group, researcher asked each group to choose their group leader, but with different one in the previous meeting. Next, researcher distributed the identity card to each group and asked to each the new group leader also changed the roles or the positions of their group members with different one. Then, researcher checked whether each group had change the roles or the positions of their group members or not and asked them to wear the identity card based on their new position. After that, researcher checked students’ memories about CSR by giving some questions orally.

The next five minutes, researcher asked each group to implement Preview strategy by asking them to brainstorm what they already know about the topic, and making a prediction about what they might learn about the topic by answering some questions provided in students’ CSR learning log. While, researcher was walking around to each group to monitor them, there was one of the students in group two asked ”Sir, bahasa
After time was up for applying preview strategy, researcher asked each group to implement click and Clunk and Get the Gist Strategy. researcher gave the time 20 minutes to implement these two strategies. Similar to the previous meeting, dealing with clink and clunk strategy, researcher asked them to write the difficult words they found in every paragraph of the text along with finding its meaning by using use fix up strategies in students clunk card. Then, dealing with get the gist strategy, researcher asked them to write the most important information such as the place, the person or the things they found in every paragraph of the text.

While researcher was walking around to each group to monitors them, one of students in group one asked Sir, Drowning itu apa ya Sir? researcher tried to help to help them by asking them to make a prediction through the picture provided besides it. researcher answered "Drowing, try to make a guessing from the picture beside it, coba kalian tebak dari gambar disampingnya, nanti kalian pasti bisa menemukan arti dari drowning itu apa". Then, researcher explained to the whole class that in click and clunk strategy, if they found the difficulty words in the text that they did not know what the meaning of that words; they could make a guessing or prediction through the picture beside it. Then, the bell rang twice. It is time to rest.

At 12.10 a.m, the bell rang twice again. Then, the students entered the room. researcher gave the additional time at least 5 minutes for each group in finishing Click and Clunk and Get the Gist Strategy. researcher also reminded the students to discuss with their group members when implementing these two strategies.
After time was up for applying click and Clunk and Get the Gist Strategy, the next twenty minutes, researcher asked each group to implement Wrap-Up strategy. For this strategy, researcher asked each group to make their own group questions along with its answers and made review or the summary of the text they had read by writing the most important information or the main idea they had found in each paragraph of the text. Researcher also reminded to the whole class that in making WH questions, they were not allowed to imitate the questions in the preview strategy. In other words, they were asked to make WH questions by themselves. During the time that researcher gave to each group in applying the four reading strategies of CSR, researcher was walking around to each group to monitors, guides the students and gives assistance if there were some difficulties who the students found.

After having finished in applying every strategy of Collaborative Strategic Reading, researcher asked all reporters of each group to stand up and asked some of them to report their group discussion result to the whole class about the main idea of each paragraph they had succeed found. The next ten minutes, researcher moved on to questions and answers section. In this case, researcher re-explained to all students that the rules for conducting this activity were still the same as in the previous meeting.

At last, before ending the meeting, researcher asked to all students whether there was any difficulty or not dealing with the topic that they learned at that day. Then, researcher made the summary and reflected about the lesson at that day together with all students. Next, researcher closed the meeting. Then, researcher said “see you class”. The whole class said “See You Sir”.

3) Third Meeting

Opening

To prepare the class, the researcher said “good morning” to the students. Then, the
researcher began the material by reviewing the last lesson that was given in the first and second meeting. The researcher distributed students’ worksheet to the students for the third meeting.

Main activity

Then, similar to the previous meeting, researcher asked the students to make a group consist of six people by the same group members as in the two previous meeting. After all students found their own group, researcher asked each group to choose their group leader, but with different one in the previous meeting. Next, researcher distributed the identity card to each group and asked each the new group leader also changed the role or the position of their group members with different one. After that, before researcher conducted CSR again, researcher checked students memories about what CSR was and what the strategies were that the students had to implement in CSR.

That day, as informed in the previous meeting, the students would have a post-test 1. The test covered several reading competence, they are: determining vocabulary, main idea, implicit information, explicit information, and reference. The students did the test and the researcher monitored them.

c) Observation

The result of the three meeting in the first cycle is that the students were interested enough in English learning. Some of them still made noises in the class, although the researcher taught them in the class. Female students often focus on topic when the researcher gave explain to them, but some the male students often talked to their friends in the class. Some students thought that English lesson was difficult. It is because they did not know meaning of words. So they chose to be passive or made noise in the class.

d) Reflecting

Since the researcher and the teacher were a team teaching, The researcher acted as
teacher in the learning process and the teacher acted as observer during teaching and learning process. The teacher filled up the observation checklist and wrote some notes about the researcher's action. From the observation result, she noted that every meeting more quiet than the previous one. But, she notes that the students still felt difficult to memorize because they not quite enough.

Table 4.2 the result of post-test 1

<table>
<thead>
<tr>
<th>mean</th>
<th>70</th>
</tr>
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<tbody>
<tr>
<td>Max score</td>
<td>85</td>
</tr>
<tr>
<td>Min score</td>
<td>55</td>
</tr>
</tbody>
</table>

The average of students’ score in this cycle was 70. This results was higher than the pre-test, and almost pass from minimum criteria. According to the result, the researcher concluded that the first cycle was successful because CSR can improve their score till reached 70. But, the Researcher wanted to get higher score. So, he and collaborator planned the next cycle.

2) Cycle 2

The researcher devided the first cycle into three meetings. It was conducted on Jan 11th 2019, Jan 16th 2019, Jan 23rd 2019 and second post test. In this action research consisted of some steps: identifying the problems, planning the action, implementing the action, observing the action, reflecting the action, and revising the plan.

a) Planning

From the result of observations and post-test score in cycle 1, the researcher found that there were still some problems either in students' reading comprehesion or in the classroom situation itselfs. In students reading comprehesion, the raising problems such as the students still had problems in inferring the meaning of some words, finding
the main idea of a paragraph and finding the implicit information of the text. In addition, the problems dealt with classroom situation such as there were still found some students seemed did the useless activity during the reading lesson, such as” cheating about the other topics that out of the reading lesson with their friends” and some of them still tended to be lazy by the fact that they did not want doing discussion with their group members to do their group tasks dealt with the implementation of CSR. In order to get the maximum results in the research, researcher had planned some activities to be done before carrying the research. Those activities were sharing ideas with collaborator, making lesson plan, preparing the materials, camera, preparing the students” worksheet and dividing the main teaching activities into three phases.

b) Acting

In implementing the action, the researcher used the lesson plan had been prepared before. The action consists of three meeting each which consisted of three sections: opening, main activity, and closing. Each meeting is described as follows:

1) First Meeting

Opening

The researcher started the meeting by saying assalamu’alaikum warahmatullahi wabarakaatuuh and good morning students! The researcher checked the student’s attendance while asked the student’s condition. After that the researcher told about the material that would be studied.

Main Activity

Then, reseacher reviewed the last topic they had learned in the last meeting by giving some questions orally to them such as what kind of the text they had learned in the last meeting and what were narrative text they had learned in the previous meeting.
After that, reseacher reviewed students’ memories about Collaborative Strategic Reading by giving some questions orally.

Next, reseacher asked the students to make a group consists of six people. reseacher divided the member of groups based on students absent number. At last, there were five groups in the class. After all students found their own group, reseacher asked each group to choose their own group leader. Next, reseacher asked each group leader to take the stofmap which contained the learning materials for their own group. The learning materials covered the identity cards, narrative text entitled “Batu Menangis” that the students would read, students’ clunk card, a cue leader sheet, a sheet for giving compliments and suggestions, and a sheet of time allotment. Then, reseacher asked them to wear the identity card based on the role they had got.

At last, before ending the meeting, researcher asked to all students whether there were any difficulty or not dealing with the topic they learned at that day. Researcher asked ”Any questions or problems dealing with the topic?” The whole class said ”No, Sir”. Next, researcher made the summary and reflected about the lesson at that day together with all students. Then, researcher asked each group leader to submit the results of their group work. After that, researcher closed the meeting. Then, researcher said” see you class”. The whole class said “See You Sir”.

2) Second Meeting

Opening

The researcher entered the classroom, greeting, and asked the leader to lead praying together. The researcher checked the students attendance. After that research reviewed students memories about the last meeting topic the students had learned by giving some question orally. Then, researcher stated the topic and stimulated students interest about the topic they would leran that day by giving some questions orally. All the students
followed the researchers instruction.

Main Activity

Researcher asked the students to make a group consists of six people by the same group members as in the previous meeting. After all students found their own group, researcher asked each group to choose their group leader, but with different one in the previous meeting. Then, researcher asked each the new group leader to take the stofmap which contained the learning materials for their own group and asked them to change the role or the position of their group members with different one. After that, researcher asked them to wear the identity card based on their new position.

After all groups had the learning material of narrative text they would read at that day, researcher asked to all students about the title of the story they would read. Researcher asked "Ok, now what is the title of the story you will read?" Almost of students answered "Selat Bali". Then, Researcher said "Ok, that’s right" and what is meant by Selat Bali? Some students answered “Selat Bali”. Then, researcher gave positive feedback to the answer by them.

Having finished in applying every strategies of Collaborative Strategic Reading, researcher distributed the work result of each group which had been submitted to her. Then, researcher asked all reporters of each group to stand up and asked some of them to report their group discussion result to the whole class about the main idea of the second, the fourth, and the last paragraph they had succeed found. The next five minutes, researcher moved on to questions and answers section that the rules for this section were still the same as in the first meeting of this cycle. For the last activity was sharing their group finding result about the moral value of the story they had succeed found with the whole class. After the students reported their group answer dealing with the moral value of the story they had succeed found to the whole class, researcher and all students
discussed its answer together. At that time, researcher also reminded all students that in the next meeting, they had to use English in answering the moral value of the text.

Before ending the meeting, researcher asked to all students whether there were any difficulty or not dealing with the topic they learned at that day. Next, researcher made the summary and reflected about the lesson at that day together with all students. Then, researcher asked each group leader to submit the results of their group work. After that, researcher closed the meeting. Then, researcher said “see you class”. The whole class said “See You Sir”.

3) Third Meeting

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Main Activity

Researcher asked the students to make a group consists of six people by the same group members as in the previous meeting. After all students found their own group, researcher asked each group to choose their group leader, but with different one in the previous meeting. Then, researcher asked each the new group leader to take the stofmap which contained the learning materials for their own group and asked them to change the role or the position of their group members with different one. After that, researcher
stated the topic they would learn at that day. Researcher said "Ok, class, today, we will learn about narrative text again, but with different story and post test 2". The students did the test and the researcher monitored them.

c) Observation

In this second cycle, the researcher want this cycle was better than the previous cycle. The students could memorize and master the materials quickly. The students can express their ideas without afraid and say to expressing their mind. They were understand the instruction and also pronounce the words correctly. Their ability to know meaning and make a sentence showed their progress in mastering vocabulary. Although some students still got difficulties in expressing their ideas, the other students showed that they had better than before.

When the technique had implemented, the teacher often motivated the students to do their best when the CSR activities. It can help and encourage the students who had difficulties in expressing their ideas personally.

d) Reflecting

In this cycle the students attending the class with great responsibility. They could also work cooperatively during discussion section. The teacher also noted that the students could do the CSR well. Although there were still some students used Indonesian in the activity.

The teacher and the researcher assumed that with various activities could motivate the students in learning English. Meanwhile, the result of the second post test showed that more than 75% students could reach the standard score for minimum score, 70. From the results, the researcher and the collaborator teacher could stop this cycle.

Table 4.1 result of post-test 2

| Mean       | 80 |
The average of students' score in this cycle was 80. This result was higher than the previous cycle. According to the result, the researcher concluded that the second cycle was successful. The researcher target was better, the students reached 80.

2. DISCUSSION

a. The Teaching and Learning Process

The process of improving reading comprehension using CSR technique was conducted by using classroom action research (CAR). It involved four steeps such as planning, acting/implementing, observing, and reflecting. This research was implemented into two cycles consisted of three meetings. The procedures are opening, main activity, and closing.

Researchers found a few things that can be noted down on the observations during the learning process. The result shows the development of students' scores in each cycle. Researchers stopped the study because of the expected results are a score of 70 has been reached. In each cycle, researchers gave some pairs of CSR to improve their reading ability.

a) First cycle

In each cycle there is 3 meeting, based on the preliminary of study, the researcher found there were problem. Therefore, the researcher implemented CSR technique as a problem solving. According to Kagan(1990) This technique can give chance to all students to share information at the same time with different partner in a short time and in such structural way. Students from two concentric circles and exchange information with a partner until the teacher signal the outer circle to move in one direction, giving
each student a new peer to talk to. CSR technique is a simple strategy to apply in the classroom. Through CSR technique, students can discuss and share information and ideas to their classmates directly. It encourages students to move and have a conversation. It also helps students to share ideas and hear the different opinion from different partners.

In addition, students behavior also changed. They became more concern with their academic activities rather than non-academic activities. As stated by Klingner, et al. (2004: 292) that CSR is a learning strategy which is built on the foundation of reciprocal teaching (Palincsar & Brown, 1984) and many of the features as associated with effective instructions such as collaborative group work, interactive dialogue, and procedural strategies.

This theory was related with the result of the researcher observation during the implementation of CSR in reading class. By all instructions given by the researcher to all students when they were applying CSR enabled them to build their responsibility of their own group learning and engage them to be always involved in each activity when teaching learning process occurred. Moreover, Meaningful task had been assigned to each group members also enabled the students to reduce useless activity they did during teaching learning process. So, unlikely they would spend greater time to engage in their academic activity rather than non-academic activity. They were more also responsible and confidence to do the task the teacher instructed to them. As stated by Klingner, J.K and Vaughn, S (1998:35) that students are important aspect of CSR.

At the first meeting of the students are very enthusiastic when the learning process. Although there are few problems, such as: classrooms are noisy when teachers manage student to create multiple groups, and most students felt uncomfortable when the teacher organizing the group members. Perhaps it is because the students do not really
understand about collaborative strategic reading, so the class became so noisy and techniques are not going well. The students were also not able to express their ideas freely.

At the second meeting the students still seem very enthusiastic and started to dare to spend a few pairs of words, maybe because they've met a second time with the researchers, in the implementation process collaborative strategic reading technique is better than the first meeting, but the class situation is still noisy. Although the learning process passed well.

The third meeting of the students are very active even briefly they give many examples of words in Bahasa and asks that in English, when the implementation of the researchers were amazed because the students are very quiet and concentrated, it is because at the end of the second meeting the researchers said it will hold a post test I at the next meeting.

But, based on the reflection, the result of the implementation CSR technique didn’t reach the target score, 75. The students still confuse with their reading.

b) Second cycle

Second cycle still has three meeting, the teacher gave the same topic with the previous cycle. After all students found their own group, reseacher asked each group to choose their own group leader. Next, reseacher asked each group leader to take the stofmap which contained the learning materials for their own group. In this cycle, students can apply the techniques CSR better. It can be seen from their enthusiasm for serving some of the words in front of the class.

At the first meeting in the cycle they look very different the students to concentrate more and pull out a few pairs of a words for researchers, at the time of implementation collaborative strategic reading technique was the students orderly but still a bit noisy, at
the end of the meeting students can memorize with both material and present in class. At the second meeting of the students showed good progress in implementing collaborative strategic reading technique and the learning process is going well. At the third meeting in this second cycle students look very tense, it was due to be held post test II. In the learning process and the implementation went well. And the results showed most students got a score of 75. This means that the researchers could stop research.

Based on this research, it can be said, that the classroom action research by using CSR technique to improve students reading comprehension was successful. Like Kagan (1990), said this technique can make the students get different information at the same time on the material being taught, can make students easier and fun in learning English, and can make the students improve their reading comprehension and also to review the reading terms.

Besides that, Collaborative Strategic Reading (CSR) also improved students behavior toward teaching learning process. Cooperative learning concept in CSR made the students more active, communicative, and confident. The use of explicit comprehension instruction concept when applying the four reading strategies of Collaborative Strategic Reading made the students more paid full attention during teaching learning process conducted. Meaningful task had been assigned to all group member also enabled studentsto reduce useless activity they did and made them to spend greater time for engaging in their academic activity during teaching learning process occurred. Even, they were more responsible and confidence to do the task that the teacher instructed to them either the task based on their own job description or their group task that they had to finish it on time.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The result of the study shows that improving reading comprehension using collaborative strategic reading technique can overcame the student’s problem in reading comprehension effectively. The conclusion of the research are draw as follows:

1. The progress of students’ reading comprehension while following learning English using CSR technique is confirmed. The students’ reading comprehension can be developed. In each test, the students score always improved. The result of improving students reading comprehension for seventh grade students of MTs N Mantingan was great. The improvement of the students reading comprehension can be seen from the significant improvement of the students’ score in each cycle. The result of the pre-test score is 40 (before treatment) and the average of the post-test I score is 70.0 (after being the treatment in cycle I). While after the treatment in cycle II, the average of the students’ score shows a great improvement that is 90.0.

2. The students responses when the CSR technique applied were good. The students get motivation using CSR technique in learning English, especially in reading comprehension. The students reading comprehension can improve when CSR technique applied. The students reading comprehension can increase in every meeting. It means that CSR technique can help the students to improve their reading comprehension.

3. The weakness of this technique in teaching learning process is: for the students, they get a little bit information because they get limited time for thinking about what they said before. So they just responses what they think before, in other hands this technique can be classroom management can become a problem because they will be
noisy when they use this technique in the class, and the students must be trained in
this method of learning in the requires an equal number of groups.

4. The strength of CSR technique is: when students have appropriate “think time”, the
quality of their responses improves, so that can improve the listening skill, speaking
skill and get quick responses the questions. Then, students are actively engaged in
thinking with different questions and different partners. The activity in CSR
technique encourages community building among students while incorporating
movement and interaction. So, many students find it safer or easier to enter into a
discussion with another classmate rather than with a large group in inside and
outside circle and the last, there are no specific materials are needed for the strategy,
so it can be easily incorporated into lessons.

B. Suggestion

1. For the teacher

We have to attempt to give learning model as source creating quality of human resources.

Therefore we can do:

a) Some of learning models give an interactive, creative, effective and pleasant learning.
b) Based on the research this technique is good for education instruments in teaching
learning process.

2. For the students

a) The students have to participate actively in classroom learning process, especially in
English lesson due to the importance for our life.
b) The students might help with their friends who got difficult to study English or other
lessons and have to pay attention when the teacher gives explanation in order to
understand teacher’s explanation easily.
BIBLIOGRAPHY


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Appendixes
## Appendix 1
### SILABUS PEMBELAJARAN

<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>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teks Fungsional Pendek Berbentuk :</td>
<td></td>
<td></td>
<td></td>
<td>4x40 menit</td>
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<tr>
<td></td>
<td>• Narrative text</td>
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<td>1. Give an instruction based on the picture shown!</td>
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<td></td>
<td>Tata Bahasa</td>
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<td></td>
<td>2. Mention 5 vocab from text</td>
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<tr>
<td></td>
<td>• Simple past tense</td>
<td></td>
<td></td>
<td></td>
<td>3. What would you say to a friend :</td>
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<tr>
<td>Kosakata</td>
<td>• Kata terkait tema</td>
<td></td>
<td></td>
<td></td>
<td>a. on his/her birthday</td>
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<tr>
<td></td>
<td>• Kata terkait jenis teks</td>
<td></td>
<td></td>
<td></td>
<td>b. in weekends</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c. if he/she has got the best in class</td>
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<tr>
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<td></td>
<td>4. inform your friend about the coming flag ceremony through an announcement</td>
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</table>

**Keter siswa yang diharapkan :**
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
Mengungkapkan makna gagasan teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan bertema untuk berinteraksi dengan lingkungan terdekat.

<table>
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<th>1. Teks fungsional berbentuk:</th>
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<td>- greetings</td>
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<th>2. Tata Bahasa</th>
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<td>- Quantifiers</td>
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<th>3. Kosakata</th>
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<td>- Countable &amp; Uncountable nouns</td>
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<thead>
<tr>
<th>4. Ungkapan Baku</th>
</tr>
</thead>
<tbody>
<tr>
<td>- attention !</td>
</tr>
<tr>
<td>- Excuse /me</td>
</tr>
</tbody>
</table>

---

| 1. Mendengarkan dan memberi respon insrksi secara lisan. |
| 2. Menyebutkan daftar barang yang dibutuhkan. |
| 3. Memberi ucapan selamat |
| 4. Mengumumkan sesuatu |
| 5. Mendengarkan model teks-teks lisan fungsional pendek |
| 6. Menggunakan teks-teks fungsional pendek dalam simulasi |
| 7. Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek |
| 8. Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan |

| 1. Memberi insrksi secara lisan. |
| 2. Menyebutkan daftar barang yang dibutuhkan. |
| 3. Memberi ucapan selamat |
| 4. Mengumumkan sesuatu |

| 1. Tes lisan |
| 2. Tes lisan |
| 3. Unjuk kerja |
| 4. Unjuk kerja |
| 5. Tes lisan |
| 6. Menjawab pertanyaan |

| 1. Give instruction to your friend based on the picture. |
| 2. Mention the things that you find in your bedroom |
| 3. Congratulate your friend on his / her success in doing something |
| 4. Tell your friend about the coming school holiday |

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<table>
<thead>
<tr>
<th>Role of students that are expected:</th>
</tr>
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<tbody>
<tr>
<td>Dapat dipercaya (Trustworthiness)</td>
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<td>Rasa hormat dan perhatian (respect)</td>
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<tr>
<td>Tekun (diligence)</td>
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<td>Tanggung jawab (responsibility)</td>
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| 4x40 menit | 4x40 menit | 4x40 menit | 4x40 menit |

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| 4x40 menit | 4x40 menit | 4x40 menit | 4x40 menit |
# Appendix 2

## LIST OF STUDENTS NAME

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Class : VIIF  
Semester : 2
A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word—except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got so angry that he shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”


1. Where does the story take place?
   A. London  
   B. Puerto Rico  
   C. Jakarta  
   D. Buenos Aires

2. What is the word that the parrot cannot say?
   A. Catano  
   B. Tacano  
   C. Canato  
   D. Nacato

3. How often did the owner teach the bird how to say the word?
   A. Always  
   B. Everyday  
   C. Many times  
   D. Every second

4. Which statement is true according to the text?
   A. The parrot could say Catano  
   B. At last the parrot could say Catano  
   C. Catano was the name at the parrot  
   D. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place.
   A. The man ate the bird.
B. The sold the bird.
C. The man killed the bird.
D. The man taught the bird.

6. It is most likely that ….
A. The bird killed the three chickens.
B. The three chickens killed the bird.
C. The bird played with the chicken.
D. The bird killed one of the three chickens.

7. What is the story about?
A. A parrot and a cat
B. A parrot and a chicken
C. A parrot and the owner
D. A parrot, the owner, and chickens

8. “It was very, very smart”
The underlined word refers to ….
A. The man
B. The bird
C. The chicken
D. Puerto Rico

9. “The parrot was very, very smart”
The word ‘smart’ means ….
A. Stupid
B. Clever
C. Stubborn
D. Beautiful

10. “The parrot was screaming at the fourth chickens”
What does the underlined word mean?
A. Smiling
B. Crying
C. Shouting
D. Laugh

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at
Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika said, “Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom.” Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called “nyale”.

10. The second paragraph is called ……
   a. orientation
   b. complication
   c. resolution
   d. identification

11. Why was it hard for the princess to choose one of the princes?
   a. She loved all the princes.
   b. All the princes were handsome.
   c. All the princes were powerful.
   d. She was afraid of the dangerous risk.

12. “Six of them came to Teberu and ask for her hand of marriage.” (Paragraph 1)
   The underlined phrase can be replaced by ……
   a. intend
   b. admit
   c. promise
   d. accompany

13. From the text we may conclude that ………
   a. Putri Mandalika sacrificed herself to the sea for the sake of her people.
   b. Putri Mandalika was a selfish princess.
   c. One of the princes won the heart of Putri Mandalika.
   d. The war happened against the kingdom due to the princess’ decision.

Text 4 for questions 14 to 15

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. “Pardon, O king,” cried the little mouse, “Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days.”

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to
run away.

14. What is the purpose of the text?
   a. To entertain the readers
   b. To persuade the readers that something should or should not be the case
   c. To inform the readers about the events of the day which are considered newsworthy
   d. To explain something

15. What is the moral value of the text?
   a. Don’t look at someone because of his clothes
   b. It is best for prepare for the days of necessity
   c. Common people may prove great ones
   d. United we stand, divided we fall
Appendix 4

Lesson Plan 1 of cycle I

Educational level : MTs N Mantingan
Subject : English
Class/Semester : VII/F/II
Time : 2 x 40 Minutes
Theme : Vocabulary
Academic year : 2018/2019

Nama sekolah : MTs N Mantingan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2

Standar Kompetensi : 7. Mendengarkan

Mendengarkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. memahami ungkapan-ungkapan meminta & memberi jasa
   b. memahami penjelasan meminta & memberi barang
   c. memahami pertanyaan tentang meminta & memberi fakta

   Karakter siswa yang diharapkan :
   
   Dapat dipercaya (Trustworthines)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)
   Tanggung jawab (responsibility)
   Berani (courage)

2. Materi Pembelajaran
a. Narrative Text

   Prambanan Temple

   Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed Prabu Baka. Then, Bandung Bondowoso fell in love with Prabu Baka’s daughter named Roro Jonggrang.

   Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. Roro Jonggrang was thinking of a way to refuse Bondowoso’s marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

   Being helped by genies, Bondowoso built many temples very fast. Roro Jonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that
morning was coming. All genies left their project until 999 temples. They thought morning came afterward.

Finally, Bondowoso knew that Roro Jonggrang tricked him. He got very angry so he cursed Roro Jonggrang into a rock statue “Arca”. Roro Jonggrang statue is inside Candi Prambanan to complete the project of a thousand temples.

3. Metode Pembelajaran: Collaborative Strategic Reading
4. Langkah-Langkah Kegiatan
A. Kegiatan Pendahuluan
   A. Apersepsi:
      - Tanya jawab mengenai kosa kata.
   B. Motivasi:
      - menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
B. Kegiatan Inti
   Eksplorasi
   Dalam kegiatan eksplorasi, guru:
   - Menyampaikan kepada siswa beberapa hal terkait reading dan materi terkait tentang Narrative text
   - Menjelaskan kepada siswa tentang strategy in finding main idea, detail information dan memberikan teks bergenre Narrative text sebagai modelling serta memberikan contoh penggunaan strategi yang akan diberikan dengan menerapkan metode CSR.
   - Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
   - Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
   - Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi
Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

Konfirmasi
Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik;
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber;
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;

5. Sumber Belajar
A. Buku teks yang relevan
B. Kaset/CD
C. Script percakapan dan/atau rekaman percakapan
D. Gambar-gambar yang relevan

6. Penilaian
A. Instrumen:
   - Listen to the expression and respond to it
   - Listen to the expression and match it with the suitable response
     Pass me the pencil, please.
B. Pedoman Penilaian
   Nilai maksimal masing-masing elemen = 25
   Nilai maksimal = 100
   Nilai perolehan = \( \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10 \)
C. Rubrik Penilaian

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........, Januari 2019
Guru Mapel Bahasa Inggris,

( IKHWANUDIN )
Lesson Plan 2 of cycle I

Educational level : MTs N Mantingan
Subject : English
Class/Semester : VII/FII
Time : 2 x 40 Minutes
Theme : Vocabulary
Academic year : 2018/2019

Nama sekolah : MTs N Mantingan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2

Standar Kompetensi : 7. Mendengarkan
Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tata : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
d. memahami ungkapan-ungkapan meminta & memberi jasa
e. memahami penjelasan meminta & memberi barang
f. memahami pertanyaan tentang meminta & memberi fakta

Karakter siswa yang diharapkan :
- Dapat dipercaya (Trustworthines)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)

2. Materi Pembelajaran
   a. Narrative Text

   Toba lake

   In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home then planned to cook it. When he got home, the fish turned into a beautiful woman.

   The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food. One day, mother asked Samosir to bring lunch to father. On the way to rice field, he stopped and ate most of food. After that, he gave the rest of food to his father.

   Toba was very angry and shouted at Samosir “You, a fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked mother why father called him a fish kid. The woman was really upset that toba broke his promise. Mother and son disaeared. Soon there are springs that caused a vast lake. Its called toba lake. A land in the middle of toba lake is called samosir island

3. Metode Pembelajaran: Collaborative Strategic Reading
4. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi:
- Tanya jawab mengenai kosa kata.

Motivasi:
- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi
Dalam kegiatan eksplorasi, guru:
- Menyampaikan kepada siswa beberapa hal terkait reading dan materi terkait tentang Narrative text
- Menjelaskan kepada siswa tentang *strategy in finding main idea, detail information* dan memberikan teks bergenre narrative sebagai modelling serta memberikan contoh penggunaan strategi yang akan diberikan dengan menerapkan metode CSR.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi
Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

Konfirmasi
Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:
- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;

5. Sumber Belajar
a. Buku teks yang relevan:

b. Kaset/CD
nc. Script percakapan dan/atau rekaman percakapan
d. Gambar-gambar yang relevan

6. Penilaian
   a. Instrumen:
      - Listen to the expression and respond to it
      - Listen to the expression and match it with the suitable response
        Pass me the pencil, please.
   
   b. Pedoman Penilaian
      Nilai maksimal masing-masing elemen= 25
      Nilai maksimal = 100
      Nilai perolehan = \( \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10 \)
   
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........, Januari 2019
Guru Mapel Bahasa Inggris,

( IKHWANUDIN )
Lesson Plan 3 of cycle I
Educational level : MTs N Mantingan
Subject : English
Class/Semester : VII/FII
Time : 2 x 40 Minutes
Theme : Vocabulary
Academic year : 2018/2019

Nama sekolah: MTs N Mantingan
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: VII (Tujuh) / 2

Standar Kompetensi
7. Mendengarkan
Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar
7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

g. memahami ungkapan-ungkapan meminta & memberi jasa
h. memahami penjelasan meminta & memberi barang
i. memahami pernyataan tentang meminta & memberi fakta

❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian ( respect )
Tekun ( diligence )
Tanggung jawab ( responsibility )
Berani ( courage )

2. Materi Pembelajaran
a. Narrative Text

Tangkuban Perahu
On a land of Parahyangan, there lived a beautiful princess named Dayang Sumbi. Because of her oath, she had to marry a dog named Tumang. Dayang Sumbi with her dog lived happily and blessed with a boy, Sangkuriang. The boy didn’t know that their dog was his father.

One day, Dayang Sumbi asked Sangkuriang with his dog to hunt a deer. Sangkuriang got nothing. He did not want to disappoint his mother. He decided to kill his dog. Dayang Sumbi thought it was venison. After knowing the truth, Sangkuriang was hit and expelled by his mother.

Sangkuriang grew overseas into a powerful handsome man. Then, he met Dayang Sumbi then fell in love with her. One day before wedding. Dayang Sumbi realized that Sangkuriang was her son. Dayang Sumbi wanted to thwart their marriage. She gave a condition to make a dam that covered the entire hill and to make a boat during one night.
Sangkuriang agreed then worked with help of many genies. The dam and boat were almost finished. Dayang Sumbi prayed to God. The roosters crowed so all genies left that job. Sangkuriang realized that he had been tricked. He was angry; he kicked that boat into the middle of a forest. Then, that boat shaped like a mountain. That is the legend of Tangkuban Perahu.

3. Metode Pembelajaran: Collaborative Strategic Reading

4. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi:
- Tanya jawab mengenai kosa kata.

Motivasi:
- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- Menyampaikan kepada siswa beberapa hal terkait reading dan materi terkait tentang Narrative text
- Menjelaskan kepada siswa tentang *strategy in finding main idea, detail information* dan memberikan teks bergenre narrative sebagai modelling serta memberikan contoh penggunaan strategi yang akan diberikan dengan menerapkan metode CSR.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

Konfirmasi

Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:
bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
memberikan umpan balik terhadap proses dan hasil pembelajaran;

5. Sumber Belajar
a. Buku teks yang relevan:
   b. Kaset/CD
   c. *Script* percakapan dan/atau rekaman percakapan
   d. Gambar-gambar yang relevan

6. Penilaian
a. Instrumen:
   ➢ *Listen to the expression and respond to it*
   ➢ *Listen to the expression and match it with the suitable response*
     *Pass me the pencil, please.*

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..........., Januari 2019
Guru Mapel Bahasa Inggris,

( IKHWANUDIN )
Lesson Plan 1 of cycle II

Educational level: MTs N Mantingan
Subject: English
Class/Semester: VII/F/II
Time: 2 x 40 Minutes
Theme: Vocabulary
Academic year: 2018/2019

Nama sekolah: MTs N Mantingan
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: VII (Tujuh) / 2

Standar Kompetensi: 7. Mendengarkan
Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar: 7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

Aspek/Skill: Membaca
Alokasi Waktu: 2 x 40 menit

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

- memahami ungkapan-ungkapan meminta & memberi jasa
- memahami penjelasan meminta & memberi barang
- memahami pertanyaan tentang meminta & memberi fakta

❖ Karakter siswa yang diharapkan:

- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)

2. Materi Pembelajaran
b. Narrative Text

Batu Menangis

*On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.*

*One day, they went down to a village for shopping. A market was far away from their house. They walked there. The girl got dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket, wore dirty clothes. Nobody knew they were mother and daughter.*

*While entering village, people looked at them. Young men were so fascinated by girl’s beauty. However, she was in contrast to a woman walking behind her. It made people wonder. Some young men asked her whether woman was her mother. But girl arrogantly replied that she*
was her maid. More people asked her along the way to market. She gave a same answer that widow was her slave.

Eventually, mother’s heart hurt to hear her daughter’s answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped then slowly turned to be a stone. Daughter cried; she apologized to his mother. But it was too late. A pretty girl was turned into a stone but continued to tear; it’s called A Crying Stone.

3. Metode Pembelajaran: Collaborative Strategic Reading
4. Langkah-Langkah Kegiatan
   A. Kegiatan Pendahuluan
      Apersepsi :
      • Tanya jawab mengenai kosa kata.
      Motivasi :
      • menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa
   B. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi, guru:
      • Menyampaikan kepada siswa beberapa hal terkait reading dan materi terkait tentang Narrative text
      • Menjelaskan kepada siswa tentang strategy in finding main idea, detail information dan memberikan teks bergenre Narrative text sebagai modelling serta memberikan contoh penggunaan strategi yang akan diberikan dengan menerapkan metode CSR.
      • Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
      • Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
      • Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

      Elaborasi
      Dalam kegiatan elaborasi, guru:
      • Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
      • Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
      • Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
      • Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

   Konfirmasi
   Dalam kegiatan konfirmasi, guru:
   • Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
   • Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
   • Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

C. Kegiatan Penutup
   Dalam kegiatan penutup, guru:
bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

memberikan umpan balik terhadap proses dan hasil pembelajaran;

5. Sumber Belajar
   a. Buku teks yang relevan:
   b. Kaset/CD
   c. *Script* percakapan dan/atau rekaman percakapan
   d. Gambar-gambar yang relevan

6. Penilaian
   a. Instrumen:
      ➢ *Listen to the expression and respond to it*
      ➢ *Listen to the expression and match it with the suitable response*
      
      *Pass me the pencil, please.*

   b. Pedoman Penilaian
      Nilai maksimal masing-masing elemen= 25
      Nilai maksimal = 100
      Nilai perolehan = \( \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10 \)

   c. Rubrik Penilaian

      | Uraian          | Skor |
      |-----------------|------|
      | Jawaban benar   | 2    |
      | Jawaban kurang tepat | 1    |
      | Jawaban salah   | 0    |

....... Januari 2019
Guru Mapel Bahasa Inggris,

( IKHWANUDIN )
Lesson Plan 2 of cycle II

Educational level : MTs N Mantingan
Subject : English
Class/Semester : VII/II
Time : 2 x 40 Minutes
Theme : Vocabulary
Academic year : 2018/2019

Nama sekolah : MTs N Mantingan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2
Standar Kompetensi : 7. Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

Aspek/Skill : Membaca
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1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
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Berani (courage)

2. Materi Pembelajaran
c. Narrative Text

Selat Bali

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. Her son’s name was Manik Angkeran. Manik Angkeran liked to gamble. One day, Manik Angkeran could not pay the debt. He asked help to father.

Loving his son, Sidi Mantra fasted then prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold as well as diamonds from his scales. Soon, Manik Angkeran finished all gold and diamonds. He asked help to his father again. Sidi Mantra came to Naga Besukih. This time, Manik Angkeran secretly followed Sidi Mantra.

A few days later, Manik Angkeran stole father’s genta then came to Naga Besukih. Manik
Angkeran got gold and diamonds. But he was not satisfied. Manik Angkeran saw a big gem at the end of dragon’s tail. When Naga Besukih turned toward a cave, Manik Angkeran immediately cut off dragon’s tail then ran away.

Naga Besukih was furious then licked Manik Angkeran’s footprints. Then he turned into ashes. Sidi Matra was aware of this situation; he begged Naga Besukih to revive his son. Naga Besukih agreed if his tail was back. With magic, Sidi Mantra returned dragon’s tail back to normal. Then, Naga Besukih revived Manik Angkeran.

Sidi Mantra knew that he could not live with Manik Angkeran anymore. With a magical wand, Sidi Mantra made a line that separated him from son. There came springs growing into a sea. This is the legend of Bali Strait separating Java from Bali.

3. Metode Pembelajaran: Collaborative Strategic Reading

4. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :
- Tanya jawab mengenai kosa kata.

Motivasi :
- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- Menyampaikan kepada siswa beberapa hal terkait reading dan materi terkait tentang Narrative text
- Menjelaskan kepada siswa tentang strategy in finding main idea, detail information dan memberikan teks bergenre Narrative text sebagai modelling serta memberikan contoh penggunaan strategi yang akan diberikan dengan menerapkan metode CSR.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasaran baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpihak, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

Konfirmasi

Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
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C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
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c. Rubrik Penilaian

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........., Januari 2019
Guru Mapel Bahasa Inggris,

( IKHWANUDIN )
In the Kingdom of Medang Kamulan, in Java, came a young when man, by the name of Aji Saka to fight Dewatacengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti. One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom / Pusoko. No one except Aji Saka himself not a allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.
Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said: “I’m the son Aji Saka, bring me to him”. Aji Saka told the snake, that he would be recognized as his son, if the could kill the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka’s son and he was given a name Jaka Linglung (a stupid boy). In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. he was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

2. Metode Pembelajaran: Collaborative Strategic Reading

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A. Kegiatan Pendahuluan

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........., Januari 2019
Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich. They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!" Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"
1. The two brother's ambition was to ……..
A. become rich
B. become ministers
C. help the King make good laws
D. make the King's subjects happy

2. King Aruya called Akomi a liar because Akomi ……..
A. knew everything
B. made him angry
C. did not tell the truth
D. wanted to collect money

3. Ombah said I know nothing because he ……………
A. did not want to lie to King Aruya
B. wanted to see the crocodiles
C. did not know how many stars there were
D. thought that the answer would be right

4. Ombah's hands trembled because he...
A. was afraid
B. knew nothing
C. was thinking hard
D. had the right answer

5. From the story, we can see that King Aruya ……..
A. kept many crocodiles
B. could make good laws
C. did not need any ministers
D. disliked people who told lies

A Dog and a Cock became great friends. One day they travelled together. At night they sleep in the forest. The Cock perched himself on the (46).... of a tree, while the Dog found a bed beneath in the hollow trunk. When the morning dawned, the Cock, as usual, crowed very (47).... several times.

6. A. roots
B. trunks
C. leaves
D. branches

7. A. Loud
B. aloud
C. loudly
D. loudness

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity.
They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

8. Which of the following fact is true about Kbo Iwo?
(A) Kebo Iwo ate a little amount of meat
(B) Kebo Iwo is a destroyer that cannot make anything
(C) Kebo Iwo was angry because his food was stolen by Balinese people
(D) Kebo Iwo destroyed all the house but not the temple

9. Why did Kbo Iwo feel angry to the Balinese people?
(A) Because Balinese people ate his meal
(B) Because Balinese people took his food so his barns was empty
(C) Because Balinese people didn’t give him food
(D) Because Balinese people were in hunger

10. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
(A) There will be no Bali island
(B) Bali People will never be angry
(C) All Bali people will live in a prosperous way
(D) We are not able see the beauty of Lake Batur

11. So, they came together to plan steps to oppose this powerful giant…..(Paragraph 3)
The antonym of the word “oppose“ is….
(A) Support
(B) Defeat
(C) Turn Against
(D) Beat

12. What is Mount Batur?
A. A Lake Build By Kbo Iwa
B. A Well Dug By Kbo Iwa
C. The Mountain Build By Kbo Iwa
D. A Mound Of Earth Dug From The Well By Kbo Iwa

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White. Snow White didn’t want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?”
Snow White said, “My name is Snow White.”
Then, Snow White told the dwarfs the whole story.
The dwarfs said, “If you want, you may live here with us.”
Snow White answered, “Oh, could I? Thank you.”
Finally, Snow White and the seven dwarfs lived happily ever after.

13. What type of the text is used by the writer?
   A. narrative  
   B. report  
   C. anecdote  
   D. comparative

14. To tell the plot, the writers uses…
   A. a rhetorical question and an exclamation  
   B. time sequences  
   C. contrastive evidences  
   D. past tense

15. Why Snow White ran away to the woods?
   A. Her parents passed away  
   B. Her uncle was angry with her  
   C. Her uncle and aunt would go to America  
   D. Snow White was happy to run away
Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter’s name is Misna. She is beautiful but she had envious heart.

One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father’s assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her feeling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

1. “She is beautiful but she had envious  heart.” What is the synonym of the word “envious”?
   A. Ambiguous
   B. Jealous
   C. Fierce
   D. Festive

2. When did she ask her mother a beautiful dress?
   A. After she saw another girl with beautiful dress
   B. on the way home she met a handsome prince
   C. after her mother sold a piece of her land
   D. when a heavy rain and big thunders came

3. How could her mother buy her a beautiful dress?
   A. from her saving
   B. by asking her relative some money
   C. by robbed a bank
   D. from her salary
4. What made her mother cried aloud?
   A. she told everyone that she was her maid
   B. she told the prince that her mother had died
   C. she told the prince that she was her maid
   D. she wanted her mother to buy the most beautiful gown

5. What happened at last?
   A. Misna got married to a prince
   B. Misna was wet in rain
   C. Her mother bought her the most beautiful gown
   D. A thunder hit Misna to dead

In the Kingdom of Medang Kamulan, in Java, came a young when man, by the name of Aji Saka to fight Dewatacengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti. One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom / Pusoko. No one except Aji Saka himself not a allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan. Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said: “I’m the son Aji Saka, bring me to him”. Aji Saka told the snake, that he would be recognized as his son, if the could kll the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih. As had been promised the snake was recognized as Aji Saka’s son and he was given a name Jaka Linglung (a stupid boy). In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. he was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth. One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

6. Who was Dewatacengkar?
   A. a young wise man
   B. The cruel king
   C. White crocodile
   D. Bajul Putih

7. Where did the woman put the egg?
   A. In a rice barn
   B. In the south sea
Once upon a time there was a prince who wanted to get himself a princess, but she had to be a real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princesses, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess. One evening a terrible storm came; lightning flashed, thunder rolled, and the rain poured down in torrents—it was simply awful! Suddenly there was a knock at the city gate, and the old king went out to answer it. There was a princess standing outside, but what a sight the rain and the bad weather had made of her! The water streamed down her hair and her clothes, and yet she said she was a real princess. “It won’t take long to find that out,” thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses. That was where the princess was to spend the night. In the morning they asked her how she had slept. “Oh, dreadfully!” said the princess. “I hardly slept a wink all night. Whatever could have been in the bed? I was lying on something so hard that I’m black and blue all over.” So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that. So the prince took her for his wife, and they lived happily ever after.
C. narrative
D. descriptive

12. The generic structure of the text is….
A. Orientation – Complication – Resolution – Re-Orientation
B. Orientation – Events – Reorientation
C. General Classification – Description
D. Identification – Description

13. What is the purpose of the text?
A. to inform about princess and the pea
B. to describe the story of the princess and the pea
C. to give information that the prince looked for the real princess
D. to amuse the reader with the story of the princess and the pea

14. What is the dominant structure used in the text?
A. the simple present tense
B. the simple past tense
C. the present continuous tense
D. passive voice

15. No one but a real princess could have such a tender skin as that. The SYNONYM of ‘tender’ is …
A. hard
B. light
C. weak
D. strong