

**THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC
READING(CSR) TOWARD STUDENTS ENGLISH READING
COMPREHENSION AT THE TENTH GRADE OF SMA
MUHAMMADIYAH PURWODADI IN THE ACADEMIC YEAR OF
2019/2020**

THESIS

**Submitted as a Particular Requirements for Writing Undergraduate Degree
in English Language Education**



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Thank you for the attention.

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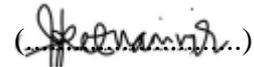
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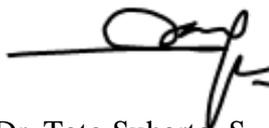
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DEDICATION

This thesis is dedicated to:

1. *My beloved father, Sukar who always give his motivation and praying to me,*
2. *My beloved mother, Siti Mukayaroh who always give her great praying, suggestion and spirit to make and arrange this thesis,*
3. *My beloved Brother Dimas Prabowo who always support me,*
4. *My beloved friends Ryan Luhur Bagaskara, Kharisma Cakti Wiceca, Ika Yasyinta Nindy Yolandana, Filaili Nur Azizah and Richa Fauziyah*
5. *All of the lecturers in IAIN Surakarta, especially Furqon Edi Wibowo, M.Pd. I am really thankfull for the Guidance and suggestion while I make this thesis,*
6. *My beloved almamater IAIN Surakarta.*

MOTTO

(Yaitu) orang-orang (yang mentaati Allah dan Rasul) yang kepada mereka ada orang-orang yang mengatakan: "Sesungguhnya manusia telah mengumpulkan pasukan untuk menyerang kamu, karena itu takutlah kepada mereka", maka perkataan itu menambah keimanan mereka dan mereka menjawab: "Cukuplah Allah menjadi Penolong kami dan Allah adalah Allah adalah sebaik-baiknya pelindung". (Ali Imran : 173)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Effectiveness of Collaborative Strategic Reading (CSR) Toward Students English Reading Comprehension at the Tenth Grade of SMA Muhammadiyah Purwodadi in the Academic Year of 2019/2020” is my real masterpiece. The Things out of my masterpiece in this are signed by citation and referred in bibliography.

If later prove that my has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, Januari 2021

Stated by,

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) TOWARD STUDENTS ENGLISH READING COMPREHENSION AT THE TENTH GRADE OF SMA MUHAMMADIYAH PURWODADI IN THE ACADEMIC YEAR OF 2019/2020”. Peace be Upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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ABSTRACT

Yuli Anastasia. 163221032. " The Effectiveness of Collaborative Strategic Reading (CSR) Toward Students English Reading Comprehension at the Tenth Grade of SMA Muhammadiyah Purwodadi in the Academic Year of 2019/2020". Thesis, Surakarta: English Education. Cultures and Languages of State Islamic Institute of Surakarta.

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Keywords : Collaborative Strategic Reading (CSR), Reading Comprehension, Experimental

This study was aimed to find out (1) significant differences in students' learning achievement in reading English in tenth grade SMA Muhammadiyah Purwodadi, between those taught with using Collaborative Strategic Reading (CSR) techniques and what is taught with conventional techniques, (2) which one is more effective than the use of Collaborative Strategic Reading (CSR) techniques in learning English reading skills at tenth grader of SMA Muhammadiyah Purwodadi.

This type of research is quantitative research that uses experimental design. Data obtained through test of English reading skills in the pre-test and post-test. This study has 2 variables, namely the use of Collaborative Strategic Reading (CSR) techniques as independent variables and English reading skills as the dependent variable. The population of this study were all students of X IPA SMA Muhammadiyah Purwodadi which amounted to 166 students. The sampling technique uses Cluster Random Sampling. Based on sampling obtained class X IPA 2 (36 students) as a experimental class and class X IPA 4 (33 students) as a control class. Validity test is calculated by the product moment correlation formula.

The result gained from the research proved the difference between the students who are taught by using Collaborative Strategic Reading (CSR) techniques and the students using Conventional techniques. The final mean score gained from both class was analyzed by using T-test with significance level $\alpha = 0.05$. By using *SPSS 21 for windows* program, it was found that the mean score of experimental class was 74,8611, while the control class was 34,760. The result of hypothesis testing show that the t_{score} is 4.630 while t_t 4.617. it can be seen that $t_{score} = 4.630$ is higher than $t_t = 4.617$ which means that H_0 is rejected. So the hypothesis can be accepted in research. Therefore, it can be concluded that the use of Collaborative Strategic Reading (CSR) is more effective in learning English reading comprehension.

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CHAPTER I

INTRODUCTION

A. Background of The Study

In Indonesia, English is a foreign language which is one of the important subjects taught at school. English is taught from elementary school level up to university. The purpose of teaching English is to facilitate students on the four language skills namely, reading, listening, speaking and writing. Thus, based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, Senior High School students are expected to be able to master four language skills namely reading, listening, speaking, and writing. All four language skills are interrelated and learning must be balanced.

From the statement above, it can be concluded that students must master four skills in learning English namely, reading, listening, speaking, and writing. Reading has an important role in learning English. From the four skills, reading is one of the most important skills. "Educational researchers have found that there is a strong correlation between reading and academic success". Thus, a student who is a good reader will be more accomplished in school than a student who is weak in reading.

Brown (1982:18) explained that the aim of teaching reading is to enable the students comprehend and react to what is written. It means students must be active in responding to what they have read. Students' reading skills are expected not only to read fluently but also comprehend the text completely. In the comprehension process, students not only see and identify the writing

symbols, but also they must understand the meaning of what they read. Learning English especially learning reading requires good communication between teacher and students. However in the conditions of the Covid-19 pandemic in Indonesian and even through out the world, the Covid-19 has had a negative impact on various aspect, one of which is education. The teaching and learning process should not be done face-to-face but online. In SMA Muhammadiyah Purwodadi still do face-to-face learning process but reduce the learning hours.

Reading activities in English subjects consist of reading texts, finding out the meaning of difficult words and answering appropriate questions based on the text. In fact, those activities have not been much helps in improving students' reading comprehension. As stated by Choi (in Rahma, 2003:9) that traditional reading classroom which always asking students to read the material, find out the meaning of the difficult words, and answer the question based on the text could not produce a positive outcomes on their reading comprehension. So, teaching technique for reading in class must be improved.

The English teacher at SMA Muhammadiyah Purwodadi taught the students by using conventional techniques teaching (scanning techniques) English including reading. By using conventional techniques (scanning techniques), the teacher's role was more dominant. The teacher told the students to read the text, look for main ideas of the text, write the meaning of difficult vocabulary and work on the problems. Students assumed that the

way to teach is less interesting and boring. According to Abidin (2012:3) learning that is dominated by teachers is a beheading of all the potential possessed by students. The students had difficulties and didn't understand about the reading correctly.

Believing and realizing the important of English language in globalization era that very rocketing, recently, Indonesian government has implemented English subject into the academic curriculum as a compulsory subject to be taught in Junior and Senoir High School. Recently, by Government Regulation number 32 in 2013 the educational system of Indonesia has launched the 2013 curriculum. This new launched curriculum has Core and Basic competencesand uses Scientific Approach in teaching and learning process. The aim of this curriculum is preparing Indonesian people to be religius, productive, creative, and innovative. In SMA Muhammadiyah Purwodadi uses 2013 curriculum as a learning tool and educational program at the school.

The researcher found some several difficulties experienced by students in learning process. The difficulty is as follows : 1) Many students are less interested in reading, expecially in the English text; 2) Lack of vocabulary mastery; 3) Inaccurate interpretation of vocabulary. Based on the difficulties that the writer found, the use of reading stregies must be appropriated. In this occasion the writer wants to apply Collaborative Strategic Reading (CSR) and it help students improve their reading comprehension.

Many methods and techniques of teaching reading that can develop reading skills for students. One of those techniques is Collaborative Strategic Reading (CSR). Klingner and Vaughn, et al, (2001) explained that CSR was designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classroom.

There are the advantages and disadvantages to the Collaborative Strategic Reading (CSR) techniques. Stated to Finandar (2002) the use of Collaborative Strategic Reading (CSR) technique have advantages and disadvantages, as for the advantages as follows : 1) The students can enjoy the teaching and learning process; 2) This technique can improve understanding of reading skills; 3) This technique makes it easy for students to understand the material because they work in a groups; 4) This technique can increase vocabulary in students; 5) This technique can make students motivated to learn; 6) This technique can improve cooperative in students; 7) This technique can make students actively work in groups. As for the disadvantages of Collaborative Strategic Reading (CSR) as follow : 1) This technique takes of a long time to use; 2) the weak students need a long time to understand about the material because the teacher only presents the materials; 3) This technique make students feel bored if the teacher cannot manage the class.

The use of Collaborative Strategic Reading (CSR) technique can help students be more interested in learning reading, because this technique makes it easy for students to understand the material because they work in a groups. Besides that, the use of the Collaborative Strategic Reading (CSR) technique

can also increase vocabulary mastery in students, because in the Collaborative Strategic Reading (CSR) technique there is a technique called click and cluck, where the students can search for words that they don't understand by following the steps in the click and clunk. That way students will have the addition of new vocabulary.

Furthermore Klingner & Vaughn (in Standish, 2005: 15) argue that Collaborative Strategic Reading (CSR) technique is implemented in cooperative learning, so that students work in groups, each group consist of 4-5 students. Based on this opinion it can be conclude that the implementation of the CSR technique applied in the form of cooperative learning, where students learn in group to solve the problems encountered.

The goals of CSR are to improve reading comprehension and to increase conceptual learning in ways that maximize students' involvement. It enhances reading comprehension skills for students with learning disabilities and students at risk for reading difficulties. CSR has also yielded positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996). To be more concrete, in previous research finding by Anike Rosalina (2014) she found that Collaborative Strategic Reading (CSR) technique gave the influence in increasing students reading comprehension achievement in narrative text. It was showed by students reading achievement after given the treatment of using Collaborative Strategic Reading (CSR) technique were higher than the students reading achievement before they given the treatment. Thus, it can be concluded that Collaborative Strategic

Reading (CSR) technique can affect students reading comprehension and working together cooperatively.

In CSR technique there are four stages, the first is a *preview*, which is the strategy used to dig up information before reading the text. The second is *click and clunk*, which is the stage to dig up information in the text while reading the text. The third stage is *get the gist*, at this stage students deduce the main ideas from the reading, then the last is a *wrap up* in this stage students make questions and conclude from what they have read.

Regarding the explanation above, the reseacher is interested in carrying out a research entitled: “The Effectiveness of Collaborative Strategic Reading (CSR) Toward Student’s English Reading Comprehensionat at the Tenth Grade Students of SMA Muhammadiyah Purwodadi in the Academic Year of 2019/2020”.

B. Identification of the Problem

Based on the explanation of background of the study, there are some problems which can be identified, such as :

1. Interest and motivate of students in SMA Muhammadiyah Purwodadi to attend English learning is still low.
2. The ability of students to read English is less than the maximum.
3. Learners have difficulty in understanding English texts and lack of mastery of English vocabulary of students.

4. Learning activities to read English with conventional techniques less interesting, and boring for the students.
5. Collaborative Strategic Reading (CSR) technique have not been applied in learning English reading skills in SMA Muhammadiyah Purwodadi.

C. Problem Limitation

In this study the problems are limited to avoid misunderstanding in interpreting the problem. The researcher limits the problem on the effectiveness of Collaborative Strategic Reading (CSR) toward student's English reading comprehension at the tenth grade of SMA Muhammadiyah Purwodadi. This research uses narrative text as a learning material.

D. Problem Statement

1. Is there any significant differences between students taught by using CSR and conventional technique at the tenth grade of SMA Muhammadiyah Purwodadi?
2. Is CSR more effective than conventional technique at the tenth grade of SMA Muhammadiyah Purwodadi?

E. Objectives of the Study

The purpose of this research is to find out:

1. The significant difference in the participants learning achievement in English reading at the tenth grade of SMA Muhammadiyah Purwodadi, between those taught with using Collaborative Strategic Reading (CSR) technique and what is taught with conventional technique.

2. Which one is more effective of the use of Collaborative Strategic Reading (CSR) technique in learning English reading skills at the tenth grade students of SMA Muhammadiyah Purwodadi.

F. Benefit of the Study

The benefits that can be obtained from this research are as follows:

1. Theoretical

As a contribution of theory to the world of education. Through this research strengthen existing theories and add new insight especially in the use of Collaborative Strategic Reading (CSR) techniques in learning English reading skills.

2. Practical

- a. As one of the inputs for teachers in improving quality learning English, especially in learning reading skills, a teacher can practice learning with technique Collaborative Strategic Reading (CSR) with the students.
- b. With Collaborative Strategic Reading (CSR) technique can improve students English reading comprehension
- c. For the other researchers, it can be used as a reference or input with using the result of research on the use of Collaborative Strategic Reading (CSR) in learning English reading skills.

G. Definition of the Key Terms

To avoid ambiguity in understanding some terms, the researcher tries to clarify some terms as a follow:

1. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is the combined of two methods, namely, teaching the reciprocal strategy and cooperative learning group activity or student pairing. CSR is designed for students who have very low comprehension in reading English text. This strategy is used to promote content learning, language acquisition, and reading comprehension in English classroom (Klingner et al, 1998).

2. Reading Comprehension

Devine (1987:77) explained that the reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text. In these words, the reader must be able to understand, to interpret and to select actual information from text.

3. Experimental

Experimental research is examining influence the treatment of behavior that arises as a result of treatment. According to Hadi (1985) experimental research is research conducted for know the consequences arising from a given treatment intentionally by researcher. In line with this Latipun (2002) stated that experimental research is a research conducted with do manipulation aimed at knowing the effect of manipulation of individual behavior observed.

CHAPTER II

THEORETICAL REVIEW

A. Review on Related Study

1. Review on Reading

a. The Definition of Reading

Reading is one of the four language skills. The skills in English language are listening, speaking, reading, and writing. Reading is one of the important skills in learning English as a foreign language. It is in line with McDonough who said that as a skills, reading is the most important foreign language skills. It can be seen that reading becomes the most important skills because in some cases students have to read the English material to understand the written text. Reading will be fun if a reader understands and comprehends the text being read.

Judd (2001:17) states then nature of reading are perceive and decode letter then understand all the words in order to understand meaning of a text. Brindley (1994:78) also states reading is a complex area. We can use the term to mean the process itself, or a response to literary text. It can mean the retrieval of information in a nonliterary text, or take on wider meanings like reading the situation.

Reading has many definitions given by linguistics. According to Grabe and Stoller, reading is the ability to draw meaning from the printed page and interpret this information appropriately. Therefore, reading a skills seem difficult for students who use English as a foreign language, because

they have to translate their mother tongue into a foreign language to understand a text.

From the explanation above, the researcher concluded that reading is a process carried out by a reader from a written source to obtain meaning and information from the text. Reading can be done through the process of analyzing a text in order to understand and comprehend the aims and objectives of the author.

b. The Purposes of Reading

The purposes of reading have to do with goals or aims of reading. There are some purposes of reading according to Hamer (1991:89) :

1) Identifying the topic

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

2) Predicting and guessing

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

3) General understanding

The readers have not to understand the text specifically, but they just understand the general idea of the text and they do not need to focus on

details information. It is called as skimming. It means running your eyes over a text to get quick idea of the gist of a text.

4) Specific information

The readers need the specific details that include in the text. It is called scanning. For example; the readers want to find the name of director or movie stars in a film review.

5) Detailed information

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

6) Interpreting text

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

From the explanation above, the researcher concluded that purposes of reading is to obtain information in a texts. When someone reads a text it certainly has a purpose. For example, when someone reads a newspaper the goals is to get information. As a stated by Aeberson, people read because the have a purpose.

c. Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading.

1) Extensive Reading

There are different definition for extensive reading. Hedge (2003) described it as skimming and scanning activities while Hafiz and Tudor (1989 as cited in Alyousef 2005) expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2. A lot of researcers have shown great interest in extensive reading in the last years.

Carrel and Eisterhold (1983 as cited in Alyousef 2005) extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. The procces of choosing reading texts will be done according to content, level of difficulty, and length. Hedge (2003) mentioned the benefits of reading extensive as follows: students can make their language proficiency, advance in their reading skill, become more independent in their learning , learn cultural knowledge, and expand confidence and incentive to continue their own learning.

From the explanation above, the researcher concluded that extensive reading is one of the techniques to read quickly or glance and throughly to find the contents of the text and recognize the core of a reading. People who read with extensive reading techniques usually

spend the shortest amount of time possible and understand the contents of the important things.

2) Intensive Reading

Yang, Dai, and Gao (2012) expressed that intensive reading is useful to develop reading comprehension. According to Waring (1997), intensive reading is very important for learning vocabulary and understanding how text is formed. Stahl (2003) found that there is relationship between intensive reading activities and language proficiency. According to Paran (2003), teachers need intensive reading to increase three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies.

From the explanation above, the researcher concluded that intensive reading is one of the reading techniques that is done carefully on reading to obtain detailed information. Intensive reading requires accuracy so that the reader can understand the contents of the reading correctly and can formulate problems as material for discussion.

2. Review on Comprehension

a. The Definition of Comprehension

Dechant (1982:31) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct suggested by the context, the organization and retention of meanings, the

ability to reason one's way through smaller idea segments, and the ability to grasp the meaning of a large unitary idea.

Duke (2003) stated that comprehension is a process in which readers meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

From the explanation above, the researcher concluded that comprehension is the ability to process and understand a text based on the reader's knowledge in order to know the purpose of the text.

b. Levels of Comprehension

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

1) Reading on the Factual Level

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

2) Knowing the Meaning of Words

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

3) Finding the Main Idea

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

4) Selecting Significant Details

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

5) Following Directions

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

6) Reading on the Interpretative Levels

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

a) Summarizing and Organizing

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

b) Arriving at Generalization

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

c) Predicting Outcomes

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

7) Reading on the Evaluation or Critical Level

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

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

- b) Interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing).
- c) Critical skills (judging, detecting propaganda, analyzing, checking, validity, checking the author's biases and purpose).
- d) Creative skills (applying information, responding emotionally).

3. Review on Reading Comprehension

Devine (1987:77) explained that the reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text. In these words, the reader must be able to understand, to interpret and to select actual information from text. Keenan, Betjemann, and Olson (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills.

Byrnes (1998:2) explained that reading comprehension is thus much more than decoding. Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of the text, and understands how to apply them accomplish the reading purpose.

From the explanation of the experts above, the researcher concluded that reading comprehension is an ability in processing text and understanding the purpose of a text in order to get the desired goal.

Reading comprehension has different levels, so skills and abilities are needed in order to improve reading comprehension.

4. Review on 2013 Curriculum

The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have ability to live as individual person and citizen who are religious, productive, creative, and innovative. The competences in the 2013 curriculum named Core and Basic competences. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence.

There are four core competence in the 2013 curriculum, core competence one as religious dominant, core competence two as affective dominant, core competence three as cognitive dominant, and core competence four as psychomotor dominant (Priyatni, 2014, p. 17). Every lesson has different core and basic competence according to the grade. Those are the core and basic competence of English for eleven grades of Senior High School:

Table 2. 1

Core Competence and Basic Competence in Curriculum 2013

Core Competence	Basic Competence
1. Appreciate and practice the teaching of their religion.	1.1 Grateful for the opportunity to learn the

	<p>language of communication in the English language International embodied in the spirit of learning.</p>
<p>2. Living and practicing honest behavior, discipline, responsibility, caring (help together, cooperation, tolerance, peace), polite, responsive and proactive and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment and put themselves as a reflection of the nation in the association world.</p>	<p>2.1 Shows polite behavior and care in carrying out the interpersonal communication with teacher and friends.</p> <p>2.2 Shows honest behavior, discipline, confidence, and responsibility for implementing a transactional communications with teacher and friends.</p> <p>2.3 Behave responsibility, carrying, cooperation, and peaceful, in implementing functional communication.</p>

<p>3. Understand, implement, and analyze knowledge factual, conceptual, procedural, and metracognitive by curiosity about science technology, art, cultural, and humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in specific areas of study that suit their talents and interest to solve the problem.</p>	<p>3.1 Analyze the social function, text structure, and language elements of phrase giving suggestions and offers, as well as responses, according to the context of its use.</p> <p>3.2 Analyze the social function, the structure of the text, and linguistic elements to express and ask about opinions and thoughts, according to the context of use.</p> <p>3.3 Analyze the social function, the structure of the text, and linguistic elements in the expression of hope and a prayer wingged (extended), as well as the responses, according to the context of use.</p>
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	<p>3.4 Analyze the social function, the structure of the text, and linguistic elements from the text of the official invitation, according to the context of use,</p> <p>3.5 Analyze the social function, the structure of the text, and linguistic elements from the text of the letter private, according to the context of use.</p> <p>3.6 Analyze the social function, the structure of the text, and linguistic elements of text shaped manual procedures and tips, according to the context of use.</p> <p>3.7 Analyze the social function, the structure of</p>
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	<p>the text, and linguistic elements to express and inquire about the actions/ activities/ events without mentioning the culprit in scientific texts, according to the context of use.</p> <p>3.8 Analyze the social function, the structure of the text, and linguistic elements to express and ask about the assumptions in the events of a situation/ event/ events in the future, according to the context of use.</p> <p>3.9 Analyze the social function, the structure of the text, and linguistic elements to carry out a social function text by stating factual report and inquire about the factual</p>
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	<p>scientific texts about people, animals, objects, symptoms and natural and social events, simple, according to the context of learning in the other subject in class.</p> <p>3.10 Analyze the social function, the structure of the text, and linguistic elements of the text analytical exposition about the hot topic discussed generally, according to the context of use.</p> <p>3.11 Analyze the social function, the structure of the text, and linguistic elements of the text short and simple biographies of famous figures, according to the context of use.</p>
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	<p>3.12 Mention social function and language elements in the song.</p>
<p>4. Processing, reasoning, and present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, to act effectively, and are able to use the method according to the rules of science.</p>	<p>4.1 Arrange oral and written text to express, inquire, and respond to expressions give advice and offer, with due regard to the social function, the structure of the text, and correct linguistic elements and in context.</p> <p>4.2 Arrange oral and written text to express and respond to an expression of opinion and mind, with attention to social functions, the structure of the text, and correct linguistic elements and in context.</p>

	<p>4.3 Arrange oral and written text to recite and respond to expression of extended wishes and prayers, taking into account the correct and contextual function of the social, textual structure, and linguistic elements.</p> <p>4.4 Capturing text meaning an official invitation.</p> <p>4.5 Editing an official invitation by observing the social function, the structure of the text, and correct linguistic elements.</p> <p>4.6 Arrange formal invitation stationery text, taking into account the social function, the structure of the text, and correct linguistic elements and in</p>
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	<p>correct.</p> <p>4.7 Capturing the meaning of the text personal letter.</p> <p>4.8 Arrange a personal letter text, taking into account the social function, the structure of the text, and correct linguistic element and in correct.</p> <p>4.9 Capturing the meaning of the text procedures, oral and written, and the manual-shaped tips.</p> <p>4.10 Text editing shaped procedures manual and tips, taking into account the social function, the structure of the text, and correct linguistic elements and in correct.</p> <p>4.11 Arrange oral and written texts, to express</p>
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	<p>and inquire about the actions/ activities/ events without mentioning the culprit in a scientific text, taking into account the social function, the structure of the text, and correct linguistic elements and in correct.</p> <p>4.12 Arrange oral and written texts to express and ask about the assumptions in the event of a situation/ event/ events in the future, taking into account the social function, the structure of the text, and correct linguistic elements and in correct.</p> <p>4.13 Catch the meaning in scientific textstual (factual report), oral and</p>
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	<p>written, simple about people, animals, objects, symptoms and natural and social events, related to other subjects in class XI.</p> <p>4.14 Catch the meaning in the text analytical exposition about the hot topic discussed general.</p> <p>4.15 Catch the meaning of the text short and simple biographies of famous personalities.</p> <p>4.16 Capturing the message in the song.</p>
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5. Review on Collaborative Strategic Reading (CSR)

a. The Definition of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn (1998). CSR is the comprehension strategy which combines modification of Reciprocal Teaching (RT) (Plincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson, 1987). To

improve the quality of teaching and learning reading comprehension one of the available strategies suggested and being discussed here is the Collaborative Strategic Reading (Klingner, 2000). The importance of reading strategic is elaborated by Killen (1998:3) as follows: reading strategies play important role in understanding the reading materials. They facilitate the comprehension of the students who want to read effectively.

Bremer et al state that “Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements, modified reciprocal teaching, and cooperative learning or students pairing”. In this statement, reciprocal teaching means teacher and students are working together in summarizing, questioning, clarifying, and predicting the reading materials.

To study reading, especially reading comprehension the students should enrich themselves with vocabulary which consist of the knowledge of meaning as grammar and the idea stated in the text. So, ideally vocabulary should be part of reading course because one need the mastery of vocabulary to comprehend the reading passage. “The reader’s vocabulary mastery is one of the important factors in the development of reading skills. The growth of reading habit is the continuous growth of words knowledge”(Nation, 2002).

The concept of this strategy is engaging students to work in small cooperative groups (4-5) and applying four reading strategies: *Preview*,

Click & Clunk, Get the Gist and Wrap up. Preview allows students to generate interest and activate background knowledge in order to predict what they will learn. *Click & Clunk* is self-monitoring strategy which controls their understanding about words, concept and ideas that they understand or do not understand or need to know more about. *Get the Gist* is a strategy in which students identify the main ideas from reading to confirm their understanding of the information. *Wrap Up* provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension (Elkaumy, 2004).

Furthermore, Klinger (in Standish, 2005:15) argues that the Collaborative Strategic Reading is implemented in cooperative learning, so the students work together in a group. Each group consist of 4-5 students. Based on these explanations it can concluded that in implementation of the Collaborative Strategic Reading technique is applied in a problem that is encountered. Cooperative learning in which students learn in a group to solve a problem. Thus, students are assigned roles in Collaborative Strategic Reading (CSR) lessons that they must fulfill together. Possible roles include the following:

- 1) Leader : Tells the group what to read next and what strategy to use next.
- 2) Clunk Expert : Use clunk cards to remind to group of the steps to follow when trying to figure out the meaning of their clunk.

- 3) Gist Expert : Guides the group toward getting the gist and determines that the gist contains the most important idea but no unnecessary details.
- 4) Announcer : Calls on group members to read a passage or share an idea.
- 5) Encourager : Give feedback and encourages all group members to participate and assist one another.
- 6) Timekeeper : Sets the time for each portion of CSR.

From the explanation above, the researchers concluded that the Collaborative Strategic Reading (CSR) is a technique that consists of a reading strategy applied to cooperative learning in order to improve reading comprehension in students. This Collaborative Strategic Reading (CSR) is a technique that can improve reading comprehension and can improve the mastery of vocabulary.

b. The Purposes of Collaborative Strategic Reading (CSR)

According to Abidin, "The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement". It means that students who are active in learning CSR will find it easier to learn to understand the text provided by the teacher. It is in line with Klingner et al who state that "Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classroom."

M. J. Z. Abidin (2012) describes the benefits of Collaborative Strategic Reading (CSR) as follows:

- 1) Promoting students and academic achievement
- 2) Increasing students retention
- 3) Enhancing students develop skills with their learning experience
- 4) Helping students develop skills in oral communication
- 5) Developing students social skills
- 6) Promoting students self-esteem
- 7) Helping to promote positive race relation

From the explanation above, the researcher concluded that the purpose of Collaborative Strategic Reading (CSR) is to facilitate the students to improve their reading comprehension by working in groups and to better understand the material in their reading assignments.

c. Procedures of Collaborative Strategic Reading (CSR)

The steps of learning to read English with the Collaborative Strategic Reading (CSR) technique for cooperative learning are adapted from Klingner J & Vaughn S (2001:61-65) as follows:

- 1) The teacher divides students into groups 4-5 people.
- 2) The teacher divides the roles among each group member *leader*, *clunk expert*, *announcer*, and *encourager* which also doubles as *timekeeper*.
- 3) The teacher distributes *cue card*, *clunk card*, and *learning log* reading material to students.

- 4) The teacher asks students examine their respective roles in accordance with the cue card for each role in the CSR technique.
- 5) The teacher asks students to read according to the strategies in CSR techniques and write down their work in the *learning log* sheet that has been distributed by the teacher.
 - a) Preview
 - (1) Brainstorm : What do we already know about the topic?
 - (2) Predict : What do we think we will learn about the topic when we read the passage?
 - b) Click and Clunk
 - (1) Were there any parts that we had hard to understand (clunks)?
 - (2) How can we fix the clunks? Use fix-up strategies:
 - (a) Reread the sentence and look for key ideas to help you understand the word.
 - (b) Reread the sentence with the clunk and the sentence before or after the clunk looking for clues.
 - (c) Look for a prefix or suffix in the words.
 - (d) Break the word apart and look for smaller words.
 - c) Get the Gist
 - (1) What is the most important person, place, or thing?
 - (2) What is the most important idea about the person, place, or thing?

d) Wrap Up

Ask questions: what question would show we understand the most important information? What are the answer to those question?

- 6) The teacher asks several students as representatives of the group to read the result of their learning log in front of the class.
- 7) The teacher justifies the work of students if there are mistakes.
- 8) The teacher and students together make conclusion about the reading that has been learned.

From the explanation above, the researcher concluded that in CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills.

d. Advantages and Disadvantages of Collaborative Strategic Reading(CSR)

According to Finandar (2002) the use of Collaborative Strategic Reading (CSR) technique have advantages and disadvantages, as for the advantages as follows:

- 1) The students can enjoy the teaching and learning process.
- 2) This technique can improve understanding of reading skills.
- 3) This technique makes it easy for students to understand the material because they work in a group.

- 4) This technique can increase vocabulary in students.
- 5) This technique can make students motivated to learn.
- 6) This technique can improve cooperation in students.
- 7) This technique can make students actively work in groups.

As for the disadvantages of Collaborative Strategic Reading (CSR) as follows:

- 1) This technique takes a long time to use.
- 2) The weak students need a long time to understand about the material because the teacher only presents the material.
- 3) This technique make students feel bored if the teacher cannot manage the class.

From the explanation above, the researchers concluded that there are many advantages of Collaborative Strategic Reading (CSR) rather than disadvantages. It is seen from the advantages, where the use of CSR technique can make students feel enjoy when learning takes place because, the students work in a group. Besides that the CSR technique is able to increase students' reading comprehension and can add vocabulary to students. As for the disadvantages themselves, students can feel bored if the teacher cannot manage the class and of course with this technique requires a long preparation, therefore the teacher must prepare everything needed before learning begins.

6. Review on Scanning Technique

a. The Definition of Scanning Technique

Harmer stated that scanning is for particular bits of information they are searching for (as for example, when we look a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that they do not have to read every word and line on the contrary, such an approach would stop them scanning successfully.

According to Maxwell (1970) in Diaz, S & Laguado states with this scanning, the students look for specific information within a text such as dates, names, places, among others and is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses.

Mikulecky and Jeffries (2004:25) stated that scanning technique is a very high speed reading that the readers do when they are looking for a specific piece of information.

From the explanation above, the researcher concluded that scanning is a technique of reading quickly or at a glance to get a specific information needed in reading text, this is done so that you can explore more pages in a short time.

b. Procedures of Scanning Technique

The procedures of scanning suggest by Olson (1972:87) should be:

- 1) Keep in mind only the particular information to be found out.
- 2) Make a choice, which clues would support the finding of the required information.
- 3) Have a rush view and sweeps down the page quickly to find out the clues. If the clues are found out, read that section to get the information needed.

c. The Advantages of Scanning Technique

There are some advantages scanning building on Grellet (1981:19) in Winarti (2010:15), there are as follow:

- 1) Scanning help the students only try to locate specific information.
- 2) Scanning help the students to follow the linearity of the passage.
- 3) Scanning help he students to used the time efficiently.

Based on the explanation above, the researcher concluded about the advantages of scanning technique is reading using scanning technique can help the students to get information from the book and not too waste time to find something want from the book, especially actions that do not support the search for information itself.

B. Previous Study

There are some researchers studies about the Collaborative Strategic Reading (CSR), they are:

The first previous study entitled “Using Collaborative Strategic Reading (CSR) To Develop Reading Comprehension of The Second Year Students At MTs Darud Dawah Wal-Irsyad Pasangkayu” was conducted by Aisyah Kahar Putri, Jos E. Ohoiwutun, Wahyudin in 2015. The research method used pre-experimental research design. The similarity is the method that be used is Collaborative Strategic Reading on teaching reading comprehension, and the differences are population and sample of research.

The result of the previous study is that the use of Collaborative Strategic Reading can develop reading comprehension of the second year students at MTs Darud Da’wah Wal-Irsyad Pasangkayu. The numerical data of the students’ mean score in the post-test (78.2) was greater than in the pre-test (64.4). It is also proved by the t_{counted} , (6.75) value which is higher the than t_{table} value (1.711). It shows that the hypothesis of the research is accepted. As the result, the students are able to understand the text, to find the main idea and to create a summary that reviews the material. In addition, this strategy also brought positive effect in foster motivation and interest in learning English. Therefore, it could be concluded that using Collaborative Strategic Reading was effective in teaching English reading to develop students reading comprehension of the second year students at MTs Darud Da’wah Wal-Irsyad Pasangkayu.

The second previous study entitled “The Influence of Collaborative Strategic Reading (CSR) Technique on Students’ Achievement in Reading Comprehension of Narrative Text (A Quasi Experimental Study of CSR at SMA PGRI 109 Kota Tangerang)” was conducted by Anike Rosalina from Syarif Hidayatullah State Islamic University in 2014. The similarity are the CSR method on teaching reading comprehension of narrative text, and the differences are population and sample of research.

The result of this research showed that there was a significant increase of students’ reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR) technique. This could be seen from the T-test result which showed that the students’ mean score of post-test in experimental class (82.20) was higher than pre-test (59.28) with gained score was 22.92. The T-test revealed that the result was determined by $p < 0.05$, $p = 0.0000$. Thus, H1 was accepted.

The third previous study entitled “The Use of Collaborative Strategic Reading (CSR) To Improve Students Reading Comprehension (Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017)” was conducted by Umar Anas from State Institute For Islamic Studies(IAIN) Of Salatiga in 2017. The similarity are the CSR method on teaching reading comprehension, and the differences are population and sample.

The result of this research showed that there was a significant improvement of using Collaborative Strategic Reading (CSR) in improving students reading comprehension is proved based on the comparison calculation among cycle I and cycle II. After implementing Collaborative Strategic Reading (CSR), the students reading comprehension becomes better. It is shown by the means of pre-test and post-test is 55,3 to 90,6 in cycle I, the mean of pre-test and post-test is 60,8 to 84 in cycle II. Then, Collaborative Strategic Reading (CSR) could significantly improve the students reading comprehension. It shows that Collaborative Strategic Reading (CSR) giving by the teacher can attract the students in their learning process, not only by improving the students activeness and enthusiasm in teaching and learning process, but also by increasing the students' score in the learning process. It also proven that Collaborative Strategic Reading (CSR) can be used and become as a helpful tool for the students and the teacher.

Table 2. 2
Previous Study

No	Name	Affiliation	Title	Similarity	Difference
1	Aisyah Kahar Putri, Jos E. Ohoiwutu	Universitas Tadulako	Using Collaborative Strategic Reading (CSR) To Develop	The method that be used is Collaborativ e Strategic	The population and the sample of the

	n, Wahyudin in 2015.		Reading Comprehensio n of The Second Year Students At MTs Darud Dawah Wal- Irsyad Pasangkayu	Reading on teaching reading comprehens ion	research.
2	Anike Rosalina	Syarif Hidayatulla h State Islamic University in 2014.	The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehensio n of Narrative Text (A Quasi Experimental Study of CSR	The CSR method on teaching reading comprehens ion.	The population and the sample of the research.

			at SMA PGRI 109 Kota Tangerang).		
3	Umar Anas	State Institute For Islamic Studies (IAI N) Of Salatiga in 2017.	The Use of Collaborative Strategic Reading (CSR) To Improve Students Reading Comprehensio n (Classroom Action Research in the Tenth Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2016/2017).	The CSR method on teaching reading comprehens ion	The population and the sample of the research

C. Rationale

Reading has many definitions given by linguistics. According to Grabe and Stoller, reading is the ability to draw meaning from the printed page and interpret this information appropriately. Therefore, reading a skill seems difficult for students who use English as a foreign language, because they have to translate their mother tongue into a foreign language to understand a text.

In class X IPA and IPS students have difficulty in obtaining information contained in the reading due to the lack of mastery of vocabulary and lack of interest in reading to students. From this condition a new learning technique is needed that can overcome the problem of students in learning to read English. The selection of the right technique will facilitate the teacher in achieving learning objectives, because technique is the spearhead of learning.

The use of Collaborative Strategic Reading (CSR) technique can help students be more interested in learning reading, because this technique makes it easy for students to understand the material because they work in a group. Besides that, the use of the Collaborative Strategic Reading (CSR) technique can also increase vocabulary mastery in students, because in the Collaborative Strategic Reading (CSR) technique there is a technique called click and cluck, where the students can search for words that they don't understand by following

the steps in the click and clunk. That way students will have the addition of new vocabulary.

Based on the explanation above, the researcher can concluded that the use of Collaborative Strategic Reading (CSR) techniques is assumed to be more effective in improving reading comprehension skills in students compared to learning using conventional techniques.

D. Hypothesis

There are two kinds of hypothesis which can be estimated here, those are:

H_a : Collaborative Strategic Reading is more effective to teach reading comprehension than conventional technique.

H_0 : Collaborative Strategic Reading is not effective to teach reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher uses quantitative research. According to Creswell (2002:12), in quantitative research there are three design; experimental, correlation and survey. This research, the researcher uses experimental design. Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested (Nunan, 1992:25). This study will use A Quasi Experiment Design specifically. It is because the interaction of selection with other factors are possibilities. It is one of approaches of research that uses two groups, those are experimental class and control class. Arikunto (2006:279) stated that the researchers in experimental research uses two groups, they are; experimental group as a group that gets the treatment and the control group that did not get treatment.

This study aims to determine the effectiveness of the use of Collaborative Strategic Reading (CSR) techniques in learning reading skills. This study has two variables, namely independent variables and dependent variables. Variables x (independent variables) is the use Collaborative Strategic Reading (CSR) technique and variables y (dependent variables) is Reading Skills in class X SMA Muhammadiyah Purwodadi students. The experimental design is as follows;

Table 3. 1
Design Group Pre-test and Post-test

Group	Pre-test	Treatment	Post-test
E	O ₁	X	O ₁
C	O ₂	-	O ₂

(Arikunto, 2010:125)

Where:

E = Experimental group

C = Control group

X = Treatment of experimental group by using CSR

O₁ = Pre-test for both experimental group and control group

O₂ = Post-test for both experimental group and control group

B. Location and the Time of the research

This research will be conducted at SMA Muhammadiyah Purwodadi. It is located at Jl. R. Suprpto No.118, Sambak, Purwodadi, Grobogan Regency, Central Java. This research was administrated August 2020.

C. Population and the Sample of the research

1. Population

Population is a generalazition area consisting of objects or subjects that have certain characteristics and characteristics determined researchers to be studied and then write the conclutions (Sugiyono, 2010:117). So it can be

interpreted that the population is the whole subject of research. The population in this study were all students of class X IPA and IPS SMA Muhammadiyah Purwodadi as shown in table below,

Table 3. 2
Research Population

No.	Class	Population
A.	X IPA 1	34 students
B.	X IPA 2	36 students
C.	X IPA 3	33 students
D.	X IPA 4	32 students
E.	X IPS 1	32 students
F.	X IPS 2	31 students
Total		166Students

2. Sample

The sample of this study was assigned by using Cluster Random Sampling Technique. In this case, population was divided into some group/cluster. Sudjana (1996:173) argues that in cluster sampling, population is divided into some groups/cluster. These cluster will be taken in random process. Every member in a cluster that has been taken randomly will be a sample.

Jack and Norman (1993:85) explained that Cluster Sampling is similar to simple random sampling except that groups rather than individuals are randomly selected and all the member of the selected group has similar characteristics. Sample selection technique with Simple Random Sampling where all individuals who are members of the population have the same opportunities and are freely chosen as sample members. Every individual has the same opportunity to be taken as a sample. Each individual is also free to choose because the selection of these individuals will not affect other individuals (Sukmadinata, 2006:225).

Based on the definition of the sample, the researcher uses lottery to choose the two classes of the tenth grade for the sample. The first class is X IPA 2 as a experimental group and the other is X IPA 4 as a control group. Both groups will be taught about the same material. The experiment group will be taught by using treatment, Collaborative Strategic Reading, and the control group will be taught by using Conventional Technique.

D. The Technique of Collecting the Data

Technique of collecting data in this research is using try-out test, pre-test and post-test that was given to both experimental class and control class. In this research, the researcher gave pre-test to see students' basic capability in reading before using Collaborative Strategic Reading (CSR) technique in reading class. The next test was post-test which will measure the the

effectiveness of Collaborative Strategic Reading (CSR) technique towards students' reading comprehension achievement in a certain period.

1. Try Out Test

Before the items are implemented, those items was try to test. The tryout was given to know whether the instrument is valid and reliable or not. Before the reading comprehension test be given to the experiment class and control class, it is tried out in one class that is not included in the research sample. The result of the tryout test than is analyzed to know the instrument validity and reability and to know whether some of the items should be revised or not.

2. Pre-test

In order to know the students reading comprehension before treatment is given, the researcher will give the students a pre-test about reading. Creswell (2012:297) state that pre-test provides a measure on some attribute or characteristic that is assessed for participants in an experiment before they receive a treatment.

3. Post-test

After conducting pretest and implementing treatment, the researcher will give a post-test to the students to know whether their comprehension about reading is increasing. Creswell (2012:297) state that post-test is a measure on some attribute or characteristic that assessed for participants in an experiment after a treatment.

E. Validity and Reability of Research Instrument

1. The Validity of Research Instrument

Instrument validity means the measuring instrument used to get the data is valid. Valid means that the instrument can be used to measure what should be measured (Sugiyono, 2010: 173). Validity problems related to the extent to which a tool is able to measure what people consider should be measured by the tool (Furchan, 2007: 293). In this study the validity used is a logical validity consisting of (1) content validity, (2) construct validity, (3) empirical validity, namely item validity.

To determine the validity or not of the item, a trial and instrument test is needed. The formula used to calculate the validity of items is the product moment correlation formula according to Arikunto (2009: 72) is as follows.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

r_{xy} = the correlation coefficient between X variable and Y variable

ΣX = the sum of total score of X item

ΣY = total score

N = the number of the student

An item is said to be valid, if the correlation coefficient (r_{xy}) is obtained greater or equal to a table at a significance level $\alpha = 0.05$ with N (number of students tested), vice versa if the coefficient correlation (r_{xy}) obtained is smaller than a table then it can be interpreted that the item is not valid or not valid. Interpretation of the correlation coefficient is 0.8-1.0 very high, 0.6-0.8 high, 0.4-0.6 enough, 0.2-0.4 low, and 0.0-0.2 very low.

2. The Reliability of Research Instrument

According to Arikunto (2009: 86) reliability refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is already good. Reinforce this opinion Sukardi (2005: 127) states that a research instrument is said to have a high reliability value, if the tests made have consistent results in measuring what is to be measured. This means that in this study reliability testing by correcting reading comprehension test scores in students.

$$\Gamma = \frac{n}{n-1} \left(1 - \frac{\sum pq}{S^2} \right)$$

Where:

n = number of items

p = proportion of correct answers

q = proportion of wrong answers ($q=1-p$)

S = standard deviation, S^2 ; variant

F. Data Analysis Technique

1. Normality Test

Burke (2000:119) states normality test is done towards two classes those are experimental class and control class. Normality test is used to know whether the data from both sample groups which is examined comes from the population of normal distribution or not. In this research, the researcher use Liliefors table. The steps of Liliefors test are as follow:

a. To determining X_1 , sort score from the lowest score until the highest score.

b. To determining the Z_1 score, using formula:

$$Z = \frac{(x_1 - \bar{x})}{s}$$

c. To determining $F(Z_1)$, using formula:

$F(Z_1) = 0,5 -$ (Look the value of Z_1 based on Standart Normal Distribution table)

d. To determining $S(Z_1)$, using formula:

$$S(Z_1) = \frac{\text{students number}}{\text{the amount of students}}$$

e. To determining the normality, $L_o = F(Z_1) - S(Z_1)$

L_o = is the highest value of normality

L_t = is the value from the Liliefors table

The data is normal if L_o is lower than L_t or $L_o < L_t$ and the data is abnormal if L_o is higher than L_t or $L_o > L_t$.

2. Homogeneity Test

Burke (2002:118) state that homogeneity test is used to know the similarity of the two conditions or population.

Homogeneity test is used to know whether the data is homogeneous or not. Criteria:

$(X_o)^2 < (X_i)^2$ = the data are homogeneous

$(X_o)^2 > (X_i)^2$ = the data are not homogeneous

3. Hypothesis Testing (t-test)

In analyzing the data, the researcher uses t-test. T-test is used to compare the means of two groups. The formula of the t-test used in analyzing the data is as follow:

$$t = \frac{X_e - X_c}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \quad \text{Arikunto (2013:326)}$$

Where :

t = the effectiveness of the treatment

X_e = the average of experiment group

X_c = the average of control group

S_1 = the deviation from the individual in group 1

S_2 = the deviation from the individual in group 2

n_1 = the number of subject in group 1

n_2 = the number of subject in group 2

Criteria of examination if $t_{\text{observed}} > t_{\text{table}}$ so H_a accepted and H_0 rejected.

However, if $t_{\text{obtain}} < t_{\text{table}}$ so H_a rejected and H_0 accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

The objective of this research is to find out whether there is or not any significant differences between students taught by using Collaborative Strategic Reading (CSR) and conventional techniques (scanning techniques) at the tenth grade of SMA Muhammadiyah Purwodadi.

The researcher uses lottery to choose the two classes of the tenth grade for the sample. The first class is X IPA 2 as a experimental group and the other is X IPA 4 as a control group. Both groups will be taught about the same material. The experiment group will be taught by using treatment, Collaborative Strategic Reading (CSR), and the control group will be taught by using Conventional Techniques (scanning techniques).

After conducting the experiment, the researcher obtained the desired data. The data which are analyzed in this research are pre-test and post-test scores of the two groups, experiment group and control group. The pre-test and post-test scores of both the experiment and the control groups are compared by using t-test. The data description of each group presented as follows.

1. The Result of Pre-Test

a. The Experiment Class

This is the data pre-test of the students for the group are taught by using CSR (pre-test experiments). From the data of pre-test experiment shows that score was 30 up 83. The mean was 50,040 , median was 47, the mode was 47,899 and the standard deviation was 2.40238. the frequency distribution of the data of pre-test experiment group is in Table 4.1.

Table 4. 1

Frequency Distribution of Pre-test Experiment Class

Interval		F	Fk	X	F(X)	X ²	f.x ²
30	38	8	8	34	272	1,156	9,248
39	47	11	19	43	473	1,849	20,339
48	56	8	27	52	416	2,704	21,632
57	65	7	34	61	427	3,721	26,047
66	74	1	35	70	70	4,900	4,900
75	83	1	36	79	79	6,241	6,241
Σ		36			1,737		88,807

- 1) The highest score is 83
- 2) The lowers score is 30
- 3) Range is $83 - 30 = 53$
- 4) Class = $1 + (3.3) \log 36$
 $= 1 + (3.3) (1.55)$

$$= 6.1357 \sim 6$$

$$5) \text{ Interval (i) } = 53 : 6 = 8.83 \sim 2$$

From the table, it shows that the frequencies of the data are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 with score from 30 until 83. First, the frequency of the students who have score 30-38 is 8. Second, the frequency of the students who have score 8-9 is 1. Third, the frequency of the students who have score 39-47 is 1. Fourth, the frequency of the students who have score 48-56 is 8. Fifth, the frequency of the students who have score 66-74 is 1. The last, the frequency of the students who have score 75-83 is 1.

b. The Control Class

This is the data pre-test of the students for the group are taught by using conventional techniques (pre-test control). From the data of pre-test control shows that score was 20 up 65. The mean was 38,7576, median was 40, the mode was 40,665 and the standard deviation was 2,01603. the frequency distribution of the data of pre-test experiment group is in Table 4.2.

Table 4. 2
Frequency Distribution of Pre-test Control Class

Interval		F	Fk	X	F(X)	X ²	f.x ²
20	25	2	2	22	44	484	968
30	35	6	8	32	198	1,024	6,144
40	45	13	21	42	546	1,764	22,932
50	55	10	31	52	520	2,704	27,040
60	65	2	33	62	50	3,844	7,688
Σ		33			1,358		59,272

- 1) The highest score is 65
- 2) The lowers score is 20
- 3) Range is $65 - 20 = 45$
- 4) Class = $1 + (3.3) \log 33$
 $= 1 + (3.3) (1.51)$
 $= 6.011 \sim 6$
- 5) Interval (i) = $45 : 6 = 7.5 \sim 2$

From the table, it shows that the frequencies of the data are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 with score from 20 until 65. First, the frequency of the students who have score 20-25 is 2. Second, the frequency of the students who have score 30-35 is 6. Third, the frequency of the students who have score 40-45 is 13. Fourth, the

frequency of the students who have score 50-55 is 10. The last, the frequency of the students who have score 60-65 is 2.

2. The Result of Post-Test

a. The Experiment Class

This is the data pre-test of the students for the group are taught by using CSR (post-test control). From the data of pre-test control shows that score was 50 up 59. The mean was 74,8611, median was 76, the mode was 75,845 and the standard deviation was 2.56518. the frequency distribution of the data of pre-test experiment group is in Table 4.3.

Table 4. 3

Frequency Distribution of Post-Test Experiment Class

Interval		F	Fk	X	F(X)	X ²	f.x ²
50	55	4	4	52	208	2,704	10,816
60	65	9	13	62	558	3,844	34,596
70	75	5	18	72	360	5,184	25,920
80	85	12	30	82	984	6,724	80,688
90	95	6	36	92	552	8,464	50,785
Σ		36			2,662		202,804

- 1) The highest score is 95
- 2) The lowers score is 50
- 3) Range is $95 - 50 = 45$

$$\begin{aligned}
 4) \text{ Class} &= 1 + (3.3) \log 33 \\
 &= 1 + (3.3) (1.51) \\
 &= 6.011 \sim 6
 \end{aligned}$$

$$5) \text{ Interval (i)} = 45 : 6 = 7.5 \sim 2$$

From the table, it shows that the frequencies of the data are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 with score from 50 until 95. First, the frequency of the students who have score 50-55 is 4. Second, the frequency of the students who have score 60-65 is 9. Third, the frequency of the students who have score 70-75 is 5. Fourth, the frequency of the students who have score 80-85 is 12. The last, the frequency of the students who have score 90-95 is 6.

b. The Control Class

This is the data pre-test of the students for the group are taught by using conventional techniques (post-test control). From the data of pre-test control shows that score was 35 up 100. The mean was 34,760, median was 32, the mode was 33,845 and the standard deviation was 2,73134. the frequency distribution of the data of pre-test experiment group is in Table 4.4.

Table 4. 4**Frequency Distribution of Post-Test Control Class**

Interval		F	Fk	X	F(X)	X ²	f.x ²
35	40	3	3	37	111	1,369	4,107
45	50	8	11	47	376	2,209	17,672
55	60	11	22	57	627	3,249	35,739
65	70	7	29	67	496	4,489	31,423
75	80	2	31	77	154	5,929	11,858
85	90	1	32	87	87	7,569	7,569
95	100	1	33	97	97	9,409	9,409
Σ		33			1,921		117,777

- 1) The highest score is 95
- 2) The lowers score is 35
- 3) Range is $95 - 35 = 60$
- 4) Class = $1 + (3.3) \log 33$
 $= 1 + (3.3) (1.51)$
 $= 6.011 \sim 6$
- 5) Interval (i) = $60 : 6 = 10 \sim 2$

From the table, it shows that the frequencies of the data are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 with score from 35 until 100. First, the frequency of the students who have score 35-40 is 3. Second, the

frequency of the students who have score 45-50 is 8. Third, the frequency of the students who have score 55-60 is 11. Fourth, the frequency of the students who have score 65-70 is 7. Fifth, the frequency of the students who have score 75-80 is 2. Sixth, the frequency of the students who have score 85-90 1. The last, the frequency of the students who have score 95-100 is 1.

B. Data Analysis

1. Normality test

The data are categorized as a homogen data if the significance value of normality test is higher than alpha (0,05). The result of normality test are shown in the table below:

Table 4. 5

The Result of Normality Test of Pre-test in

No	Teaching Techniques	Number of sample	sig	Conclusion
1	CSR	36	0,508	Normal
2	Conventional Techniques	33	0,694	Normal

The explanation of the table as follows:

- a. The result of the normality test of the data of the experiment class which the students are taught by using CSR Techniques shows that

the significance value is 0.508. Thus, it can be concluded that the data of experiment class is normal.

- b. The result of the normality test of the pre-test data of the control class which the students are taught by using conventional techniques shows that the significance value is 0.694. Thus, it can be concluded that the data of experiment class is normal.

2. Homogeneity Test

Homogeneity test is done to know that the data are homogenous or not. If F_o is lower than $F_{(table)(0.05)}$, it can be concluded that the data are homogenous. The result of the homogeneity is presented below:

a. The Result of Pre-test

The result of computation of homogeneity test of pre-test can be seen in Appendix 11, it can be seen that the data homogeneity of pre-test in experimental and control class were 1.393. Because $F_{score} = 1.393 < F_{table} = 1.768$, it can be concluded that the data are homogenous.

b. The Result of Post-test

The result of computation of homogeneity test of post-test can be seen in Appendix 11, it can be seen that the data homogeneity of pre-test in experimental and control class were 0.409. Because $F_{score} = 0.409 < F_{table} = 0.798$, it can be concluded that the data are homogenous.

C. Hypothesis Testing

Based on the results of prerequisite tests that have been done, it can be seen that the data post-test in this research are normally distributed and have the same variance (homogeneous), so testing the hypothesis in this research uses the pooled variance formula.

The data analyzed in this research are post-test score of two group, experiment and control group. The result of hypothesis testing show that the t_{score} is 4.630 while t_t 4.617. it can be seen that $t_{score} = 4.630$ is higher than $t_t = 4.617$ which means that H_0 is rejected. So the hypothesis can be accepted in research. It mean that there were significant differences between students' reading comprehension using CSR Techniques and students' reading comprehension using conventional techniques at the tenth grade of SMA Muhammadiyah Purwodadi.

D. Discussion

The result of the research shows that there is a significant difference between students' reading comprehension using CSR Techniques and students' reading comprehension using conventional techniques.

The result of analysis can be explained by the many reasons. As it is already explained in chapter II, by using CSR Techniques, the students can share their ideas freely. They can discuss with each other and help other friends who have learning difficulties, so as to create an atmosphere of

learning that makes students eager to learn and facilitate students in understanding a reading. CSR technique activates and motivates students in understanding reading. CSR techniques can improve reading comprehension in students and can increase vocabulary mastery, so that student learning outcomes will be better than students taught using conventional techniques (scanning techniques).

The importance of reading strategic is elaborated by Killen (1998:3) as follows: reading strategies play important role in understanding the reading materials. It supported by Bremer et al which state that “Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements, modified reciprocal teaching, and cooperative learning or students pairing”. The conclusion is that using CSR Techniques is more effective in teach reading comprehension than using conventional techniques at the tenth grade of SMA Muhammadiyah Purwodadi.

Whereas by conventional techniques (scanning techniques), the students felt bored because there is no other variation. It uses for particular bits of information they are searching for. the students look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses. Mikulecky and Jeffries (2004:25) stated that scanning technique is a very high speed reading that the readers do when they are looking for a specific piece of information.

Based on the calculations the result of this research is the result of hypothesis testing show that the significance value is lower than 0.05. It means that there is a significant difference between the students who are taught by CSR Techniques and the students using conventional techniques (scanning techniques). Moreover, the students who are taught by using CSR techniques has a better reading comprehension than the students who are taught by conventional techniques (scanning techniques).

The explanation above recommends the result of this research that there is a significant difference in reading comprehension between the students who are taught by using CSR techniques and the students using conventional techniques.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher draws a major conclusion that there was a significant difference between the students who are taught by using Collaborative Strategic Reading (CSR) techniques and the students using Conventional techniques (scanning techniques). From the mean score of the post-test in experimental class is higher than control class ($74,8611 > 34,760$). While the result-test was 4.360, the critical value was 0,05 and degree of freedom ($df=67$) is 1.997. The obtained t_{count} was 4.360. The t_{count} was higher than t_{table} ($t_{count}=4.360 > t_{table}=1.997$). It means that H_a is accepted and the H_o is rejected. So, there is significant difference on students who are taught by Collaborative Strategic Reading (CSR) techniques and the students using Conventional techniques (scanning techniques).

The use of Collaborative Strategic Reading (CSR) techniques in learning English reading comprehension for the tenth grade students of SMA Muhammadiyah Purwodadi is more effective than learning using conventional techniques. This can be seen from the result of mean score of the post-test in experimental class is higher than control class ($14.8611 > 11.9091$).

B. Suggestion

From the results of the research that has been carried out, to improve the learning achievement of students, especially in learning English Reading Comprehension, the are suggestions as follows.

1. For the Teacher.

- a. The teachers should use the Collaborative Strategic Reading (CSR) techniques as an alternative in learning English reading comprehension.
- b. The teachers should use and combine appropriate learning methods and techniques by looking at the availability of facilities in school. This is done so that leaning can be fun and students feel happy following the learning, not monotonous, and the students become more active and enthusiastic in teaching and learning activities.
- c. The teacher should be well prepared. It means that before entering the classroom, they should prepare the materials that are going to be taught to the students.

2. For the Students

- a. The students should try to understand using CSR in reading text.
- b. The students must be creative to select kinds of reading in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.
- c. The students have to read more reading text in order to have more knowledge.

3. For the other Researcher

The result of this research can be used as an additional reference for a similar research with different variables or different population, especially researches dealing with the teaching of English reading comprehension.

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APPENDICES

Appendix 1. Students Name

NO	EXPERIMENTAL CLASS	NO	CONTROL CLASS
1	AKMAL FIRMAN UTAMA	1	ADINDA PUTRI ARDIANI
2	ALDILA SALMA NOVITASARI	2	ALDI NOR SODIKIN
3	ALFIANA ROMDZONA	3	ANISA MELANI
4	ANANDA DYAH PITALOKA	4	APRILLIA PUTRI PATRICIA
5	ANI YULI SETIAWATI	5	ATIK DINA NASIKHA
6	AYYIDAL KARIMAH	6	CAMELIA PUTRI DEWANTI
7	BUYUNG FIRNANDA	7	CANDRA JULIANTO
8	DEDY MARDIYANTO	8	DANDI ADITIYA RAMADANI
9	DEWI LESTARI	9	DEVI PUSPITA SARI
10	DIYAS PRATAMA	10	DHIO BAYU PAMUNGKAS
11	EMALIA ILHAM PRATISTA	11	GUSTINA SELVIANA
12	FAISAL QOIRUL BAYU NUGROHO	12	HANI HAPSARI
13	GITA FIBRIYANI	13	HANUM PRIRESTIAPUTRI
14	IMEL SABRINA	14	HERLINA RAHMAWATI
15	JUMADI	15	IHDA ZAH RATUN NADA
16	JUMI KURNIA	16	INGGI KASIH BELIA
17	LANANG WAHYU PUTRA P	17	INSA IMAM YATTAQI
18	LUSIYATI	18	INTAN KRISNAWATI
19	MARTINA PUTRI ANDRIYANI	19	JAMILATU SALASAH
20	MEGA PUTRI NINGTYAS	20	LESTARI
21	MELANI PUTRI WIJAYANTI	21	MUHAMAD AGUS FARRI AMIRRUDIN
22	MERLINDA AYU MITASARI	22	MUHAMMAD ANDIKA DWI KUNCORO
23	MUGIYARTI	23	NAJWAH AYU GISKA DWIYANTO
24	NADHEA KHAIRUNNISA	24	MUHHAMAT FIKRI PRIYONO
25	NAZHAQKIA DEWI NUARI	25	NOVITA AYU LUTFIANA
26	OKTA WAHYU TRIWIJIWATI	26	PEBIYANO ADI PRASETYO
27	OKTAVIANO NANDA BAGAS PRATAMA	27	RISKA YULI ANA TRI HANDAYANI
28	PENI PRIHATINI	28	RIZQI NOFITA SAFA'ATI
29	SABILA PUTRI AGUSTINA	29	SATRIA KUSETIAWAN BAKTI PRAKASA
30	SANDY NUR HIDAYATNO	30	SELVI SAHITA
31	SATRIA ARIF PRATAMA	31	SINTA PUTRI MAHARANI
32	SIGIT MUGIARTO	32	SURYA WARDANU
33	TEGAR HERU SUSILO	33	WAWAN LUICIANO WIJAYA
34	TEGUH PRASETYO	34	
35	YULIA NUROHMI	35	
36	ZEINALIKA SALSA BELLA	36	

Appendix 2. Syllabus

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan</p>	<p>ks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p>ngsi sosial</p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p>Ungkapan</p> <p>My name is... I'm ... I live in ... I have ... I like dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>semacamnya</p> <p><i>Unsur kebahasaan</i> :</p> <p>(1) Kata terkait dengan hubungan keluarga dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan</p>	<p>Penemuan</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Pengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. 	<p>dan unsur kebahasaan dalam menyebutkan jati diri</p> <p>Pengamatan (observations):</p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tangan yang rapi (5) Rujukan kata <i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>Menyampaikan dan mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris	<p>Menyampaikan dan menulis lisan dan tulis untuk memuji bersayap</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial 	1 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/</u> <u>SUARA GURU</u> <u>Koran/ majalah</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian</p>	<p>(extended) serta responnya</p> <p><i>fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p><i>Excellent! You really did it well, Tina.</i> “<i>That’s nice, Anisa. I really like it.</i>” “<i>It was great. I like it, thank you.</i>”</p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>mengeksplorasi</p>	<ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teksmemuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya 		<p><u>ber</u></p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <p>tidak ada penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru, teman dan orang lain.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p>	<p>ks lisan dan tulis untuk menunjukkan perhatian (care)</p> <p><i>ngsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks menunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian 	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://american.english.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>got a headache.</i> unsur kebahasaan: ungkapan, tekanan kata, intonasi</p>	<p>dsb.</p> <p>mengeksplorasi</p> <p>siswa menunjukkan perhatiandengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa 	<ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations):</p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>).	melaksanakan Komunikasi		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk</p>	<p>ks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p>ngsi Sosial</p> <p>Menyatakan rencana</p> <p>uktur Teks</p> <p>'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</p> <p>sur Kebahasaan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakantentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakantentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>ra Penilaian:</p> <p>ngamatan (observasi)</p>	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Kata kerja <i>I'd like to ...</i>, <i>I will ...</i>, <i>I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>Mempertanyakan</p> <p>ngan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Pengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan 	<p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sesuatu</p> <p>ngasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. Siswa membandingkan ungkapan menyatakan dan menanyakantentang niat melakukan sesuatu dalam bahasa inggris dan dalam bahasa Indonesia <p>ngkomunikasikan</p> <ul style="list-style-type: none"> Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris didalam dan diluar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
1.1 Mensyukuri kesempatan dapat	ks lisan dan	Mengamati	Kriteria penilaian:	2 x 2 JP	• <u>Audio CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p>	<p>tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>struktur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan</p>	<ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa 	<ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta 		<p><u>VCD/DVD</u></p> <ul style="list-style-type: none"> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailyenglish.com</u> <u>http://americanenglish.state.gov/files/ae/resource_files</u> <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>eteladanan tentang perilaku peduli dan cinta damai.</p>	<p>Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, 	<p>responnya dalam situasi nyata</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>efektivitasnya.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. • Siswa membuat kartu ucapan selamat • Siswa memperoleh <i>feedback</i> dari guru dan teman sejawat 	<p>menyampaikan dan menulis teks berisi ucapan selamat</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			berupa komentar atau cara penilaian lainnya		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan</p>	<p>dakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p>st Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan</p>	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p>	<p>antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p>	<p>memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>bagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<ul style="list-style-type: none"> Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa 	<p>berupa komentar atau cara penilaian lainnya</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.</p>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p>	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan</p>	<p>membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p>	<p>dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait 	<ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 		<p>il.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>ng semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan</p>	<p>dengan tujuan yang hendak dicapai dari model yang dipelajari</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang orang/ 	<p>Komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata <i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat klipng deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal' 	<p>dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p style="text-align: center;">Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</p> <p><i>Fungsi sosial</i></p> <p>memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>mempertanyakan</p> <p>dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) didepan kelas Ketepatan dan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Struktur Teks</i></p> <p>ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>kososa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat,</p>	<p>Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>ngasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang 	<p>kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>)</p> <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung jawab, peduli, kerjasama, dan cinta 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p>didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain.</p> <ul style="list-style-type: none"> • Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>ngkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>announcement</i> dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (<i>learning journal</i>) 	<p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			untuk dipublikasi • Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan	ks recount lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa. <i>ngsi sosial</i>	Mengamati <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	7 x 2 JP	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://american

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana</p>	<p>meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p>	<ul style="list-style-type: none"> Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text recount dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian formatpenulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan</p>		<p>english.state.gov/files/ae/resource_files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	<p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata <i>Topik</i></p> <p>eteladanan tentang perilaku</p>	<ul style="list-style-type: none"> Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. 	<p>memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	<ul style="list-style-type: none"> • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p style="text-align: center;">Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat klipng teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	recount. <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p style="text-align: center;">Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			melaksanakannya.		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks,</p>	<p>ks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>ngsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan 	6 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>keladanan tentang perilaku dan nilai-</p>	<p>dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan 	<p>kelas</p> <ul style="list-style-type: none"> Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	nilai luhur dan budaya.	<p>yang tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	<ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasiinternatio nal yang diwujudkan dalam semangat</p>	<p>gu sederhana</p> <p><i>ngsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan 	<p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD www.youtube SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://american

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p><i>sur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>eteladanan tentang perilaku yang menginspirasi.</p>	<p>guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu- 	<p>damai dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portfolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<p>english.state.gov/files/ae/resource_files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>lagu yang bertema perdamaian dengan menyalin</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Kelas Eksperiment

Sekolah	: SMA Muhammadiyah Purwodadi
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Genap
Pertemuan ke-	: 1
Materi Pokok	: Narrative
Alokasi Waktu	: 2 x 45 Menit (1 Pertemuan)

A. Kompetensi Inti

KI1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 : mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 : menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 : menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.
- 4.15 menangkap makna teks naratif lisan dan berbentuk carita rakyat, sederhana.

C. Indikator :

Setelah menyelesaikan pelajaran tentang teks *narrative*, peserta didik diharapkan mampu :

1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks narrative sederhana dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran umum dan informasi tertentu dari teks narrative dengan penuh percaya diri dan bertanggung jawab.
3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative sederhana.
4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative.

D. Materi Ajar

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

E. Metode Pembelajaran

Pendekatan Saintifik

F. Langkah-langkah Pembelajaran

Appendix 3. Lesson Plan Experiment Class 1

Kegiatan	Kegiatan Guru	▪ Kegiatan Siswa
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung mengucapkan salam ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>”. ▪ Guru dan siswa berdoa bersama. ▪ Guru mengecek kehadiran peserta didik. 	<ul style="list-style-type: none"> ▪ Peserta didik menjawab salam guru.
Inti	<p><i>Mengamati</i></p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tentang materi narrative teks dan siswa memperhatikan. ▪ Guru membagikan bacaan narrative kepada peserta didik, ▪ Guru membacakan teks narrative tersebut. <p><i>Menanya</i></p>	<ul style="list-style-type: none"> ▪ Peserta didik menerima teks narrative yang dibagikan oleh guru ▪ Peserta didik mendengarkan guru.

	<ul style="list-style-type: none"> ▪ Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan materi untuk mengetahui pemahaman siswa tentang materi <p><i>Mengumpulkan Data atau Informasi</i></p> <ul style="list-style-type: none"> ▪ Guru menulis kosa kata yang peserta didik belum mengerti di papan tulis. <p><i>Menganalisis Data atau Informasi</i></p> <ul style="list-style-type: none"> ▪ Guru memberikan soal (pre test) kepada peserta didik yang berkaitan dengan materi yang sedang dipelajari. <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> ▪ Guru mengoreksi pekerjaan siswa secara bersama ▪ Guru membahas hasil presentasi peserta didik 	<ul style="list-style-type: none"> ▪ Peserta didik bertanya berkaitan dengan materi yang dijarkan ▪ Peserta didik memperhatikan ▪ Peserta didik mengerjakan soal yang diberikan oleh guru ▪ Peserta didik memperhatikan dan mengoreksi soal bersama
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang macam-macam pengenalan diri di dalam 	

	<p>kelas</p> <ul style="list-style-type: none">▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik▪ Guru dan siswa menyimpulkan bersama tentang topik hari ini yang telah di pelajari	
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G. Media Pembelajaran

Lembar soal narrative teks

H. Sumber Belajar

Buku Bahasa Inggris pegangan siswa

I. Penilaian

Setiap butir soal memiliki bobot 1

Nilai = jumlah benar x 5=100

Purwodadi, Agustus 2020

Mengetahui,
Guru Mata Pelajaran

Peneliti

Masmin, S.Pd
NIP.

Yuli Anastasia
163221028

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Kelas Eksperimen

Sekolah : SMA Muhammadiyah Purwodadi
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/Genap
 Pertemuan ke- : 2
 Materi Pokok : Narrative
 Alokasi Waktu : 2 x 45 Menit (1 Pertemuan)

A. Kompetensi Inti

KI1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.2 : mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 : menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 : menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.
- 4.16 menangkap makna teks naratif lisan dan berbentuk carita rakyat, sederhana.

C. Indikator :

Setelah menyelesaikan pelajaran tentang teks *narrative*, peserta didik diharapkan mampu :

- 5. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks narrative sederhana dengan penuh percaya diri dan bertanggung jawab.
- 6. Mengurai gambaran umum dan informasi tertentu dari teks narrative dengan penuh percaya diri dan bertanggung jawab.
- 7. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative sederhana.
- 8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative.

D. Materi Ajar

Ali Baba and the Forty Thieves

Once upon a time there were 40 cruel thieves who put their **stolen** money and treasures in a cave. They went in the cave by saying "Open Sesame" to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.

Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the **cave** again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but **unluckily** they killed him and went to Ali Baba's house.

After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in **big jars**, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together. After lunch they took a rest. Luckily, the **house maid** went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it in to the jars to kill all of them. The boss of the thieves was caught, and put into prison. Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.

E. Metode Pembelajaran

Pendekatan Saintifik

F. Langkah-langkah Pembelajaran

Appendix 4. Lesson Plan Experiment Class 2

Kegiatan	Kegiatan Guru	Kegiatan Siswa
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung mengucapkan salam ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>”. ▪ Guru dan siswa berdoa bersama. ▪ Guru mengecek kehadiran peserta didik. 	<ul style="list-style-type: none"> ▪ Peserta didik menjawab salam guru.
Inti	<p><i>Mengamati</i></p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tentang materi narrative teks dan siswa memperhatikan. ▪ Guru membagikan bacaan narrative kepada peserta didik, ▪ Guru membacakan teks narrative tersebut. ▪ Guru menjelaskan tentang metode CSR 	<ul style="list-style-type: none"> ▪ Peserta didik menerima teks narrative yang dibagikan oleh guru ▪ Peserta didik mendengarkan guru.

	<p>yang akan digunakan.</p> <p><i>Menanya</i></p> <ul style="list-style-type: none"> ▪ Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan materi untuk mengetahui pemahaman siswa tentang materi <p><i>Mengumpulkan Data atau Informasi</i></p> <ul style="list-style-type: none"> ▪ Guru membagi peserta didik ke dalam kelompok yang terdiri dari 5 orang. ▪ Guru membagi peran pada setiap anggota kelompok diantaranya <i>leader, clunk expert, gist expert, announcer, encourager</i> yang sekaligus merangkap menjadi <i>timekeeper</i>. ▪ Guru membagikan teks bacaan narrative. ▪ Guru meminta peserta didik bekerja sama dalam kelompok sesuai dengan tahapan CSR dan memberikan arahan serta 	<ul style="list-style-type: none"> ▪ Peserta didik bertanya berkaitan dengan materi yang dijarkan ▪ Peserta didik membentuk kelompok ▪ Peserta didik pada setiap kelompok mendapat peran masing-masing. ▪ Peserta didik menerima teks bacaan yang dibagikan guru.
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	<p>bantuan apabila peserta didik mengalami kesulitan.</p> <ul style="list-style-type: none"> ▪ Guru meminta perwakilan bagi setiap kelompok membacakan hasil dari <i>learning log</i>. <p><i>Menganalisis Data atau Informasi</i></p> <ul style="list-style-type: none"> ▪ Guru memberikan soal (post test) kepada peserta didik yang berkaitan dengan materi yang sedang dipelajari. ▪ <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> ▪ Guru mengoreksi pekerjaan siswa secara bersama ▪ Guru membahas hasil presentasi peserta didik 	<ul style="list-style-type: none"> ▪ Perwakilan dalam setiap kelompok membacakan hasil dari <i>learning log</i>. ▪ Peserta didik mengerjakan soal yang diberikan oleh guru ▪ Peserta didik memperhatikan dan mengoreksi soal bersama
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang macam-macam pengenalan diri di dalam 	

	<p>kelas</p> <ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik ▪ Guru dan siswa menyimpulkan bersama tentang topik hari ini yang telah di pelajari 	
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G. Media Pembelajaran

Lembar soal narrative teks

H. Sumber Belajar

Buku Bahasa Inggris pegangan siswa

I. Penilaian

Setiap butir soal memiliki bobot 1

Nilai = jumlah benar x 5=100

Purwodadi, Agustus 2020

Mengetahui,
Guru Mata Pelajaran

Peneliti

Masmin, S.Pd
NIP.

Yuli Anastasia
163221028

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Kelas Kontrol

Sekolah : SMA Muhammadiyah Purwodadi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Pertemuan ke- : 1
Materi Pokok : Narrative
Alokasi Waktu : 2 x 45 Menit (1 Pertemuan)

J. Kompetensi Inti

KI1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasar

- 1.3 : mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 : menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 : menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.
- 4.17 menangkap makna teks naratif lisan dan berbentuk carita rakyat, sederhana.

L. Indikator :

Setelah menyelesaikan pelajaran tentang teks *narrative*, peserta didik diharapkan mampu :

- 9. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks narrative sederhana dengan penuh percaya diri dan bertanggung jawab.
- 10. Mengurai gambaran umum dan informasi tertentu dari teks narrative dengan penuh percaya diri dan bertanggung jawab.
- 11. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative sederhana.
- 12. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative.

M. Materi Ajar

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

N. Metode Pembelajaran

Pendekatan Saintifik

O. Langkah-langkah Pembelajaran

Appendix 5. Lesson Plan Experiment Class 3

Kegiatan	Kegiatan Guru	▪ Kegiatan Siswa
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Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung mengucapkan salam ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>”. ▪ Guru dan siswa berdoa bersama. ▪ Guru mengecek kehadiran peserta didik. 	<ul style="list-style-type: none"> ▪ Peserta didik menjawab salam guru.
Inti	<p><i>Mengamati</i></p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tentang materi narrative teks dan siswa memperhatikan. ▪ Guru membagikan bacaan narrative kepada peserta didik, ▪ Guru membacakan teks narrative tersebut. <p><i>Menanya</i></p> <ul style="list-style-type: none"> ▪ Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan materi untuk mengetahui pemahaman siswa tentang materi 	<ul style="list-style-type: none"> ▪ Peserta didik menerima teks narrative yang dibagikan oleh guru ▪ Peserta didik mendengarkan guru. ▪ Peserta didik bertanya berkaitan dengan materi yang dijarkan

	<p><i>Mengumpulkan Data atau Informasi</i></p> <ul style="list-style-type: none"> ▪ Guru menulis kosa kata yang peserta didik belum mengerti di papan tulis. <p><i>Menganalisis Data atau Informasi</i></p> <ul style="list-style-type: none"> ▪ Guru memberikan soal (pre test) kepada peserta didik yang berkaitan dengan materi yang sedang dipelajari. <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> ▪ Guru mengoreksi pekerjaan siswa secara bersama ▪ Guru membahas hasil presentasi peserta didik 	<ul style="list-style-type: none"> ▪ Peserta didik memperhatikan ▪ Peserta didik mengerjakan soal yang diberikan oleh guru ▪ Peserta didik memperhatikan dan mengoreksi soal bersama
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang macam-macam pengenalan diri di dalam kelas ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik 	

	<ul style="list-style-type: none"> ▪ Guru dan siswa menyimpulkan bersama tentang topik hari ini yang telah di pelajari 	
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P. Media Pembelajaran

Lembar soal narrative teks

Q. Sumber Belajar

Buku Bahasa Inggris pegangan siswa

R. Penilaian

Setiap butir soal memiliki bobot 1

Nilai = jumlah benar x 5=100

Purwodadi, Agustus 2020

Peneliti

Mengetahui,
Guru Mata Pelajaran

Masmin, S.Pd
NIP.

Yuli Anastasia
163221028

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Kelas Kontrol

Sekolah : SMA Muhammadiyah Purwodadi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Pertemuan ke- : 2
Materi Pokok : Narrative
Alokasi Waktu : 2 x 45 Menit (1 Pertemuan)

S. Kompetensi Inti

KI1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan

pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

T. Kompetensi Dasar

- 1.4 : mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 : menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 : menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.
- 4.18 menangkap makna teks naratif lisan dan berbentuk carita rakyat, sederhana.

U. Indikator :

Setelah menyelesaikan pelajaran tentang teks *narrative*, peserta didik diharapkan mampu :

13. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks narrative sederhana dengan penuh percaya diri dan bertanggung jawab.
14. Mengurai gambaran umum dan informasi tertentu dari teks narrative dengan penuh percaya diri dan bertanggung jawab.
15. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative sederhana.
16. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative.

V. Materi Ajar

Ali Baba and the Forty Thieves

Once upon a time there were 40 cruel thieves who put their **stolen** money and treasures in a cave. They went in the cave by saying "Open Sesame" to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures.

He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.

Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the **cave** again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but **unluckily** they killed him and went to Ali Baba's house.

After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in **big jars**, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together. After lunch they took a rest. Luckily, the **house maid** went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it in to the jars to kill all of them. The boss of the thieves was caught, and put into prison.

Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.

W. Metode Pembelajaran

Pendekatan Saintifik

X. Langkah-langkah Pembelajaran

Appendix 6. Lesson Plan Experiment Class 4

Kegiatan	Kegiatan Guru	Kegiatan Siswa
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung mengucapkan salam ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>”. 	<ul style="list-style-type: none"> ▪ Peserta didik menjawab salam guru.

	<ul style="list-style-type: none"> ▪ Guru dan siswa berdoa bersama. ▪ Guru mengecek kehadiran peserta didik. 	
Inti	<p><i>Mengamati</i></p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tentang materi narrative teks dan siswa memperhatikan. ▪ Guru membagikan bacaan narrative kepada peserta didik, ▪ Guru membacakan teks narrative tersebut. <p><i>Menanya</i></p> <ul style="list-style-type: none"> ▪ Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan materi untuk mengetahui pemahaman siswa tentang materi <p><i>Mengumpulkan Data atau Informasi</i></p> <ul style="list-style-type: none"> ▪ Guru menulis kosa kata yang peserta 	<ul style="list-style-type: none"> ▪ Peserta didik menerima teks narrative yang dibagikan oleh guru ▪ Peserta didik mendengarkan guru. ▪ Peserta didik bertanya berkaitan dengan materi yang dijarkan ▪ Peserta didik memperhatikan

	<p>didik belum mengerti di papan tulis.</p> <p><i>Menganalisis Data atau Informasi</i></p> <ul style="list-style-type: none"> ▪ Guru memberikan soal (post test) kepada peserta didik yang berkaitan dengan materi yang sedang dipelajari. <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> ▪ Guru mengoreksi pekerjaan siswa secara bersama ▪ Guru membahas hasil presentasi peserta didik 	<ul style="list-style-type: none"> ▪ Peserta didik mengerjakan soal yang diberikan oleh guru ▪ Peserta didik memperhatikan dan mengoreksi soal bersama
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang macam-macam pengenalan diri di dalam kelas ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik ▪ Guru dan siswa menyimpulkan 	

	bersama tentang topik hari ini yang telah di pelajari	
--	---	--

Y. Media Pembelajaran

Lembar soal narrative teks

Z. Sumber Belajar

Buku Bahasa Inggris pegangan siswa

AA. Penilaian

Setiap butir soal memiliki bobot 1

Nilai = jumlah benar x 5=100

Purwodadi, Agustus 2020

Mengetahui,
Guru Mata Pelajaran

Peneliti

Masmin, S.Pd
NIP.

Yuli Anastasia
163221028

Appendix 7. The Score of Test

No	Experimental Class		Control Class	
	Pre Test	Post Test	Pre Test	Post Test
1	9	12	8	11
2	13	16	7	12
3	11	17	11	11
4	8	13	10	13
5	7	10	7	12
6	14	16	9	11
7	16	17	8	10
8	9	13	9	9
9	10	13	10	14
10	11	18	8	10
11	9	16	8	12
12	11	16	13	14
13	12	17	10	12
14	8	16	10	10
15	12	17	9	14
16	9	15	9	10
17	7	13	10	14
18	11	18	7	19
19	9	12	9	10
20	10	17	11	10
21	12	18	8	8
22	6	12	6	16
23	7	10	11	16
24	12	18	8	10
25	13	19	9	8
26	9	15	4	13
27	10	16	9	14
28	8	15	13	12
29	8	13	10	18
30	7	11	10	12
31	6	10	5	7
32	12	18	6	11
33	7	14	7	11
34	7	13		
35	8	16		
36	10	15		

Appendix 8. Student Worksheet in Pre Test (Experimental Class)

LEMBAR JAWAB
(Pre-Test)

Name : Akmal Firman Utama
Class : X IPA 2 / 01

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

9

LEMBAR JAWAB
(Post-Test)

Name : Aldila Salma Nurifa Sari
Class : X IPA 2 / 02

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

16

LEMBAR JAWAB
(Pre-Test)

Name : Alfiana Ramdiana
Class : X MIPA 2 No. abs : 05

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

11

LEMBAR JAWAB
(Pre-Test)

Name : Ananda Dyah Ritoloka (004)
Class : X MIPA 2

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

8

LEMBAR JAWAB
(Pre-Test)

Name : Ani Yuli Setiawati
Class : X IPA 2 / 05

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

7

Appendix 9. Student Worksheet in Post Test (Experimental Class)

LEMBAR JAWAB
(Post-Test)

Name : Armal Firman Utama
Class : X IPA 2 / 01

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

12

LEMBAR JAWAB
(Post-Test)

Name : Aldito Salma Novifa Sari
Class : X IPA 2 / 02

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

16

LEMBAR JAWAB
(Post-Test)

Name : Aldiana Pamdiana
Class : X MIPA 2. No. abs = 03.

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

17

LEMBAR JAWAB
(Post-Test)

Name : Aranda Dyah Pitaloka (004)
Class : X MIPA 2.

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

13

LEMBAR JAWAB
(Post-Test)

Name : Ani Yuli Schawati
Class : X IPA 2 / 05

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

10

Appendix 10. Student Worksheet in Pre Test (Control Class)

LEMBAR JAWAB
(Pre-Test)

Name : Adinda Putri Ardiani
Class : X Mipa 1 / 01

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

(3)

LEMBAR JAWAB
(Pre-Test)

Name : Aldi Nur satikin
Class : X IPA 4 / 02

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

(7)

LEMBAR JAWAB
(Pre-Test)

Name : Anisa Melani
Class : X MIPA 4 / 03

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

(11)

LEMBAR JAWAB
(Pre-Test)

Name : Aprilia Putri Patricia
Class : X MIPA 4
No : 04

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

(10)

LEMBAR JAWAB
(Pre-Test)

Name : Atik Dina Nasikha
Class : X IPA 9 / 05

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

(7)

Appendix 11. Student Worksheet in Post Test (Control Class)

LEMBAR JAWAB
(Post-Test)

Name : Adinda Putri Ardiansyah
Class : X MIPA 1 / 01

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

11

LEMBAR JAWAB
(Post-Test)

Name : Aldi Nor Sofiein
Class : X IPA 1 / 02

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

12

LEMBAR JAWAB
(Post-Test)

Name : Anisa Melodi
Class : X MIPA 4 103

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

11

LEMBAR JAWAB
(Post-Test)

Name : Aprilia Putri Patricia
Class : X MIPA 4
No : 04

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

13

LEMBAR JAWAB
(Post-Test)

Name : Arik Dina Hasteha
Class : X IPA 9 / 05

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

12

Appendix 12. Students Worksheet in Post-test

-CSR Learning Log

Pre-Reading	Preview	<p>1. Brainstorm: (what do I already know about the theme?) Ali Baba and the Forty Thieves</p> <p>2. Predict: (what will I learn?) to the day we will learn about narrative narrative texts and title Ali Baba and the Forty Thieves</p>		
While-Reading	Clunk & Gist	Part 1	Part 2	Part 3
		<p>Clunks: unlucky</p> <p>Gist: Once upon a time there were 40 Cruel Thieves who put their stolen money and treasures in a cave.</p>	<p>Clunks: big jars</p> <p>Gist: Ali Baba turned into the richest man in his village.</p>	<p>Clunks: house maid</p> <p>Gist: After finding Ali Baba's house, they made a plan to kill him the following night.</p>
After-Reading	Wrap Up	<p>Pertanyaan tentang informasi penting dalam bacaan:</p> <p>What have I learned?</p> <ol style="list-style-type: none"> 1. What is the secret to open up the door? 2. What did the house maid do to kill the thief? 3. The topic of the text is? 4. How could the thieves open the cave entrance? <p>5. What can we learn about the text?</p>		

=CSR Learning Log

Pre-Reading	Preview	<p>1. Brainstorm: (what do I already know about the theme?) Ali Baba and the forty thieves</p> <p>2. Predict: (what will I learn?) to day we will learn about narrative texts and fittle Ali Baba and the forty thieves</p>		
While-Reading	Clunk & Gist	Part 1	Part 2	Part 3
		<p>Clunks: unlucky</p> <p>Gist: Once upon a time there were 40 crevel Thieves who put their stolen money and treasures in a cave</p>	<p>Clunks: big jars</p> <p>Gist: Ali Baba turned into the richest man in his village</p>	<p>Clunks: house maid</p> <p>Gist: After finding Ali Baba's house, they made a plan to kill him the following night</p>
After-Reading	Wrap Up	<p>Pertanyaan tentang informasi penting dalam bacaan:</p> <p>1. What is the Speli to open up the door ?</p> <p>2. what did the house maid do to kill the thieves?</p> <p>What have I learned? 3. the topic of the text is ?</p> <p>4. how could the thieves open the cave entrance?</p>		

5. what can we learn about the text?

CSR Learning Log

Pre-Reading	Preview	<p>1. Brainstorm: (what do I already know about the theme?) Ali baba turned into the richest man in his village.</p> <p>2. Predict: (what will I learn?) To day about text we will learn about the narrative text the title is Ali baba and the forty Thieves</p>		
While-Reading	Clunk & Gist	<p>Part 1</p> <p>Clunks: Stolen</p> <p>Gist: Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave</p>	<p>Part 2</p> <p>Clunks: Unluckily</p> <p>Gist: Ali baba turned into the richest man in his village</p>	<p>Part 3</p> <p>Clunks: Merchant</p> <p>Gist: After finding Ali baba's house they made a plan to kill him the following night.</p>
After-Reading	Wrap Up	<p>Pertanyaan tentang informasi penting dalam bacaan:</p> <ol style="list-style-type: none"> 1. What is the Spdi to open up the door? 2. What did the house maid do to kill the thieves? 3. The topic of the text is? 4. What have I learned? 		

4. How could the thief open the cave entrance?
5. What can we learn about the text?

-CSR Learning Log

Pre-Reading	Preview	<p>1. Brainstorm: (what do I already know about the theme?) Ali baba turned into the richest man in his village.</p> <p>2. Predict: (what will I learn?) To day we will learn about cave ters the hero is Ali baba and the foily Thieves</p>		
While-Reading	Clunk & Gist	Part 1	Part 2	Part 3
		<p>Clunks: Stolen</p> <p>Gist: once upon a time there were 40 cruel thieves who put their stolen money in a cave.</p>	<p>Clunks: Unluckily</p> <p>Gist: Ali baba turned into the richest man in his next village</p>	<p>Clunks: Merchant</p> <p>Gist: After finding Ali baba's house they made a plan to kill him the following night</p>
After-Reading	Wrap Up	<p>Pertanyaan tentang informasi penting dalam bacaan:</p> <ol style="list-style-type: none"> 1. What is the spdi to open up the door? 2. what did the house maid clo to kill the thieves? 3. the topic of the text is? What have I learned? 		

4. How could the thief open the cave entrance?
5. what can we learn about the text?

A. Control Class

Appendix 13. Photograph





B. Experimental Class





Appendix 14. Calculation Data

A. Statistics Descriptive

1. Statistics Descriptive of Pre Test (Experiment Class)

Pre Test Experimental Class

N	Valid	36
	Missing	0
Mean		9,6667
Median		9,0002
Std. Error Mean		0,40040
Std. Deviation		2,40238

Based the data pre-test the reading comprehension of the students for the group using CSR (pre-test experiment). From the data of pre-test experiment showed that the mean was 9,6667, the median was 9,0002 the standard error mean was 0,40040 and the standard deviation was 2.40238.

2. Statistics Descriptive of Pre Test (Control Class)

Pre test Control Class

N	Valid	33
	Missing	0
Mean		8,7576
Median		8,7799
Std. Error Mean		0,35095
Std. Deviation		2,01603

Based the data pre-test the reading comprehension of the students for the group are taught by using conventional techniques (pre-test experiment). From the data of pre-test experiment showed that the mean was 8,7576, the median was 8,7799 the standard error mean was 0,35095 and the standard deviation was 2,01603.

3. Statistics Descriptive of Post Test (Experiment Class)

Post-test Experiment Class

N	Valid	36
	Missing	0
Mean		14,8611
Median		11,3320
Std. Error Mean		0,42753
Std. Deviation		2,56518

Based the data post-test the reading comprehension of the students for the group using CSR (pre-test experiment). From the data of pre-test experiment showed that the mean was 14,8611, the median was 11,3320, the standard error mean was 0,42753 and the standard deviation was 2,56518.

4. Statistics Descriptive of Post Test (Control Class)

Post-test Control Class

N	Valid	33
	Missing	0
Mean		11,9091
Median		10,9975
Std. Error Mean		0,427547
Std. Deviation		2,73134

Based the data pre-test the reading comprehension of the students for the group are taught by using conventional techniques (pre-test experiment). From the data of pre-test experiment showed that the mean was 11,9091, the median was 10,9975 the standard error mean was 0, 47547 and the standard deviation was 2,73134.

B. Data Analysis

1. Normality Test

The Result of Normality Test of Pre-test in Experiment and Control Class

No	Teaching Techniques	Number of sample	Sig	Conclusion
1	CSR	36	0,508	Normal
2	Conventional Techniques	33	0,694	Normal

The explanation of the table as follows:

- a. The result of the normality test of the data of the experiment class which the students are taught by using CSR Techniques shows that the significance value is 0.508 Thus, it can be conclude that the data of experiment class is normal.
- b. The result of the normality test of the pre-test data of the control class which the students are taught by using conventional techniques shows that the significance value is 0.694. Thus, it can be conclude that the data of experiment class is normal.

2. Homogeneity Test

Independent Samples Test

Independent Sample Test			
		Levence's Test for Equality of Variences	
		F	Sig
Score	Equal variences assumed	62,57	854
	Equal variences not assumed		

Based on the table above, it shows that the significance value of homogeneity test on experiment and controlled class is

0.854. Thus, it can be concluded that the data of two sample are homogen.

C. Hypothesis Testing

Table of result the hypothesis testing

Independent Sample Test								
		T-test for Equality of means						
		t	df	Sig (2-Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Score	Equal variences assumed	4,63	67	0,000	2,95202	0,63765	1,67927	4,22883
	Equal variences not assumed	4,617	65,51	0,000	2,95202	0,63941	1,67521	4,22883

Based on the table above, the result of hypothesis testing show that the significance value is lower than 0.05. So the hypothesis can be accepted in research. It mean that there were significant differences between students' reading comprehension using CSR Techniques and students' reading comprehension using conventional techniquesat the tenth grade of SMA Muhammadiyah Purwodadi.

Appendix 15. Letter of Statement


**SEKOLAH MENENGAH ATAS MUHAMMADIYAH
PURWODADI - GROBOGAN
TERAKREDITASI "A"**
 Alamat : Jl. R. Suprpto No. 118 Telp. / Fax (0292) 423918
 E-mail : muhi_pwdd@yahoo.co.id
 PURWODADI - GROBOGAN 58111

SURAT KETERANGAN

No : E-4 / 024 / SMAM / VIII / 2020

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah Purwodadi Kabupaten Grobogan, menerangkan bahwa :

Nama : YULI ANASTASIA
 NIM : 163221028
 Prog. Studi / Universitas : Pendidikan Bahasa Inggris, S1
 IAIN Surakarta

Telah melakukan penelitian pada 18 s.d 22 Agustus 2020 di SMA Muhammadiyah Purwodadi Kabupaten Grobogan.

Penelitian digunakan dalam rangka penyusunan tesis dengan judul :

“ THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING TOWARD STUDENT'S ENGLISH READING COMPREHENSION AT THE TENTH GRADE OF SMA MUHAMMADIYAH PURWODADI ”.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Purwodadi , 23 Agustus 2020

Kepala Sekolah


Dr. H. Jaelani
 NIP. 196301011980101001