TEACHING READING COMPREHENSION THROUGH COLLABORATIVE STRATEGIC READING (CSR) AT THE ELEVENTH GRADE STUDENTS OF SMAN 2 PALOPO

Submitted to the English Education Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for Bachelor of Education (S.Pd.) Degree in English Teaching

Composed by;

DEYUKHTI ARIANTI UMAR
REG. NUM. 14.16.3.0028

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020

TEACHING READING COMPREHENSION THROUGH COLLABORATIVE STRATEGIC READING (CSR) AT THE ELEVENTH GRADE STUDENTS OF SMAN 2 PALOPO

Submitted to the English Education Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of Requirement for Bachelor of Education (S.Pd.) Degree in English Teaching

Composed by;

DEYUKHTI ARIANTI UMAR
REG. NUM. 14.16.3.0028

Approved by;
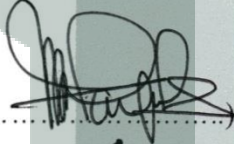
1. **Jufriadi, S.S., M.Pd.**
2. **Muhammad Iksan, S.Pd., M.Pd.**

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020

THESIS APPROVAL

This thesis entitled *"Teaching Reading Comprehension through Collaborative Strategic Reading (CSR) at the Eleventh Grade Students of SMAN 2 Pal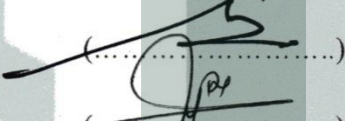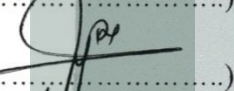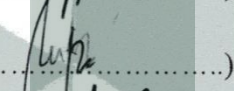opo"* written by **Deyukhti Arianti Umar, Reg. Number 14.16.3.0028**, S1 English Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo has been examined and defended in the **MUNAQASYAH** session which was conducted on **Tuesday**, **February 25th, 2020 M** and coincided with **Rajab 01st, 1441 H**. It has been authorized and acceptable as partial fulfillment of the requirement for bachelor of education (S.Pd.) degree in English teaching.

Palopo, <u>May 26th 2022 M</u>
Syawal 25th 1443 H

COMMITTEE OF EXAMINATION

1.	Amalia Yahya, S.E., M.Hum.	Chairman	(.....................)
2.	Madehang, S.Ag., M.Pd.	Examiner	(.....................)
3.	Dewi Furwana, S.Pd.I., M.Pd.	Co-Examiner	(.....................)
4.	Jufriadi, S.S., M.Pd.	Consultant	(.....................)
5.	Muhammad Iksan, S.Pd., M.Pd.	Co-Consultant	(.....................)

Approved by;

a.n Rektor IAIN Palopo
**The Dean Of Tarbiyah and
Teacher Training Faculty**

**Head of the Study Program
English Language Education**
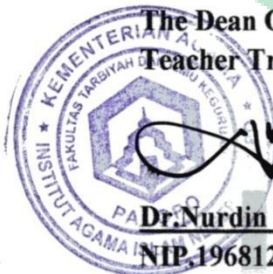
Dr.Nurdin K, M.Pd.
NIP.19681231 199903 1 014

Amalia Yahya, S.E., M.Hum.
NIP.19771013 200501 2 006

PRONOUNCEMENT

Signature by :

Name	: Deyukhti Arianti Umar
Reg. Number	: 14.16.3.0028
Study Program	: Tadris English
Faculty	: Tarbiyah and Teacher Training

With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is literacy work of researcher herself. If someday it is proven that this thesis is duplicated, copied or made by other people as whole and partially, then this thesis and the title reaches caused use this thesis invalid for law.

Palopo, 4th February 2020

Researcher

Deyukhti Arianti Umar
Reg. Num. 14.16.3.0028

EXAMINER APPROVAL

Thesis Entitled   : *Teaching Reading Comprehension through Collaborative Strategic Reading (CSR) at the Eleventh Grade Students of SMA Negeri 2 Palopo*

Written By   : Name   : Deyukhti Arianti Umar

                Reg. Num   : 14.16.3.0028

                Program   : English (S1)

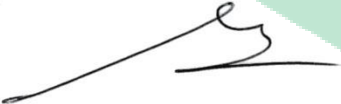   Faculty   : Tarbiyah and Teacher Training

Has been corrected and approved to be examined.

Palopo, January 28th, 2020

Examiner I,   Examiner II,

Madehang, S.Ag., M.Pd   **Dewi Furwana, S.Pd.I., M.Pd**
NIP. 19730615 200003 1 004   **NIP. 19870831 201503 2 006**

CONSULTANT APPROVAL

Thesis Entitled   : ***Teaching Reading Comprehension through Collaborative Strategic Reading (CSR) at the Second Year Students of SMA Negeri 2 Palopo***

Written By   : Name   : Deyukhti Arianti Umar

          Reg. Num   : 14.16.3.0028

          Program   : English (S1)

          Faculty   : Tarbiyah and Teacher Training

Has been corrected and approved to be examined.

Palopo, January 28th, 2020

Consultant I,

Jufriadi, S.S., M.Pd
NIP. 19720727 200604 1 002

Consultant II,

Muhammad Iksan S.Pd., M.Pd
NIP. 19860327 201801 1 001

NOTA DINAS PEMBIMBING

Lamp : -   Palopo, 27 Januari 2020

Hal   : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di-

   Tempat

Assalamu 'alaikum Wrohmatullahi Wabarakatuh.
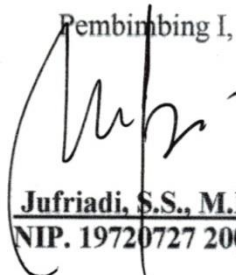
    Setelah melakukan bimbingan baik dari segi isi, bahasa maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama   : Deyukhti Arianti Umar

NIM   : 14.16.3.0028

Program Studi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi   : ***Teaching Reading Comprehension through Collaborative Strategic Reading (CSR) at the Second Year Students of SMA Negeri 2 Palopo***

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu'alaikum Wrohmatullahi Wabarakatuh.

Pembimbing I,

Jufriadi, S.S., M.Pd
NIP. 19720727 200604 1 002

NOTA DINAS PEMBIMBING

Lamp : -

Hal   : Skripsi

Palopo, 27 Januari 2020

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di-

   Tempat

Assalamu 'alaikum Wrohmatullahi Wabarakatuh.

      Setelah melakukan bimbingan baik dari segi isi, bahasa maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama	: Deyukhti Arianti Umar
NIM	: 14.16.3.0028
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:***Teaching Reading Comprehension through Collaborative Strategic Reading (CSR) at the Second Year Students of SMA Negeri 2 Palopo***

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu'alaikum Wrohmatullahi Wabarakatuh.

Pembimbing II,
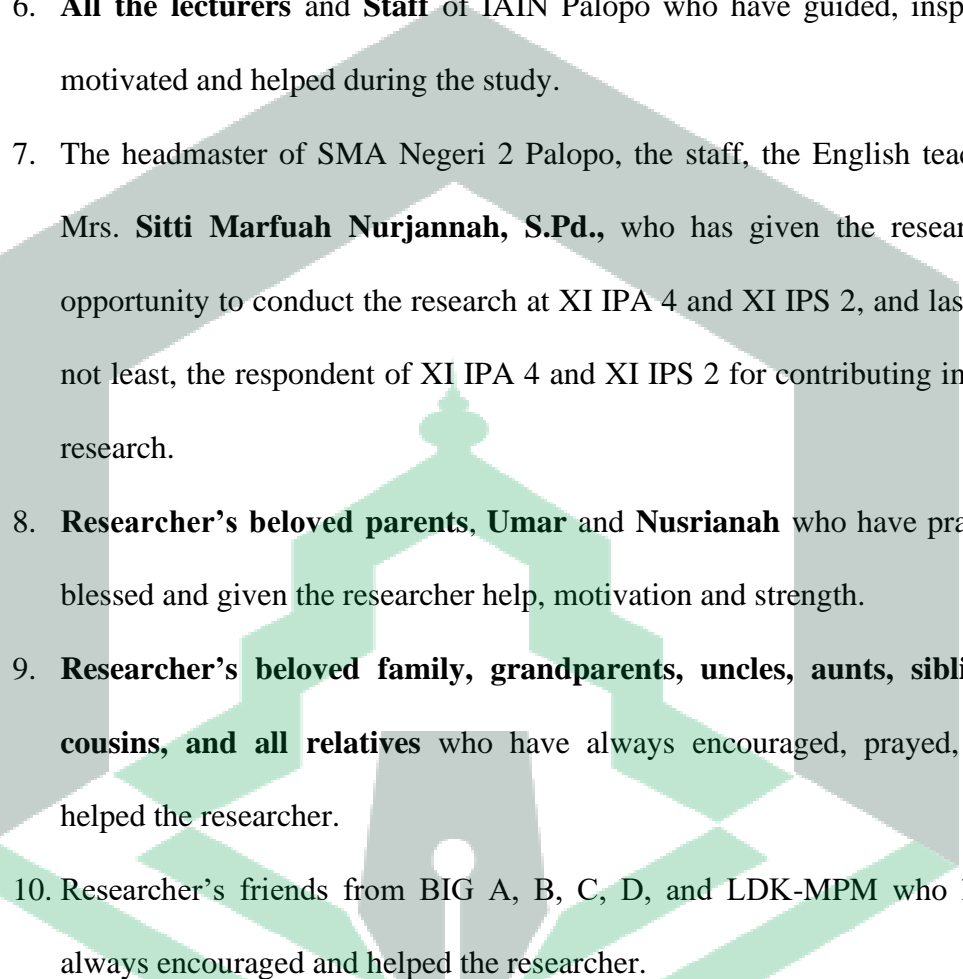
Muhammad Iksan S.Pd., M.Pd
NIP. 19860327 201801 1 001

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahi Rabbil 'Alamin, the highest gratitude is expressed to the almighty **Allah SWT** for his permission and guidance which have established the researcher to finish this thesis as the requirement for bachelor of education (S.Pd) degree in English teaching. Sholawat and taslim are also conveyed to the great prophet **Muhammad Saw**., to his family, friends, and all the people that obey the command of Allah SWT.

The researcher has received a lot of advice, guidance and encouragement from many circles in the effort to help the researcher in fixing and completing this thesis. Therefore, the researcher delivered a very big gratitude and appreciation to:

1. **Dr. Abdul Pirol, M.Ag.** as the Rector of IAIN Palopo, to the first, the second, the third deputy, and all the employers of IAIN Palopo

2. **Drs. Nurdin K., M.Pd.** as the Dean of Tarbiyah and Teachers Training Faculty of IAIN Palopo.

3. **Amalia Yahya, S.E., M.Hum.** as the Head of English study program of IAIN Palopo

4. **Jufriadi, S.s., M.Pd.** and **Muhammad Iksan, S.Pd., M.Pd.**, as the consultant and the co-consultant who have guided, encouraged and helped the researcher to finish this thesis.

5. **Madehang, S.Ag., M.Pd.** and **Dewi Furwana, S.Pd.I., M.Pd.**, as the examiner and the co-examiner who have corrected and helped for completeness of this thesis.

6. **All the lecturers** and **Staff** of IAIN Palopo who have guided, inspired, motivated and helped during the study.

7. The headmaster of SMA Negeri 2 Palopo, the staff, the English teacher, Mrs. **Sitti Marfuah Nurjannah, S.Pd.,** who has given the researcher opportunity to conduct the research at XI IPA 4 and XI IPS 2, and last but not least, the respondent of XI IPA 4 and XI IPS 2 for contributing in this research.

8. **Researcher's beloved parents**, **Umar** and **Nusrianah** who have prayed, blessed and given the researcher help, motivation and strength.

9. **Researcher's beloved family, grandparents, uncles, aunts, siblings, cousins, and all relatives** who have always encouraged, prayed, and helped the researcher.

10. Researcher's friends from BIG A, B, C, D, and LDK-MPM who have always encouraged and helped the researcher.

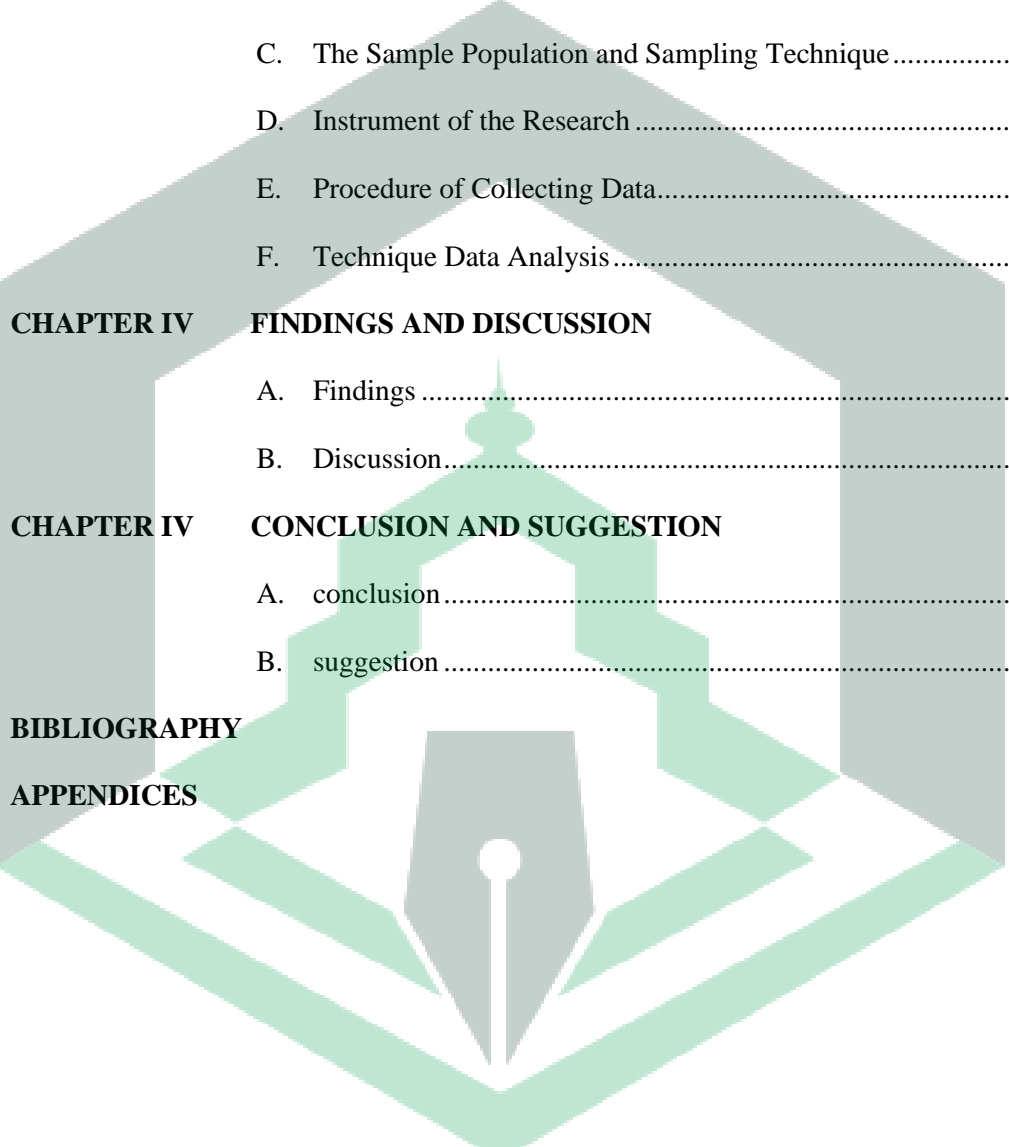In the end, may Allah SWT reward to all people who have helped the researcher and may this thesis can be useful for the readers and others.

Palopo, 4th February 2020
Researcher

Deyukhti Arianti Umar

LIST OF CONTENT

LIST OF TABLE

ABSTRACT

Deyukhti Arianti Umar, 2020 "Teaching Reading Comprehension through Collaborative Strategic Reading at the Eleventh Grade Students of SMA Negeri 2 Palopo". A thesis of English Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Jufriadi, S.S., M.Pd. and Muhammad Iksan S.Pd., M.Pd.

Key Words: *Collaborative Strategic Reading, Reading Comprehension*

This research aims to examine whether the use of CSR increases effectively students' reading comprehension through the implementing of some treatments to the sample. The type of this research design was quasi-experimental. The population of this research was the eleventh grade students of SMA Negeri 2 Palopo. The sampling technique applied in this research was cluster sampling. The sample were XI Exact 4 and XI Social Science 2, where XI Exact 4 as the experimental class and XI Social Science 2 as the control class. The result of this research was showed through the comparison of the score of pre-test and post-test of the experimental and control class. In the experimental class, the mean score in the post-test was higher than in the pre-test ($73.82 > 50.00$), whereas in the control class, the mean score in the post-test was lower than in the pre-test ($51.47 < 55.59$). The probability value (p) of post-test between experimental and control group was lower than alpha (α) ($0.01 < 0.05$) which indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Based on the calculation of the data, it can be considered that CSR increased effectively students' reading comprehension.

CHAPTER I

INTRODUCTION

A. Background of Study

The literacy level of Indonesian students is rather problematic as the article of survey of Programme for International Student Assessment (PISA) released in 2015. Based on the submitted data to this survey, more than 86% of Indonesian students reading ability were in level 2 or below.[1] The students were not able to perform consistently level 3 in reading comprehension such as locating and recognizing the relevance of the information from a text.[2] The data is relevant to the survey of United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2012 and Central Connecticut State University (CCSU) in 2016. The data of UNESCO indicates that there were only 0,001% of indonesian people who had reading habit.[3] While CCSU, in its survey "Most Literated Nation in the World", indicates that Indonesia was in 60th position from 61 countries within the case of reading interest.[4] From the data that have been obtained, we can conclude that Indonesian people, particurarly the students, have serious problems in retrieving information by reading. Therefore, the researcher took the inisiative to find the suitable solutions to be applied in teaching-learning process in order to

---

[1]Stuart Patience, *"Education in Indonesia: Literacy is the Key to Learning"* retrieved on September 18th 2018 from http://headfoundation.org/

[2]Ibid

[3]Evita Devega, *"Teknologi Masyarakat Indonesia: Malas Membaca tapi Cerewet di MedSos"* retrieved on February 21th 2019 from https://www.kominfo.go.id

[4]ibid

increase the students' reading comprehension by conducting a research at a public high school located in Palopo, South Sulawesi, Indonesia.

The research was conducted at SMAN 2 Palopo and the population was the eleventh grade students of SMAN 2 Palopo. This research was begun with an observation at the class of XI exact 5 as the sample of this research on August 14th 2017. The focus of this observation was to identify some relevant issues of reading comprehension among the students.

Based on the observation, there were some problems during the learning process which were found at the class of XI exact 5. The students had inattention to the material. Some of them were using their handphone, doing other interaction and activities within the learning process. When the teacher gave a reading task, most of them were difficult to figure out the answer of the task. They had problems in comprehending the written text such as they were difficult in grasping the main idea of paragraph and identifying the topic. It could be seen when the students translated the whole paragraph by using google translator to answer the main idea of its and the topic questions.[5] In this case, it is important to create a different atmosphere in the class by incurring an interesting learning process to motivate the students to be more active, and the most prominent is to increase their skill in reading comprehension.

In the effort to increase students' comprehension in reading, this research provided a particular strategy in teaching reading comprehension called Collaborative Strategic Reading (CSR). CSR is a learning group work by

---

[5]Obsevation at SMAN 2 Palopo on August 14th 2017

applying a view strategies which are designed to teach students in order to improve their reading comprehension skills by using expository text (Klinger, Vaughn, & Boardman, 2015).[6] According to H. Doughlas Brown, applying a group work as a learning strategy can motivate students to be more active in the class.[7] Through the interaction, the students can increase their language store as they listen to or read and they can also use all of which they possess from the language (all they have learned or casually absorbed –*red*) in real life exchanges.[8]

Brown also compiled the other advantages of group work as follows: (a) Group work generates interactive language; (b) Group work offers an embracing affective climate; (c) Group work promotes learner responsibility and autonomy; and (d) Group work is a step toward individualizing instruction.[9] Based on the explanation, the researcher selected CSR as the teaching strategy whether it can be an alternative solution to increase students' comprehension in reading.

B. Problem Statement

Based on the background of the research, the formulate of the problem statement was as follow: "Does the use of Collaborative Strategic Reading (CSR) increase effectively reading comprehension skill at the eleventh grade students of SMAN 2 Palopo?"

---

[6] Wendy Cavendish, Kristen Hodnett. *"Collaborative Strategic Reading"* retrieved on September 18th 2018 from https://www.researchgate.net, p.1

[7] H. Douglas Brown, (2007). *"Teaching by Principles: An Integrated Approach to Languange Pedagogy"* (New York: Pearson Education) p.213

[8] Ibid

[9] Ibid, p.225

C. Objective of the Research

The objective of the research was to examine whether CSR increases reading comprehension skill at the eleventh grade students of SMAN 2 Palopo.

D. Significance of the Research

The significance of the research was divided into two points, those are theoretically and practically. The significances were described as follows:

1. Significance of the Theoretical Research

    The research can be useful to support the theory concerning to Collaborative Strategic Reading (CSR) as the previous researchers stated that CSR was effective to increase students' reading comprehension skills.[10]

2. Significance of the Practical Research

    a. For the teachers; this research can be an alternative to develop the teaching strategy of reading by applying group work such as CSR within the class.

    b. For the students; this research is expected to be effective to solve their learning disabilities within reading comprehension case.

    c. For the further researchers; this research can be one of the references in establishing a relevant research.

---

[10]See chapter II p.8-10

E. Scope of the Research

The research was restricted to the trial of the application of CSR in increase reading comprehension skill at the eleventh grade students of SMAN 2 Palopo.

F. Operational Definition

In order to avoid any misunderstanding, some terms within this research were necessary to be described as follows:

1. Reading Comprehension

Reading comprehension is the main pillar in reading activities where a reader builds understanding of a text by combining logical thinking that is owned with a collection of letters, words, and sentences in the text.

2. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a peer-mediated reading comprehension instructional model informed by the methods in reciprocal teaching (Palinscar & Brown, 1994), cooperative learning (Johnson, Johnson, & Stanne, 2000), and transactional strategies instruction (Pressley et al., 1992).[11]

---

[11]Wendy Cavendish, Kristen Hodnett, Op.cit.

CHAPTER II

LITERATURE REVIEW

A. *Previous Related Research Findings*

In order to sharpen the theoretical framework of this research, some relevant previous researches were included. The first is from Dian Novita (2011), entitled "*The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo*". This research applied quantitative method. Based on the calculation of a t-test, the results showed that there was a significant improvement of students' reading comprehension ability after the treatment of Collaborative Strategic Reading (CSR).[12] The t-test indicates that the score of the t-value is higher than t-table (2.18 > 2.021).[13] Here, the experimental group represented a better improvement.

The second is from Umar Anas (2017), entitled *"The Use of Collaborative Strategic Reading (CSR) to Improve Students Reading Comprehension at the Tenth Grade Students of SMK Diponegoro Salatiga"*. The research method that was used to measure the effect of CSR towards the students' achievement of reading comprehension ability was Classroom Action Research (CAR).[14] It was conducted in two cycles and both of the cycles have shown significant results of students' achievement in reading comprehension ability. The findings of the research are: The mean of pre-test (I) was 55,3 and the mean of post-test (I) was

---

[12]Dian Novita (2011), *"The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo"* retrieved on February 2nd 2019 from https://www.researchgate.net, p.1

[13]Ibid

[14]Umar Anas (2017), *"The Use of Collaborative Strategic Reading (CSR) to Improve Students Reading Comprehension at the Tenth Grade Students of SMK Diponegoro Salatiga"* retrieved on July 4th 2019 from http://e-repository.perpus.iainsalatiga.ac.id, p.9

90,6; the mean of pre-test (II) was 60,8 and the mean of post-test (II) was 84. The t-calculation results shows that the t-calculation of cycle (I) was 9,2 and in cycle (II) was 12,1.[15] Based on the findings and the analysis of the data, it was concluded that the use of CSR improved the students' reading comprehension.

The third thesis was conducted by Anike Rosalina (2014), entitled *"The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text at SMA PGRI 109 Kota Tangerang"*. The research method that was used in this research was a quasi-experimental study.[16] The final mean score was analyzed by using T-test with significance level $a = 0.05$. By using *SPSS v.16 for Windows* program, it was found that the mean score of experimental class was 82.20, whereas the control class was 64.57.[17] Based on the result, it was concluded that there was an influence of CSR on the students' achievement in reading comprehension of narrative text.

The fourth research was conducted by Impiani Zagoto (2016), entitled *"Collaborative Strategic Reading (CSR) for Better Reading Comprehension at English Education Program State University of Padang"*. The research method that was used in this research was an experimental method with quasi design.[18] The result was analyzed by using Chi-square for normally testing, variance test

---

[15]Ibid

[16] Anike Rosalina (2014), *"The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text at SMA PGRI 109 Kota Tangerang"* retrieved on February 2nd 2019 from http://repository.uinjkt.ac.id, p.5

[17]Ibid

[18] Impiani Zagoto (2016),*"Collaborative Strategic Reading (CSR) for Better Reading Comprehension at English Education Program State University of Padang"*retrieved on February 2nd 2019 from http://ejournal.unp.ac.id/index.php/komposisi/index, p.1

for homogeneity testing, and t-test for hypothesis testing. The result of data analysis was found that t-count is larger than t-table.[19] Based on the findings, it can be concluded that teaching reading comprehension through CSR produced better result to the students' reading comprehension ability.

B. *The Nature of Reading Comprehension*

a. The Definition of Reading Comprehension

According to Hodgson, reading is a process that is carried out by someone to get a message (conveyed by the author through writing –*red*) by involving eye and brain where eye receives messages and brain process the messages in finding the point of it.[20] In the other words, reading is not just related to the development of knowledge however it is also related to the people thinking capability. Reading tends to be an important element because reading can facilitate to find information, to expand knowledge and to understand a subject.

Comprehension is a process that involves thinking, teaching, past experiences, and knowledge.[21] According to Klingner et al., Reading comprehension is 'multi-component', a very complex process that involves a lot of interaction between readers and what they bring to the text during reading

---

[19]Ibid

[20] Suparman Ar, (2008) "*Improving Students' Reading Skill through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo*" Thesis STAIN Palopo. p.4

[21]Prado, L., & Plourde, L. (2005). "*Increasing reading comprehension through the explicit teaching of reading strategies: is there a difference among the gender?*". p.32

(prior knowledge, use of strategies –*red*) as well as the variables that related to the text itself (reading interest and to understand the type of text –*red*).[22]

In conclusion, reading comprehension is the main pillar of reading activities in which the reader builds an understanding of the text by combining logical thinking that is possessed with a collection of letters, words, and sentences in the text. Reading comprehension in English text is not just about how the reader reads well, which includes accuracy of pronunciation and loud sounds, however, reading comprehension is an activity to build an understanding of the meaning of a text which can then be translated by the reader in his way.

b. The Principles for Teaching Reading Comprehension

In creating effective teaching reading comprehension, it is important for teachers regularly to take stock of their perception of the nature of reading process itself, relevant reading activities, and appropriate classroom management. Several important principles of teaching reading comprehension have been put forward by H. Douglas Brown as follows:[23]

a. Do not neglect special focus on reading skills in integrated courses

Teacher often assumes that ESL students who are proficient in their language will also be able to read extensively without assistance and as a result, they will be left to learn independently during reading in their way, whereas, there are a lot of things that must be considered by the teacher on the teaching methods of reading skills which are needed by students. For example, the teacher needs to

---

[22]Klingner, Janette K., et al. (2007). "*Teaching Reading Comprehension to Students with Learning Difficulties*" (New York: The Guilford Press). p. 8

[23] H. Douglas Brown, (2007). *"Teaching by Principles: An Integrated Approach to Languange Pedagogy"* (New York: Pearson Education) p.373-376

ensure that students have plenty of time during reading. Continuous silent reading allows them to develop a sense of fluency. Silent reading also becomes an excellent method for independent learning on the part of the learner.

b. Use techniques that can motivate intrinsically

In the implementation of teaching technique, the teacher must select material that is relevant to the goals of English reading. One of the popular and motivating approaches than can be applied in reading instruction is the Language Experience Approach (LEA), where students are given the choice in choosing reading material. They also are allowed to create their material when applying the approach. By considering ordered readings and success-oriented teaching strategies provide further intrinsic involvement in the process. Another strategy in improving intrinsic motivations to students is offering the opportunity to measure their progress through periodic self-assessments and independent assessments.

c. Balance authenticity and readability in choosing texts

Nowadays, the importance of authentic language must be very clear. However in teaching reading, one problem that becomes a controversy is the appropriateness of "simplified text", where the authentic text is edited to stabilize the level of skill to the students' language. In order to make a decision on this problem, it is necessary to distinguish between (a) simple text and (b) simplified text and understanding the source of complexity in reading material.

The Authentic simple text can be designed and used in the real world. For example, ads, labels, reports, essays, and text are available in simple grammatical and lexical. Simplifying the selection of an existing potential reading may not be

needed. However, if the simplification must be done, it is important to preserve the pureness of redundancy, humor, wit, and other captivating features of the original material.

Sometimes simplified texts remove so much the pureness of redundancy and it makes the texts become difficult. The perceive of textual complexity may be more a product of background schemata than of linguistic complexity. Richard Day and Julian Bamford (1998, p. 53), in warning against "the cult of authenticity and the myth of simplication," notion that CLT approach has overemphasized the need authenticity where there is indeed a place for simplified texts in this reading instruction.

Christine Nuttall (1996) proposed three criteria in choosing reading texts for students: (1) Suitability of content: the material that students find will be interesting, challenging, and appropriate for their goals in learning English; (2) exploitability: a texts that facilitates the improvement of language and content goals, that is exploitable for instructional tasks and techniques, and that is integrated with other skills (listening, speaking, writing); (3) readability: a text with lexical and structural difficulty that will challenge students without overwhelming them.

d. Encourage the development of reading strategies

The most important thing for student in the process of learning reading comprehension is a strategy during the process, in which encourages them to be more active in the class. There are 10 different reading strategies that have been

discussed in this chapter.[24] Now, it depends on the teacher to select which strategy is suitable for his students.

e. Apply the techniques of bottom-up and top-down

Sometimes the teachers forget that authentic language activity in the classroom can indeed benefit for learners to study the fundamentals. The teachers must ensure to give enough classroom time to focus on the goals of written language building blocks. It is also very important to apply it appropriately for each level.

f. Follow the SQ3R sequence

The SQ3R technique has come to be an effective series of procedures for approaching a reading text. The process consists of the following five steps:

1) Survey: Skim the text for an overview of main ideas.
2) Question: The reader asks some questions or hypothesis of the meaning in the text.
3) Read: Read the text while looking for answers to the previously formulated questions.
4) Recite: Reprocess the important points of the text through oral or written language.
5) Review: Assess the importance of one has just read and incorporate it into long-term associations.

This series of techniques may not fit into all classes and contexts however it can be useful as general guide for reading class.

g. Plan on pre-reading, during-reading, and after-reading phases.

The teacher should never ask students (especially at intermediate and advanced levels –*red*) to read silently without any introduction, or even hints on anything that is important to do while reading. Whereas, in applying silent reading

---

[24]See p.14

method, the teacher should follow the instruction. A good rubric to remember for teaching reading is the following three-part work:

1) Before reading: Spend some time to introducing a topic, encouraging, skimming, scanning, predicting, and activating framework. By applying this instruction, the students will not be difficult to appropriate their prior knowledge and also their skills to the text during reading.

2) While reading: There were several facts or rhetorical devices that students should notice while reading. The students are preferred to be taught the purpose of reading rather than just reading because teacher ordered for it.

3) After reading: Comprehension questions are just one form of activity appropriate for post-reading. The teacher also needs to consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or directing the students toward a follow-up writing practice.

h. Build an assessment aspect into your techniques

The assessment of reading comprehension is as important in listening in which the teacher assesses accurately the students' comprehension and measures their development of skills. In assessing reading comprehension, the teacher must consider some of the following overt responses that indicate comprehension:

1) Doing – the reader responds to a command physically.

2) Choosing – the reader selects the orally proposed alternatives or in writing.

3) Transferring – the reader summarizes orally the reading text.

4) Answering – the reader answers questions about the passage.

5) Condensing – the reader outlines or takes notes on a passage.

6) Extending – the reader provides an ending to a story.

7) Duplicating – the reader translates the whole message into its native language or copies (beginning level, for very short passages only –*red*).

8) Modeling – the reader puts together a toy, for example, after reading directions for assembly.

9) Conversing – the reader engages in a conversation indicates appropriate processing of information.

c. The Strategies for Reading Comprehension

Comprehension strategies are sets of steps which good readers apply to understand the text. The strategies also facilitate students to become purposeful active readers who can control their skill level in reading comprehension. H. Douglas Brown compiled several strategies of reading comprehension as follows:[25]

a. Identify the purpose in reading

A reader needs to determine his purpose before reading because an efficient reading comprises of identifying the purpose in reading distinctly. By doing it, the reader may know the matter that he is looking for at the text, and he can get rid the distracting information. Whenever the English teacher applies a reading technique, he has to ensure that the students know their purpose in reading.

---

[25]H. Douglas Brown, Op.cit, p.364-370

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

At the beginning level in learning English, one of difficulties that students encounter in learning reading skill is to gear between the spoken and written English. In several cases, learners have become familiar with oral language and have some difficulties in learning English spelling. The learners may need instructions and explanations about certain English orthographic rules and the oddity. Whereas, the teacher often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, and other relationships might prove difficult.

c. Use efficient silent reading techniques for improving fluency

In teaching beginning level students, the particular strategy cannot be applied because the students are still struggling with the control of a limited vocabulary and grammatical patterns. The students of intermediate-to-advanced level are not necessary to be speed readers however the teacher can help them increase reading rate and comprehension efficiency by teaching a few silent reading rules as follows:

1) The students do not need to "pronounce" each word to teacher
2) The teacher tries to visually perceive more than one word at a time, preferably phrases.
3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

These fundamental guidelines can help learners to be efficient readers. Reading speed is not usually an issue for all, except the most advanced learners. For example, academic reading is something that learners manage to accomplish

by allocating time that in personally is needed in order to complete the material. If the students can read 250 to 300 words per minute, further concern over speed may not be necessary.

d. Skim the text for main ideas

Perhaps the most valuable reading strategies for learners (as well as native speakers –*red*) are skimming and scanning. Skimming consists of quickly running one's eyes across whole text (such as an essay, article, or chapter –*red*) for its gist. Skimming offers readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. The offers establish them a head start as they start focused on reading. The teacher can train students to skim passages by giving them at least 30 seconds or more to look through a few pages of material, close their books, and then the students tell the teacher what they learned.

e. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

f. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage. Early drafts of these maps can be quiet messy – which is perfectly acceptable.

g. Guess when you are not certain

This is an extremely broad category. Learners can use guessing to their advantage to do the following:

1) Guess the meaning of a word
2) Guess a grammatical relationship (e.g., a pronoun reference)
3) Guess a discourse relationship
4) Infer implied meaning ("between the lines")
5) Guess about a cultural reference
6) Guess content messages

A teacher surely would not like to encourage his students to become haphazard readers. The students should utilize all their skill and put forth as much effort as possible to be on target with their hypotheses. However the point here is that reading is a guessing game of sorts, and the sooner learners understand the game, the better off they are. The key to successful guessing is to make it reasonably accurate.

The teacher can help the students to become accurate guessers by encouraging them to use effective compensations strategies in which they fill gaps

in their competence by intelligent attempts to use whatever clues are available to them. Language-based clues include word analysis (see #h below), word associations, and textual structure. Nonlinguistic clues come from context, situation, and other schemata.

h. Analyze vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

1) Look for prefixes (*co-, inter-, un-,* etc.) that may give clues.
2) Look for suffixes (*-tion,-tive, -ally,* etc.) that may indicate what part of speech it is.
3) Look for roots that are familiar (e.g., *intervening* may be a word which a student do not understand, however recognizing that the root *ven* comes from Latin "to come" would yield the meaning "to come in between")
4) Look for grammatical contexts that may signal information
5) Look at the semantic context (topic) for clues.

i. Distinguish between literal and implied meanings

This requires the application of sophisticated to-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing *pragmatic* information, as in the following example:

1) Bill walked into the frigid classroom and immediately noticed Bob, sitting by the open window, with a heavy sweatshirt on.
   "Brrr!" he exclaimed, simultaneously eyeing Bob and the open windows, "It's sure cold here, Bob."

Bob glanced up from his book and growl, "Oh, all right, I'll close the window."

2) The policeman held up his hand and stopped the car.

3) Marry heard the ice cream man coming down street. She remembered her birthday money and rushed into the house …. (Rummelhart, 1977, p.265).

Each of these excerpts has implied information. The request in the "first point" is obvious only if reader recognizes the nature of many indirect requests in which we ask people to do things without ever forming a question. We cannot be sure in the "second point" if the policeman literally (physically) stopped the car with hands, however the assumption is that this is a traffic policeman whose hand signal was obeyed by a driver. Rummelhart's classic example in the "third point" leads the reader, without any other context, to believe Mary is going into the house to get money to buy ice cream until the last few words are supplied: ". . . and locked the door!"

j. Capitalized on discourse markers to process relationships

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

d. Factors that Influence Reading Comprehension

Lucy Hart has compiled a list of several factors that influence reading comprehension as follows:[26]

a. Prior Knowledge

Prior knowledge plays an essential role in reading comprehension. Prior knowledge or background knowledge is necessary to create a new knowledge because without it, written material would be meaningless. The more knowledge that students have will be more useful in the effort to understand the material. Prior knowledge also facilitates students to comprehend the written and to conclude or to predict the content of the text.

b. Vocabulary

Students are necessary to comprehend the familiar words which concern to the other words within the text. In mastering vocabulary, include recognizing part of speech, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension.

c. Fluency

Reading fluently allows students to retain information with accuracy, expression and rapidity. The ability of reading fluency can be developed through reading practice. As students become fluent readers, they will spend less time trying to decipher the meaning of words or more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insightfully respond a text.

---

[26]M. Dini Handoko (2017), *"The Concept of Reading Comprehension"*. Retrieved on June 3rd 2017 from http://iqrometro.co.id/the-concept-of-collaborative-strategic-reading-csr.html

d. Active Reading

Beginning readers often rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting comprehension problems by recalling what they read, asking themselves questions or evaluating the text.

e. Critical Thinking

The students can actively respond to a text more efficiently when they process critical thinking skills. As students read, they can determain the main idea and supporting detail, the sequence of events and the overall structure of the text. Students will also be able to identify literary devices and their effect on the text. Having critical thinking skills helps to deepen a students' comprehension of a text, resulting in a positive reading experience.

5. The Aspects of Reading Comprehension

Since the research involved the aspects of reading comprehension in the treatments, the researcher details the 5 aspects of reading comprehension as follows:[27]

a. Main Idea

Main idea is so-called the topic sentence (Mc. Whother, 1986: 36) and this aspect informs the contents of the paragraph. In other words, main idea is important ideas which are developed by the author along the paragraphs and

---

[27] Kartika Wulandari (2020), *"5 Aspects of Reading Comprehension: Meaning and Example "* retrieved on February 17th 2020 from https://www.kuliahbahasainggris .com/5-aspects-of-reading-comprehension-meaning-and-example/

sometimes are found in key words or explicit and implicit messages. For example, the topic is the story of "Snow White". From this topic the writer conveys his ideas about the story by giving one main idea in one paragraph.

b. Specific Information

Specific information or supporting ideas are developed from the main idea with the availability of specific definitions, examples, facts, comparisons, causes and effects related to the topic sentence.

c. Reference

Reference can be also defined as pronoun. The use of reference is to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text.

d. Inference

Inference or conclusion is a decision that is acquired based on the inductive or deductive thinking method.[28] The reader creates the conclusion after reading the text.

e. Vocabulary

According to Barnhart (2008:697), vocabulary is stock of words that are used by person, class of people, and profession. Based on the statements, it can be concluded that vocabulary is a fundamental aspect for everyone to speak or to produce utterance for reading.

---

[28] From KBBI

C. *The Nature of Collaborative Strategic Reading (CSR)*

1. The Definition of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a peer-mediated model to teach reading comprehension that is informed by the methods in reciprocal teaching (Palinscar & Brown, 1994), cooperative learning (Johnson, Johnson, & Stanne, 2000), and transactional strategies instruction (Pressley et al., 1992). The strategies in CSR are designed to teach students with various abilities in comprehension strategies (Klinger, Vaughn, & Schumm, 1998). Narrative or expository text can be implemented in this learning model. However, in this case, the researcher just selects expository text as the material.

2. The Purpose of CSR

The goals of CSR are to enhance reading comprehension and to increase conceptual learning in ways that can maximize students' involvement. CSR is developed to increase reading comprehension skills to students with learning disabilities and students at risk for reading difficulty. This strategy has produced positive outcomes for average and high average students (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press).[29]

3. Implementation of Collaborative Strategic Reading (CSR)

a. Teaching the Concept of CSR

In learning process, students have to learn four strategies of CSR, the roles of member in a group, and also the terms that related to the strategies (Expository/Exposition text, Clunk Card, Cue Card, and learning log *–red)* in

---

[29]Ibid

order to avoid any misunderstanding in the implementation of CSR. The information about the concept of CSR will be transferred to students as the explanation below:[30]

1. The Four Strategies of CSR

- Preview

Previewing is a step of CSR which stimulates students' interest about the topic, and facilitates in predicting the content of text. During this activity, the students will be directed to look at headings, key words pictures, and charts of the expository text in order to guess the substance of the text.

- Click and Clunk

After explaining preview, the teacher describes a click and clunk. Click and clunk are the series activities of CSR which guide students in monitoring their understanding as they are reading (the click), and when they find a word or concept which is difficult to understand (the clunk). In order to figure out the clunk, students use "fix-up strategies" such as partner retelling and determining meaning using affixes, roots, and vocabulary or sentences context clues.

- Get the Gist

Get the gist is a strategy to help students identifying main ideas during reading. During this activity, the students will be directed to identify the "who" or "what" and the "most important ideas" of the text.

Get the gist can be instructed by focusing on one paragraph at a time. During reading the paragraph, the teacher asks the students to identify the most

---

[30]Ibid, p2

important person, place, or things related to the text. Then the teacher asks students to tell what is most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

- Wrap up

Wrap up is a strategy that instructs students to generate questions and to review important ideas in the text they have read. Wrap up consists of two activities: (a) generating questions, and (b) reviewing.

Teacher initially teaches students to wrap up by telling students to pretend as teachers and to think of questions they would ask on a test. The teacher suggests the following question starters: who, what, when, where, why, and how. The teacher also encourages students to generate some questions that require an answer involving higher-lever thinking skills, rather than literal recall. Finally, the teacher asks students to write down the most important ideas from the day's reading assignment.

2. The Role of CSR

- Leader: Tells the group what to read next and what strategy to use next.
- Clunk Expert: Uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning of their clunk(s).
- Gist Expert: Guides the group toward getting the gist and determines that the gist contains the most important idea(s) but no unnecessary details.
- Announcer: Calls on group members to read a passage or share an idea.

3. The terms related to CSR

   a) Expository/Exposition Text

   Expository text is a type of informational text that provides factual information about a topic using a clear, non-narrative organizational structure with a major topic and supporting information. Expository texts can include topics such as historical, scientific or economic information. Precisely, it focused on the subject, uses domain specific vocabulary, rather than figurative language. Expository text is often written in paragraphs. Examples of expository text may include; trade books, articles, reports, textbooks, interviews, and essays.[31]

   b) Clunk Card (Fix-Up Strategies)

   Clunk card or fix-up strategies is a guideline card which helps student to figure out the difficult word, phrase, or sentence (clunk).

   c) Cue Card

   Cue cards help each student to understand their role and to stay focused on their responsibilities as they undertake the process of learning how to implement each role. Students should discontinue the use of cue cards once they feel secure in carrying out their roles.

   d) Learning Log

   CSR learning logs is a card which will be filled by the students after they find out either about the topic of the passage, clunks, gist (main idea), etc. Learning logs enable students to keep track of their learning and provide a basis for follow-up activities.

---

[31]Anonym, *"Characteristics of Expository Text"*. Retrieved on February 21th 2019 from http://mcnair5thgrade.yolasite.com

One way to identify the main idea is to answer the following questions: (a) "who or what is it about?" and (b) "what is most important about who or what?" In addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important idea(s), however, not unnecessary details.

b. Dividing the Students to form Cooperative Learning Group or Student Pairing

Once students have learned about the concept of CSR and have developed proficiency applying them in teacher-led activities, they are ready to apply CSR in their peer-led cooperative learning groups. Some teachers find it easier to have students work in pairs and that has also proven to be a successful practice. Procedures for using in groups will be explained as follows:

1) The teacher assigns students to groups. Each group should include about four students of varying ability. Then, the teacher assigns roles to students.

2) After that, the teacher prepares the materials. When selecting reading materials for CSR, the following factors are recommended for consideration: (a) reading materials at students' instructional level, which generally refers to students being able to decode about 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting (Texas Center for Reading and Language Arts, 2000).

3) The last is running the learning process. Basic steps to apply CSR in a cooperative learning group are as follows:

- Step 1: *Whole class introduction*. The teacher introduces the topic, teaches key vocabulary, and provides instructions.

- Step 2: *Cooperative group activity during preview, click and clunk, get the gist, and wrap up*. Each group member plays an assigned role and fills out a CSR learning log during the activity.

- Step 3: *Whole class wrap up strategy*. A teacher discusses the day's reading passage, reviews clunks, answers questions, or shares some review ideas.
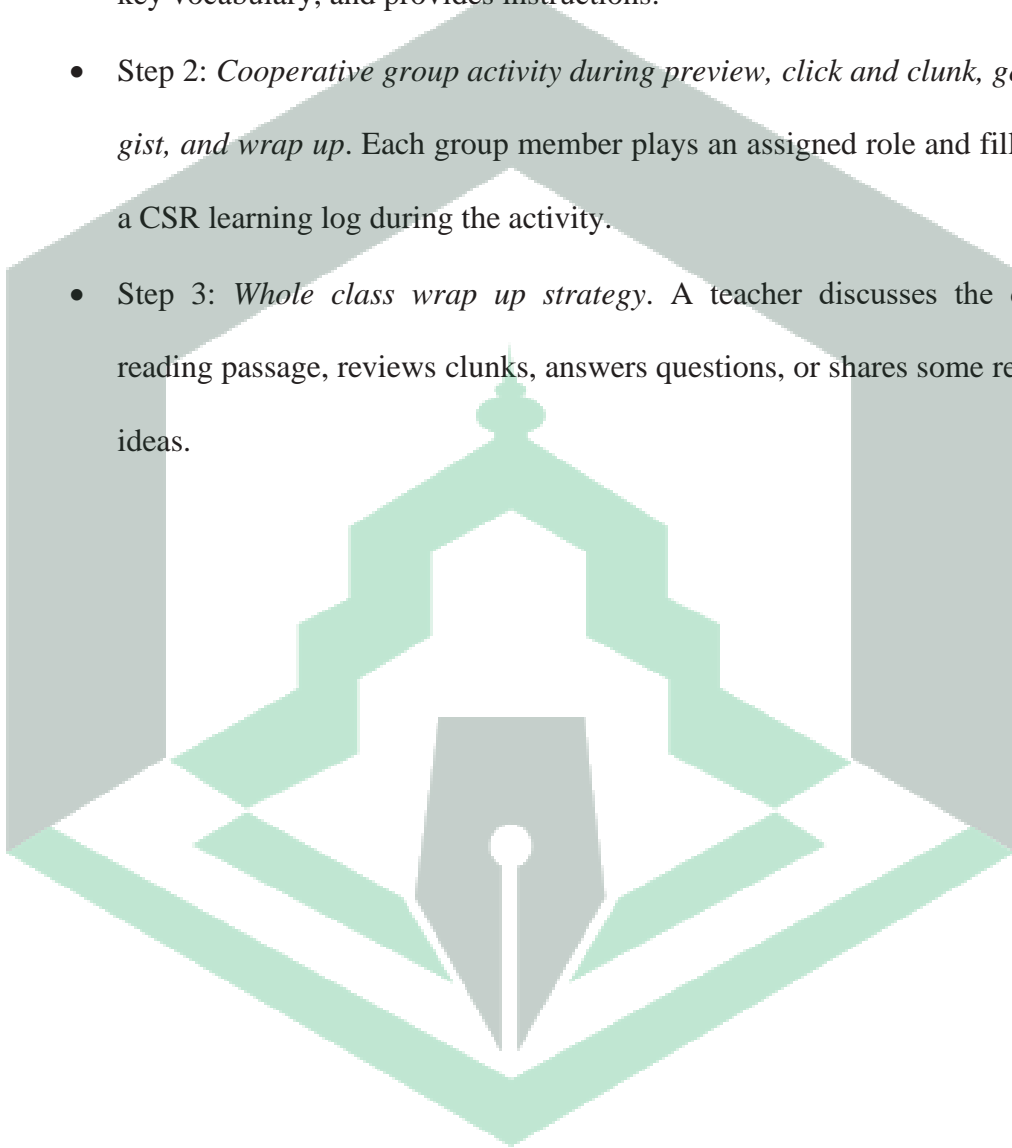
D. *Conceptual Framework*

The conceptual framework underlying of this research was presented in the following diagram:

```
              ┌─────────────────────────────────────────────┐
              │   Students' Reading Comprehension Skill      │
              └─────────────────────────────────────────────┘
                 ↙                  ↓                  ↘
        ┌──────────┐         ┌──────────┐         ┌──────────┐
        │  Input   │         │ Process  │         │  Output  │
        └──────────┘         └──────────┘         └──────────┘
             ↓                    ↓                    ↓
    ┌────────────────┐   ┌────────────────┐   ┌────────────────┐
    │ Collaborative  │   │ Teaching reading│   │ The increase of│
    │ Strategic Reading│ │ comprehension  │   │ students' reading│
    │ (CSR)          │   │ through CSR    │   │ comprehension  │
    └────────────────┘   └────────────────┘   └────────────────┘
```
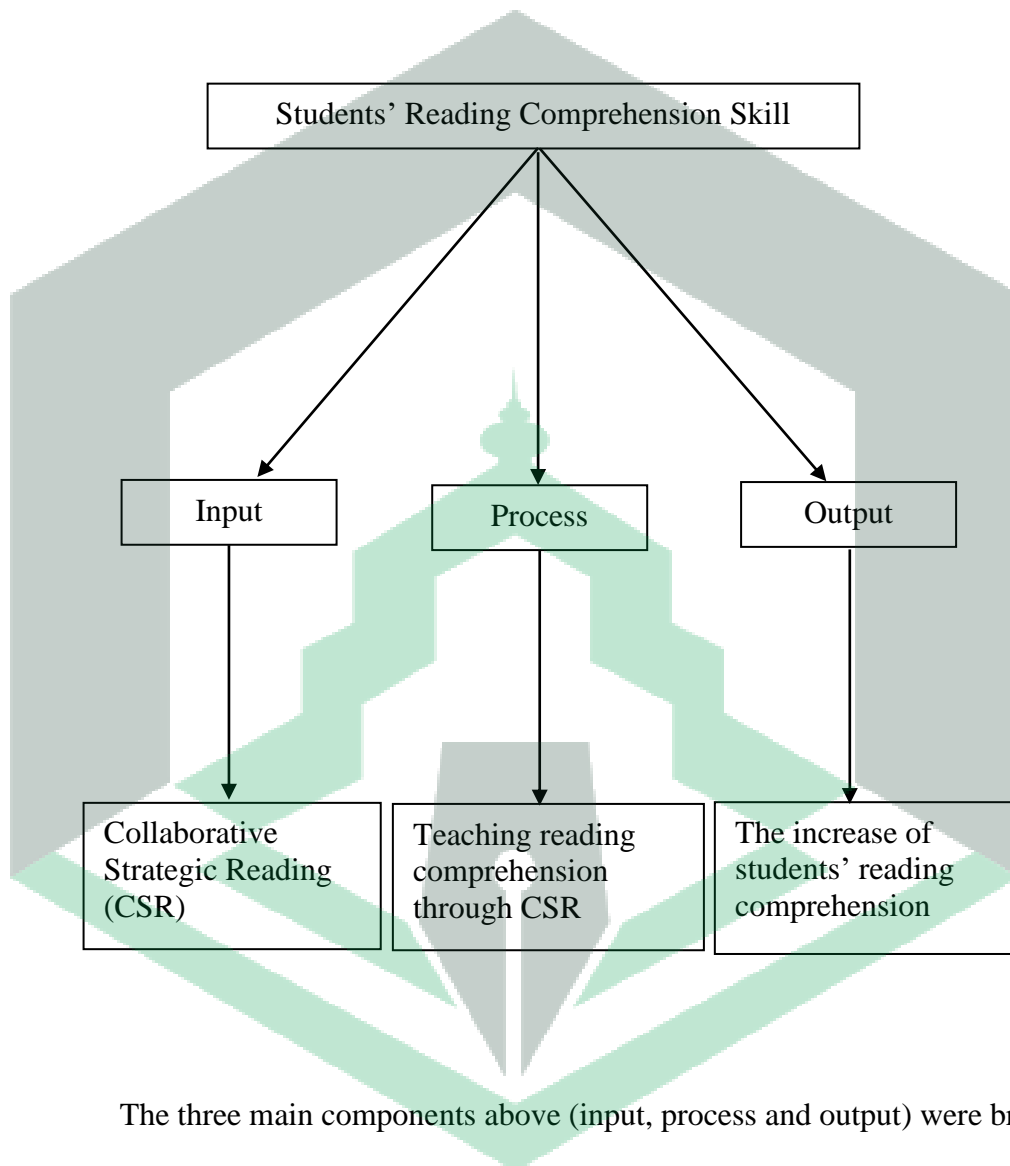
The three main components above (input, process and output) were briefly discussed in the followings:

a. Input refers to the material provided for students.

b. Process refers to the implementation of the input in the classroom.

c. Output refers to the increase of students' reading comprehension.

E. *Hypothesis*

The research applied null hypothesis (H_0) and alternative hypothesis (H_1). Null hypothesis (H_0) is formulated to be rejected after the test, whereas alternative hypothesis (H_1) is formulated as the alternative of the rejected hypothesis.[32] Based on the literature, the hypothesis of the research are formulated as follow:

1. H_0 (Null Hypothesis)   = CSR does not increase effectively students' reading comprehension

2. H_1 (Alternative Hypothesis) = CSR increases effectively students' reading comprehension

---
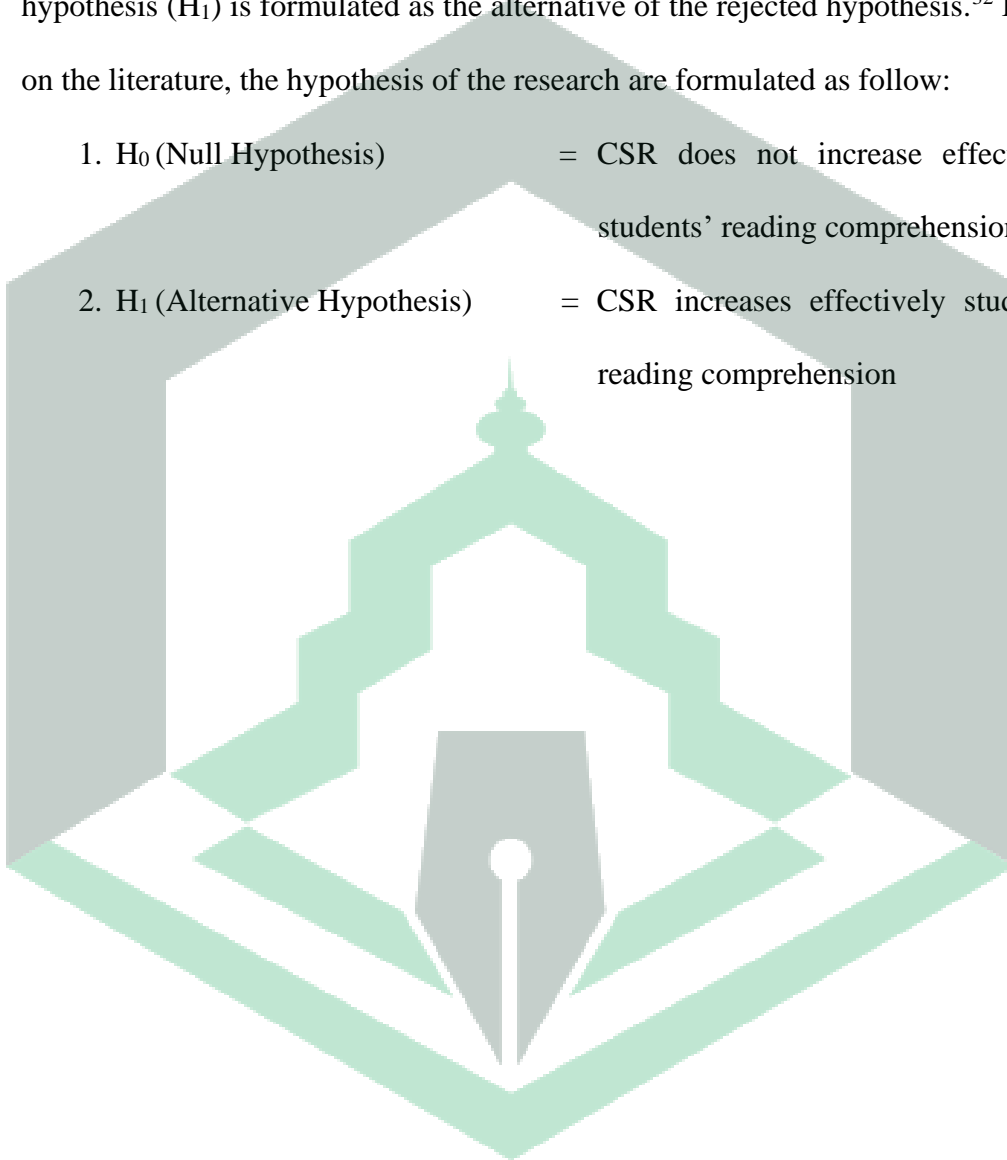
[32]Moh. Nazir (2005), *"Metode Penelitian"* (Bogor : Ghalia Indonesia) p.153-154

CHAPTER III

RESEARCH METHOD

A. *The Research Design*

The type of this research design was quasi-experimental. Quasi experimental research is that the researcher has to agree for keeping the students in existing classroom while doing the research.[33] The design of this method applies two classes as the sample namely experimental class and control class.[34] Both of classes were assumed to be the same in all relevant aspects and only differ in the treatment (X). The measurement of the dependent-variable for both groups was compared to determine the effect of treatment (X). The design applies the control class as the comparison of experimental class to facilitate the researcher in identifying the influence of CSR, whether the experimental class has the significant improvement than the control class in the final result of this research. The design of this research can be seen in the following table:[35]

Table 3.1
Design of the Research

Group	Pre-test	Treatment	Post-test
Experiment	O_1	X_1	O_3
Control	O_2	X_2	O_4

---

[33] Peter Airasian, (2000). "*Educational Research Competencies for Analysis and Application Sixth Education*". (New Jersey: Prentice Hall Inc.) p.270

[34] Arief Furchan, (2007). *"Pengantar Penelitian dalam Pendidikan",* (cet.I; Surabaya: Usana Offset Printing), p.352.

[35] Ibid

Where:

O_1= Pre-test value of experimental group

O_2= Pre-test value of control group

X_1= Special Treatment

X_2= Ordinary Treatment

O_3= Post-test value of experimental group

O_4= Post-test value of control group

B. The Variable of the Research

There were two variables in this research namely independent variable and dependent variable. The independent variable was the use of Collaborative Strategic Reading (CSR) and the dependent variable was the students' ability in reading comprehension.

C. The Sample Population and Sampling Technique

1. Sample Population

The population of this research was the eleventh grade students of SMAN 2 Palopo. There were 2 departments, Exact and Social Science at the school. In the exact department, there were 5 classes, and 3 classes in the social science department. The total number of the students were about 252, where exact department consisted around 150 students, and social science department consisted around 102 students. Each classes consisted around 31 students.[36]

---

[36]Based on the interview between the researcher and the vice-principal of the curriculum at SMAN 2 Palopo on August 01st 2019

2. The Sampling Technique

The sampling technique that was applied in this research was cluster sampling. Since, the population was absolutely huge in number, not all of them were involved as the sample. In this case, there were only two classes that were chosen as the samples from eight classes, one class as the experiment class, given the special treatment and the other as the control class, given the ordinary treatment. The samples were determined based on the similarity level in English subject, especially in reading comprehension. The classes that had similarity level in English reading skill were XI Exact 4 and XI Social Science 2.[37] Therefore, the researcher chose XI Exact 4 and XI Social Science 2 as the sample of this research. The researcher decided XI Exact 4 as the experimental class and XI Social Science 2 as the control class.

D. *The Instruments of the Research*

Instrument in collecting the data was reading comprehension test. The type of reading text that has been used for the instrument of this research was expository/exposition text. The total numbers of the text were four items where each items consisted of five questions (multiple choices questions *–red*). Both of pre-test and post-test had different items for testing the students.

---

[37]Based on the interview between the researcher and the English teacher of the second years students of SMAN 2 Palopo on August 01st 2019

E. *The Procedure of Collecting Data*

The procedure of collecting data was held with the sequence as follows:

1. Pre-test

Before giving the material, the pre-test was given to the students in order to find out the prior knowledge of the students about reading comprehension by using pattern practice. The students were given 4 items. The items type was expository texts with the theme of "Nose", "The snowy slopes of Dubai", "The Taste-Bud", and "Weird Inventions".

2. Treatment

a. Experimental-Group

After pre-test, the experimental group was given some special treatments and the treatments were in four meetings. The treatments were continually done for one meeting per week and described as follows:

1) Special Treatment 1

The researcher explained the definition of reading comprehension. The researcher also explained the technique to find main idea in paragraph or text, gave some examples and practice, and showed how to comprehend the reading text through CSR way.

2) Special Treatment 2

The researcher reviewed the students' understanding about the material from the previous meeting and continued the activity by teaching the technique to find supporting details in paragraph or text, and gave some examples and practice to the students. In this meeting, the students finished their tasks through CSR.

3) Special Treatment 3

The researcher reviewed the students' understanding about the material from the second meeting and continued the activity by teaching the technique to find the meaning of the unfamiliar vocabulary in paragraph, and gave some examples and practice. As the previous treatment, in this meeting, the students finished their tasks through CSR.

4) Special Treatment 4

The researcher reviewed the students' understanding about the material from the previous meeting and continued the activity by teaching the technique to find reference/pronoun in a text, and gave some examples and practice. As the previous treatment, in this meeting the students finished their task through CSR.

b. Control-Group

The control group was not given the special treatment of CSR as the experimental class was. However, the group was given the material by applying an ordinary group work learning method (a conventional teaching method –*red*). The teaching method was applied as the comparison with the use of CSR to facilitate the researcher in identifying the influence of CSR, whether CSR is effective rather than ordinary group work activity in teaching reading comprehension. The meetings of control group were done as the description below:

1) Ordinary Treatment 1

The researcher explained the definition of reading comprehension. The researcher explained the technique to find main idea in paragraph or text and gave

some examples and practice. The students finished their task through ordinary group work activity.

2) Ordinary Treatment 2

The researcher reviewed the students' understanding about the material from the previous meeting and continued the activity by teaching the technique to find supporting details in paragraph, and gave some examples and practice to the students. As the previous meeting, in this meeting the students finished their task through ordinary group work activity.

3) Ordinary Treatment 3

The researcher reviewed the students' understanding about the material from the second meeting and continued the activity by teaching the technique to find the meaning of the unfamiliar vocabulary in paragraph, and gave some example and practice. As the previous meeting, in this meeting the students finished their task through ordinary group work activity.

4) Ordinary Treatment 4

The researcher reviewed the students' understanding about the material from the previous meeting and continued the activity by teaching the technique to find reference/pronoun in a text, and gave some examples and practice. In this meeting, the students finished their task through ordinary group work activity.

3. Post-test

The post-test was applied to both classes, experimental and control class, in order to figure out the improvement of the students after giving the special treatment to the experimental class, and ordinary treatment to the control class. In

the post-test, the students were asked to finish the tasks of reading comprehension. The theme of the articles were "Desert Delivery", "Myth of Pimple", "Place for Skateboarding", and "The Misunderstood Tomato".

F. The Technique of Data Analysis

1. Descriptive Analysis

a) The raw data of the pre-test and post-test of experimental and control class were analyzed. Each of the student correct answer obtained 5 and the wrong answer obtained 0.

b) The raw scores were converted to a set of score maximum of 100 by using the formula below:

$$Score = \frac{The\ total\ of\ the\ students'\ correct\ answer}{The\ total\ of\ items}\ X\ 100$$

c) The score of the students were classified into the following score classification:[38]

A.	90 – 100	Excellent
B.	80 – 89	Good
C.	70 – 79	Adequate
D.	60 – 69	Inadequate
E.	Below 60	Failed/ unacceptable.

---

[38]H. Douglas Brown, (2003). "*Language Assesment: Principle and Classroom Practices*". (San Fransisco, California: Pearson Longman). p. 287

d) The mean score, standard deviation, frequency table and test of reading comprehension achievement between the experimental and control class (in pre-test and post-test –*red*) were calculated by using SPSS 22 for windows evaluation.

2. Inferential Analysis

In the effort to formulate the inferential analysis, the researcher applied the formulas of hypothesis test which were detailed as follow:[39]

The hypothesis was assumed as follows:[40]

1) If probability value (p) is lower ($<$) than alpha value (α), H_0 is rejected and H_1 is accepted. It indicates that CSR increases effectively students' reading comprehension skill

2) If probability value (p) is higher ($>$) than alpha value (α), H_0 is accepted and H_1 is rejected. It indicates that CSR does not increase effectively students' reading comprehension skill

Note:
H_0 = Null Hypothesis

H_1 = Alternative Hypothesis

---

[39] Sukardi (2003), "*METODOLOGI PENELITIAN PENDIDIKAN:Kompetensi dan Praktiknya*" (Jakarta : PT Bumi Aksara) p.43-44
[40] Ibid, p.47-48

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

1. The Analysis Data of Students' Reading Comprehension Score

The analysis result of pre-test and post-test of both samples in this research are prensented by showing the details of the statistical data analysis and the data tabulation in the following tables:

a. The Analysis Data of the Experimental Class

Table 4.1
The raw score of students' pre-test (T₁) and post-test (T₂)

Student	Pre-test		Post-test	
	Students' Correct Answer	Score	Students' Correct Answer	Score
S1	12	60	15	75
S2	9	45	18	90
S3	9	45	16	80
S4	10	50	11	55
S5	9	45	12	60
S6	10	50	17	85
S7	10	50	13	65
S8	11	55	15	75
S9	11	55	16	80
S10	9	45	11	55
S11	13	65	17	85
S12	8	40	16	80
S13	9	45	14	70
S14	10	50	18	90
S15	13	65	18	90
S16	9	45	12	60

S17	8	40	12	60

Table 4.2
The rate percentage of the students' pre-test (T$_1$) and post-test (T$_2$)

Classification	Score	Pre-test		Post-test	
		F	P	F	P
Excellent	90-100	-	0%	3	18%
Good	80-89	-	0%	5	29%
Adequate	70-79	-	0%	3	18%
Inadequate	60-69	3	18%	4	24%
Failing	< 60	14	82%	2	12%
Total		17	100%	17	100%

Table 4.2 indicates that in the pre-test there are 3 students (18%) who have "inadequate" classification and 14 students (82%) have "failing" classification. There is not any student who has "excellent", "good", or "adequate" classification. Whereas in the post-test, there are 3 students (18%) who have "Excellent" classification, 5 students (29%) have "Good" classification, 3 students (18%) have "Adequate" classification, 4 students (24%) have "Inadequate" classification, and 2 students (12%) have "Failing" classification. Based on the data, the researcher concluded that the experimental class showed significant result from the previous test (pre-test –*red*) in the post-test after the treatment.

The Table 4.3
The mean score and standard deviations of pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	17	40,00	65,00	850,00	50,0000	7,70552
Post-test	17	55,00	90,00	1255,00	73,8235	12,56600
Valid N (list-wise)	17					

Table 4.3 indicates that in the pre-test, the highest score is 65 and the lowest score is 40, whereas in the post-test, the highest score is 90 and the lowest score is 55. The standard deviation in the pre-test is 7,7055 and in the post-test is 12,56600. The mean score of the students' in the pre-test is 50,0000 and in the post-test is 73,8235.

Table 4.4
The paired samples statistics of pre-test and post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	50,000	17	7,7055	1,8689
	Post-test	73,824	17	12,5660	3,0477

Table 4.5
The paired samples correlation of pre-test and post-test

Paired Samples Correlation

		N	Correlation	Sig.
Pair 1	pre-test & post-test	17	,436	,080

Table 4.5 indicates that the value of standard error mean in the pre-test is 1,8689 and 3,0477 in the post-test. Based on data, the researcher concluded that there was an improvement of students' ability of experimental class after teaching reading comprehension through CSR.

Table 4.6
The paired samples test of pre-test and post-test

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test - Post_test	-23,8235	11,5284	2,7961	-29,7509	-17,8962	-8,520	16	,000

Table 4.7
The probability value of t-test of the students' achievement

Variable	p-value	(α)
T$_2$-T$_1$	0.00	0.05

b. The Analysis Data of Control Class

Table 4.8
The raw score of students' pre-test (T$_1$) and post-test (T$_2$)

Student	Pre-test		Post-test	
	Students' Correct Answer	Score	Students' Correct Answer	Score
S1	7	35	6	30
S2	13	65	14	70
S3	14	70	12	60
S4	14	70	14	70
S5	13	65	13	65
S6	14	70	13	65
S7	12	60	7	35
S8	15	75	15	75
S9	12	60	11	55
S10	11	55	12	60
S11	13	65	11	55
S12	12	60	12	60

S13	13	65	13	65
S14	7	35	4	20
S15	6	30	7	35
S16	7	35	5	25
S17	6	30	6	30

Table 4.9
The rate percentage of the students' pre-test (T$_1$) and post-test (T$_2$)

Classification	Score	Pre-test		Post-test	
		F	P	F	P
Excellent	90-100	-	0%	-	0%
Good	80-89	-	0%	-	0%
Adequate	70-79	4	24%	3	18%
Inadequate	60-69	7	41%	6	35%
Failing	< 60	6	35%	8	47%
Total		17	100%	17	100%

Table 4.9 indicates that in the pre-test, there are 4 students (24%) who have "adequate" classification, 7 students (41%) have "inadequate" classification, and 6 students (35%) have "failing" classification. Whereas in the post-test, there are 3 students (18%) who have "adequate" classification, 6 students (35%) have "inadequate" classification, and 8 students (47%) have "failing" classification. There is not any student who has "excellent" or "good" classification. Based on the data, the researcher concluded that the control class did not have any significant difference in achieving reading comprehension ability from the previous test (pre-test –*red*) in the post-test after natural treatment (conventional teaching method –*red*).

The Table 4.10
The mean score and standard deviations of pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_test	17	30	75	55,59	15,800
Post_test	17	20	75	51,47	18,007
Valid N (listwise)	17				

Table 4.10 indicates that in the pre-test, the highest score is 75 and the lowest score is 30, whereas in the post-test, the highest score is 75 and the lowest score is 20. The standard deviation in the pre-test is 15,800 and 18,007 in the post-test. The mean score of the students' in the pre-test is 55,59 and 51,47 in the post-test.

Table 4.11
The paired samples statistics of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	55,59	17	15,800	3,832
	Post_test	51,47	17	18,007	4,367

Table 4.12
The paired samples correlation of pre-test and post-test

Paired Samples Correlation				
		N	Correlation	Sig.
Pair 1	Pre_test & Post_test	17	,897	,000

Table 4.11 and 4.12 indicates that the value of standard error mean in the pre-test is 3.832 and 4.367 in the post-test. Based on data, the researcher concluded that the control class did not have any improvement after the natural treatment.

Table 4.13
The paired samples test of pre-test and post-test

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_test - Post_test	-23,8235	11,5284	2,7961	-29,7509	-17,8962	-8,520	16	,000

Table 4.14
The probability value of t-test of the students' achievement

Variable	p-value	(α)
T$_2$-T$_1$	0.49	0.05

c. The Comparison of Value between Experimental and Control Class in

Post-test (T$_2$)

Table 4.15
The mean score and standard deviation of experimental and control class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Experimental Class	17	55	90	1255	73,82	12,566
Control Class	17	20	75	875	51,47	18,007
Valid N (listwise)	17					

Table 4.15 indicates that the standard deviation in the experimental class is

12,566 and in the control class is 18,007. The mean score of the students' in the

experimental class is 73,82 and in the control class is 51,47. The table above

showed that the standard deviation and the mean score of students in the

experimental class were higher than in the control class.

Table 4.16
The paired samples statistics of experimental and control class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental Class	73,82	17	12,566	3,048
	Control Class	51,47	17	18,007	4,367

Table 4.17
The paired samples correlation of experimental and control class

Paired Samples Correlation				
		N	Correlation	Sig.
Pair 1	Experimental & Control Class	17	-,026	,920

Table 4.18
The paired samples test of experimental and control class

Paired Samples Test								
		Paired Differences						
					95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Experimental & Control Class	22,353	22,229	5,391	10,924	33,782	4,146	16	,001

Table 4.19
The probability value of t-test of experimental and control class Achievements

Variable	p-value	(α)
T_2-T_2	0.01	0.05

2. Hypothesis Testing

Table 4.20
t-Test: Paired Two Sample for Means

	experiment class	*control class*
Mean	73.82352941	51.47058824
Variance	157.9044118	324.2647059
Observations	17	17
Hypothesized Mean Difference	0	
Df	16	
t Stat	4.146139914	
P(T<=t) one-tail	0.000379724	
t Critical one-tail	1.745883669	
P(T<=t) two-tail	0.000759448	
t Critical two-tail	2.119905285	

Post scriptum:

- If the t stat is larger than the t critical one-tail value, H_0 is rejected and H_1 is accepted. Since 4.14 is larger than 1.74, H_0 is rejected and the data supported H_1.

- If the p value is smaller than alpha, H_0 is rejected and H_1 is accepted. Since the p value 0.00 is smaller than alpha 0.05, H_1 is accepted.

After analyzing the result of hypothesis testing, the researcher concluded that CSR increased effectively students' reading comprehension skill.

B. Discussion

Since Brown stated that applying a group work as a learning strategy could motivate students to be more active, the researcher attracted to the Brown's theory and applied a group work as well to the learning strategy of this research. Furthermore, the researcher selected CSR as the instrument to teach reading comprehension in a group work.

The result of the research attested that CSR increased reading comprehension skill of the eleventh grade students at SMA Negeri 2 palopo. It can be noticed through the data analysis result (classification percentage of students' score, mean score, standar deviation, and t-test –*red*) and hypothesis test.

The research was in line with the previous related researches which was discussed in chapter II. One of the researches was conducted by Anike Rosalina (2014), "The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text at SMA PGRI 109 Kota Tangerang". This research is focused on the influence of CSR to students' achievement in reading comprehension. Based on the result of the data analysis, CSR influenced the students reading comprehension. In addition, the result also deals with the goals of CSR which have been expected by Klinger et al.[41] Klinger stated that CSR is designed to increase reading comprehension skills for student which has disability in learning reading.

Although the H_1 was accepted, however the implementation of CSR in this research was rather complicated than its theory. Since CSR has a view of steps

---

[41]See chapter II, p. 22.

and terms, the researcher had to spend a huge duration to explain the steps and terms in the first meeting. Fortunately, the researcher could overcome the circumstance by dividing the time properly without skipping the other learning sessions though the researcher had to cut the time of its. Yet overall, CSR can be considered as one of the solutions to proceed a new way in teaching reading comprehension.
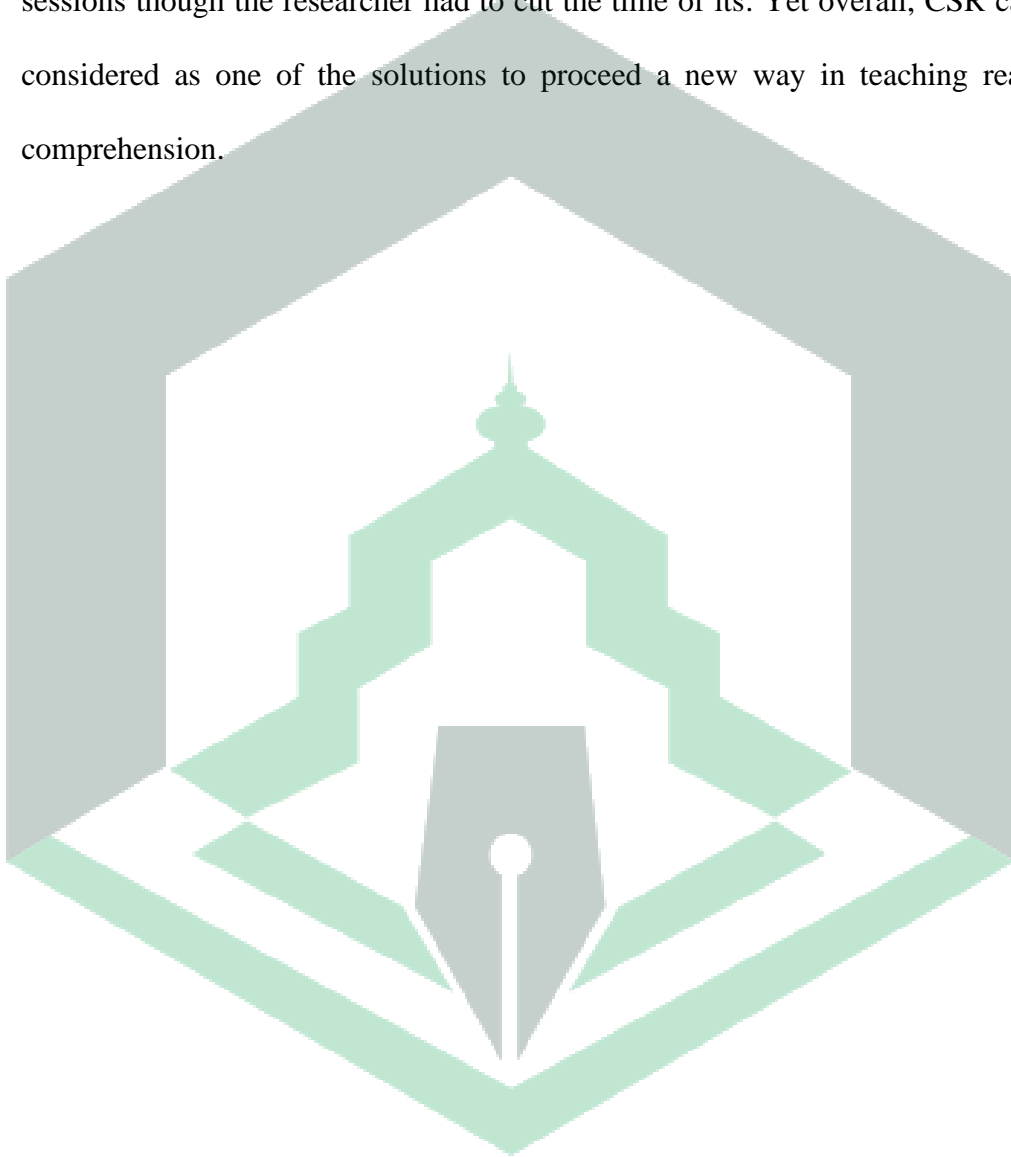
CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

The implementation of treatment in the experimental class and natural treatment in the control class established the researcher to conclude that CSR increased students' reading comprehension effectively at the eleventh grade of SMA Negeri 2 Palopo. The conclusion could be attested by considering the significant difference of students' mean score in the pretest and the posttest (at the experimental class *–red*), and also the result of t-test of both post-tests (experimental and control class *–red*).[42] Thus, the result of data analysis indicated that the null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_1) was accepted.

B. *Suggestion*

Since several problems has occurred during the arrangement of the thesis, the researcher intended to propose several suggestions with the expectation that the suggestions can be useful either for the teachers, the students, or the further researchers to avoid or even in dealing with any problems which become the hindrances to achieve the goal of teaching-learning process and the research process. Thus, the researcher detailed the suggestions in the following points:

---

[42]See chapter IV, p.12-13

a. Suggestion for the Teachers

In the effort to achieve the goal of teaching reading skill does only not depend on the lesson plan. However, considering a various ways in how to present the subject creatively is the prominent matter before teaching. Implementing a fun way in teaching surely can create good atmosphere in the class which will impact positively to the students' mood in the process of teaching-learning.

b. Suggestion for the Students

Practicing regularly by habituating yourselves in reading English text (fairytale, articles, etc. –red) is one of the most important efforts in increasing your reading comprehension ability. By reading regularly, you can collect the vocabulary as much as you are able to. In formal learning, you can suggest your teacher to apply fun method that you like.

c. Suggestion for the Further Researchers

As the beginner, it was very difficult for the researcher to deal with the new circumstance during the thesis preparation due to the lack of experience. Thus, in order to avoid the same situation, the further researchers are expected to extend literatures dealing with your thesis long before conducting the research in order that you can get the prior knowledge and experience from it and also you can easily solve any problem dealing with the arrangement of your thesis.

BIBLIOGRAPHY

Anas, Umar (2017), *"The Use of Collaborative Strategic Reading (CSR) to Improve Students Reading Comprehension at the Tenth Grade Students of SMK Diponegoro Salatiga"* retrieved on July 4th 2019 from http://e-repository.perpus.iainsalatiga.ac.id

Anonim, *"Characteristics of Expository Text"*. Retrieved on February 21th 2019 from http://mcnair5thgrade.yolasite.com

Ar, Suparman (2008) "*Improving Students' Reading Skill Through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo"* (Thesis STAIN Palopo)

Bremer, Christine, et al. *"Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills"* retrieved on September 18th 2018 from https://ici.umn.edu

Brown, H. Douglas (2003). "*Language Assesment: Principle and Classroom Practices*" (San Fransisco, California: Pearson Longman)

Brown, H. Douglas (2007). *"Teaching by Principles: An Integrated Approach to Languange Pedagogy"* (New York: Pearson Education)

Cavendish, Wendy, Kristen Hodnett. *"Collaborative Strategic Reading"* retrieved on September 18th 2018 from https://www.researchgate.net

Creswell, John W., (2008). "*Educational Research: Planning , Conducting, and Evaluating Quantitative and Qualitative Research: third edition.*" (New Jersey: Pearson Education International)

Devega, Evita. *"Teknologi Masyarakat Indonesia: Malas Membaca tapi Cerewet di MedSos"* retrieved on February 21th 2019 from https://www.kominfo.go.id

Furchan, Arief (2007).*"Pengantar Penelitian dalam Pendidikan",* (cet.I; Surabaya: Usana Offset Printing)

Airasian, Peter (2000). "*Educational Research Competencies for Analysis and Application Sixth Education*". (New Jersey: Prentice Hall Inc.)

Handoko, M. Dini (2017), *"The Concept of Reading Comprehension"*. Retrieved on June 3rd 2017 from http://iqrometro.co.id/the-concept-of-collaborative-strategic-reading-csr.html

Harrison, C., (2004). "*Understanding Reading Development.*" (London: SAGE Publication Ltd.)

Klingner, Janette K., et al. (2007). "*Teaching Reading Comprehension to Students with Learning Difficulties.*" (New York: The Guilford Press)

L., Prado, Plourde, L. (2005). "*Increasing reading comprehension through the explicit teaching of reading strategies: is there a difference among the genders?. Reading Improvement.*"

Nazir, Moh.(2005), *"Metode Penelitian"* (Bogor : Ghalia Indonesia)

Novita, Dian (2011), *"The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo"* retrieved on February 2nd 2019 from https://www.researchgate.net

Rosalina, Anike. (2014). *"The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text at SMA PGRI 109 Kota Tangerang"* retrieved on February 2nd 2019 from http://repository.uinjkt.ac.id

Sukardi (2003), "*METODOLOGI PENELITIAN PENDIDIKAN:Kompetensi dan Praktiknya"* (Jakarta : PT Bumi Aksara)

Patience, Stuart. *"Education in Indonesia: Literacy is the Key to Learning"* retrieved on September 18th 2018 from http://headfoundation.org/

Zagoto, Impiani (2016),*"Collaborative Strategic Reading (CSR) for Better Reading Comprehension at English Education Program State University of Padang"*retrieved on February 2nd 2019 from http://ejournal.unp.ac.id/index.php/komposisi/index
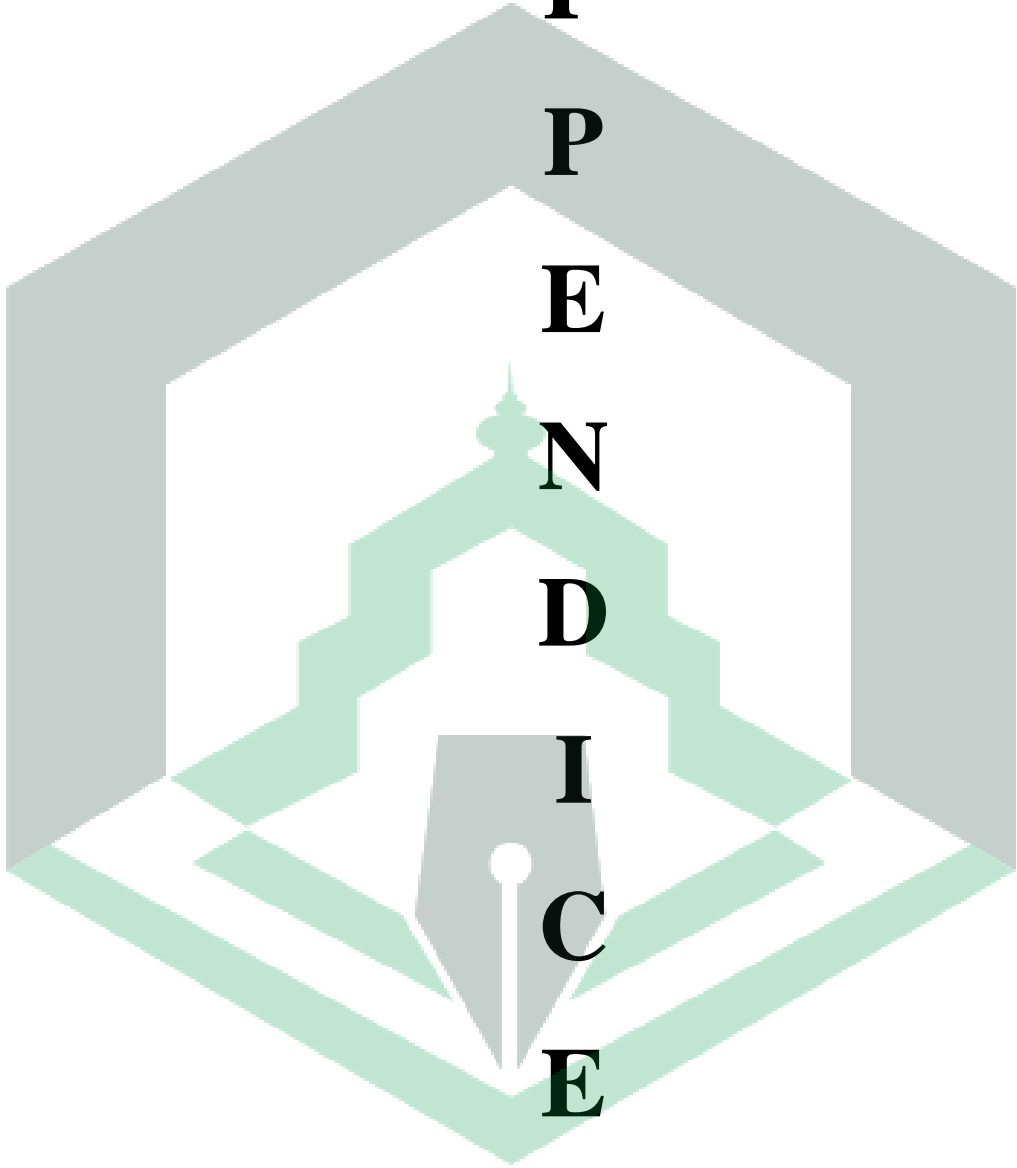
APPENDICES

Read the following article and choose the correct answer of the questions!

Taste-Buds

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue. There are four main kinds of taste: sweet, sour, salty, and bitter. All other tastes are just mixtures of two or more of these main types.

The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called 'tastes messages.
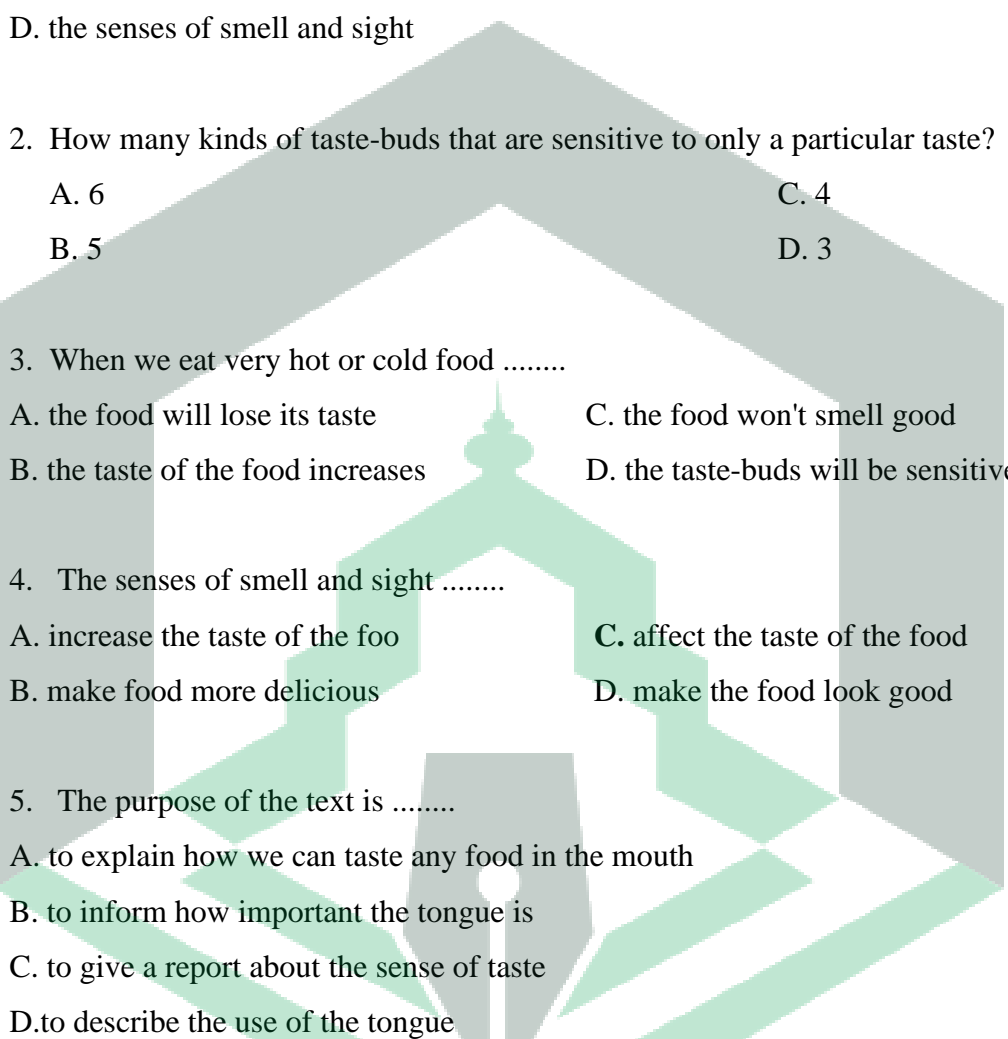
When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

There are four kinds of taste-buds, each of which is sensitive to only a particular taste. These four groups are located in different parts of the tongue.

The taste-buds for salty and sweet tastes are found round the tip of the tongue and along its sides. Sour tastes can be picked up only at the sides of the tongue. The taste-buds of the bitter taste are found at the innermost edge of the tongue. There are taste-buds at the centre of the tongue.

The senses of smell and sight can affect taste. The good smell of food increases its taste. Similarly, attractive colours can make food appear tastier and more delicious. If food does not smell good or is dull-coloured, it will look tasty and may not taste good at all.

Very hot or cold sensations can make the taste-buds insensitive. Food that is too hot or too cold, when placed in the mouth, will have no tastes at all.

1. We can taste any kind of food because of ....

 A. the good smell of food

B. the taste-buds in the tongue

C. the four main kinds of taste

D. the senses of smell and sight

2. How many kinds of taste-buds that are sensitive to only a particular taste?

    A. 6   C. 4

    B. 5   D. 3

3. When we eat very hot or cold food ....

A. the food will lose its taste   C. the food won't smell good

B. the taste of the food increases   D. the taste-buds will be sensitive

4. The senses of smell and sight ....

A. increase the taste of the foo   **C.** affect the taste of the food

B. make food more delicious   D. make the food look good

5. The purpose of the text is ....

A. to explain how we can taste any food in the mouth

B. to inform how important the tongue is

C. to give a report about the sense of taste

D.to describe the use of the tongue

.

Read the following article and choose the correct answer of the questions!

NOSE

Your nose is comprised of bone and cartilage, separated into two symmetrical hollow nostrils. Open sinus spaces sit in your forehead, at the top of your nostrils. As part of the respiratory system, the nose serves several functions as follow:

1. **Breathing:** Air flows in and out during normal breathing. The inner lining of the nose has many blood vessels at the surface. Blood flowing through your nose warms the air as your breathe in. Your nose also humidifies the air before it gets to your lungs.

2. **Cleansing:** The nose has many small hairs inside the nostrils. These hairs act as a filter, removing dirt and particles before the air enters the lungs. Sneezing and nose blowing also help remove the particles out of your body.

3. **Smell:** Smell is one of the most important functions of the nose. The sense of smell is not completely understood. Smell is a key component of memory, physical attraction and emotional connections. The olfactory nerves are cranial nerves that allow communication between your nose and brain. Conditions, such as a cold, will decrease your sense of smell. Some people suffer from a condition called anosmia, which is the inability to smell.

4. **Taste:** Although taste is a completely separate sense than smell, the nose plays a role in the way the tongue perceives taste. The aroma of the food plays a role in the taste. Individuals with a congested nose report a decreased sense of taste.

5. Voice: Air resonating in your nose affects the sound of your voice. The shape of your septum also plays a role in the sound of your voice. As a result, surgery on your nose may also alter the sound of your voice.

1. What is the main idea of this reading?
   a. The part of nose
   b. The functions of nose
   c. The meaning of respiratory system
   d. How the nose works

2. What will happen when you breathe the air?
   a. The inner lining of nose will warm the air
   b. The blood flowing of nose will warm the air
   c. The inner lining of nose will warm the nose
   d. The blood flowing of nose will warm the nose

3. According to this reading, how the particles remove out from your body?
   a. By coughing
   b. By yawning
   c. By removing the phlegm out
   d. By sneezing and blowing the nose

4. What is the meaning of "anosmia" in line 24?
   a. A condition when someone cannot smell anything
   b. The way to smell
   c. The ability to smell
   d. The part of sense

5. In the reading, what is implied "individuals" in line 23?
   a. Someone
   b. Somebody
   c. Some people
   d. Person

Read the following article and choose the correct answer of the questions!

The Snowy Slopes of Dubai

People who enjoy skiing dream of skiing in exotic places. These days they don't have to limit themselves to just the Rocky Mountains or the Swiss Alps. Now they can ski in Dubai as well! That's right. Dubai, the most populated city in the United Arab Emirates, has a ski resort.

Ski Dubai opened for business in 2005. Other than being the world's third largest indoor ski facility, Ski Dubai has a number of things to amaze visitors. First and foremost, this ski facility was built in a place where there are no natural hills and never snows. While the desert outdoors can reach 45° C in the summer, the slopes of Ski Dubai are kept at a cool -2° C all year round.

Like any other ski resort, Ski Dubai has chairlift and ski instructors. It also boasts a Swiss style café on the slopes where skiers can rest and warm up. However that's not all. Along with being able to enjoy the five indoor slopes, including a black diamond slope, visitors are welcome to build snowmen in designated area. Children can also enjoy snowball fights in the snowball throwing gallery, or they can explore a cavern filled with amazing things for kids to see and do.

As if all of that were not enough, it is also possible for guests to experience falling snow from time to time. When it is time to make a new snow inside the facility, the temperature drops to -8° C. Then snow guns shoot out chilled water to make a cloud near the ceiling. Tiny particles of ice are shot into the cloud to form snow crystals. This manmade snow falls from the ceiling on excited guests below. When Raed Al Yousofi, a guest at Ski Dubai, experienced his first snowfall, he said, "it's very strange but wonderful." That is certainly an apt description of Ski Dubai as well.

1. What is the main idea of this reading?
   a. What Ski Dubai has
   from
   b. Who made Ski Dubai possible
   c. Where the idea of Ski Dubai came from
   d. Why Ski Dubai needed to be built

2. Where was Ski Dubai built?
   a. In a city
   b. In a resort with large hotel snows
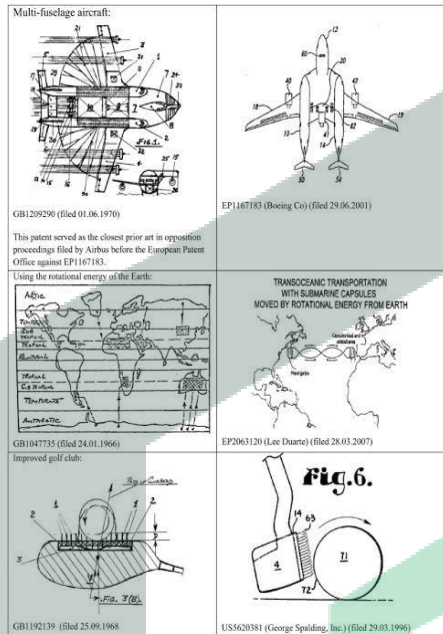   c. In a place with hills.
   d. In an area where it frequently snows

3. Which of the following is NOT found at Ski Dubai?
   a. A black diamond slopes
   b. A place to just play in the snow
   c. A place to eat inside the facility
   d. A slope with ski jump

4. What happens when the facility needs to make new snow?
   a. A cloud is made above the slopes
   b. Chilled water is put on the slopes
   c. All the guests are asked to exit.
   d. Particles of ice are mixed with real snow.

5. Which of the following can be inferred about Raed Al Yousofi?
   a. He had never seen snow before
   b. He used to live in a cold country
   c. He is good at winter sports
   d. He works at Ski Dubai

Read the following article and choose the correct answer of the questions!

Weird Inventions

Multi-fuselage aircraft:

GB1209290 (filed 01.06.1970)

This patent served as the closest prior art in opposition proceedings filed by Airbus before the European Patent Office against EP1167183.

EP1167183 (Boeing Co) (filed 29.06.2001)

Using the rotational energy of the Earth:

GB1047735 (filed 24.01.1966)

TRANSOCEANIC TRANSPORTATION WITH SUBMARINE CAPSULES MOVED BY ROTATIONAL ENERGY FROM EARTH

EP2063120 (Lee Duarte) (filed 28.03.2007)

Improved golf club:

GB1192139 (filed 25.09.1968)

Fig.6.

US5620381 (George Spalding, Inc.) (filed 29.03.1996)

Strange or unrealistic ideas never stopped Arthur Pedrick. Pedrick was a British inventor. Originally a government clerk, he spent his retirement in the 1960s and 1970s developing new and unusual ideas. Some of this ideas contradicted basic physics, but that didn't stopped Pedrick. One of his strangest ideas was a plan to connect large tubes from the continent of Australia all the way to Antarctica, a distance of 10.000 km! These tubes would carry giant ice balls from Antarctica to Australia. This ice would then melt in the Australian desert, and water would be used in irrigation. Another Pedrick's invention was a radio-controlled golf ball. A golfer could change the speed and the direction of the golf ball by small flaps, controlled by computer chips. By using radio waves, the golfer could also find lost balls. Arthur Pedrick had thousands of bizarre ideas for inventions, most of which were never built.

Though many of Pedrick's inventions were never developed, a lot of other strange ideas were. In 1989, a company designed and sold a theft-prevention device for expensive cars. As part of this device, several tubes were attached to the bottom of a car. If someone tried to steal the car, super hot flames would come out of the tubes and burn the car thief. Some people who were not thieves, however, were seriously injured. They accidently set off the device by walking past the car. Other strange inventions include underwear for dogs and pens with drinkable ink. The underwear keeps dogs from making a mess when they go out for a walk. Also, if you are ever thirsty during a test, a pen with drinkable ink would be very handy!

1. What is the main idea of this reading?
    a. Inventions are necessary for a good life.
    b. Some inventions are very strange.
    c. Some devices can help reduce crime.
    d. Inventing something is easy.

2. What can be said about Arthur Pedrick?
    a. He made a lot of money from his inventions.
    b. He was an insane scientist.
   c. He was more interested in creativity than facts.
    d. He was often bored.

3. According to the reading, how was Pedrick's plan bringing water from Antarctica to Australia probably unrealistic?
    a. Australia doesn't need water.
    b. Australia and Antarctica are too far away.
    c. Tubes are not strong enough.
    d. The plan was too expensive.

4. According to the reading, how many inventions did Pedricks create?
    a. Those were not mentioned specifically
    b. There were 6 inventions
    c. There were 5 inventions
    d. There were 4 inventions

5. What was the problem with the theft prevention device?
    a. It was too big.
    b. It didn't work.
    c. It hurt other people besides thieves.
    d. Only bicycles could use it.

Read the following article and choose the correct answer of the questions!
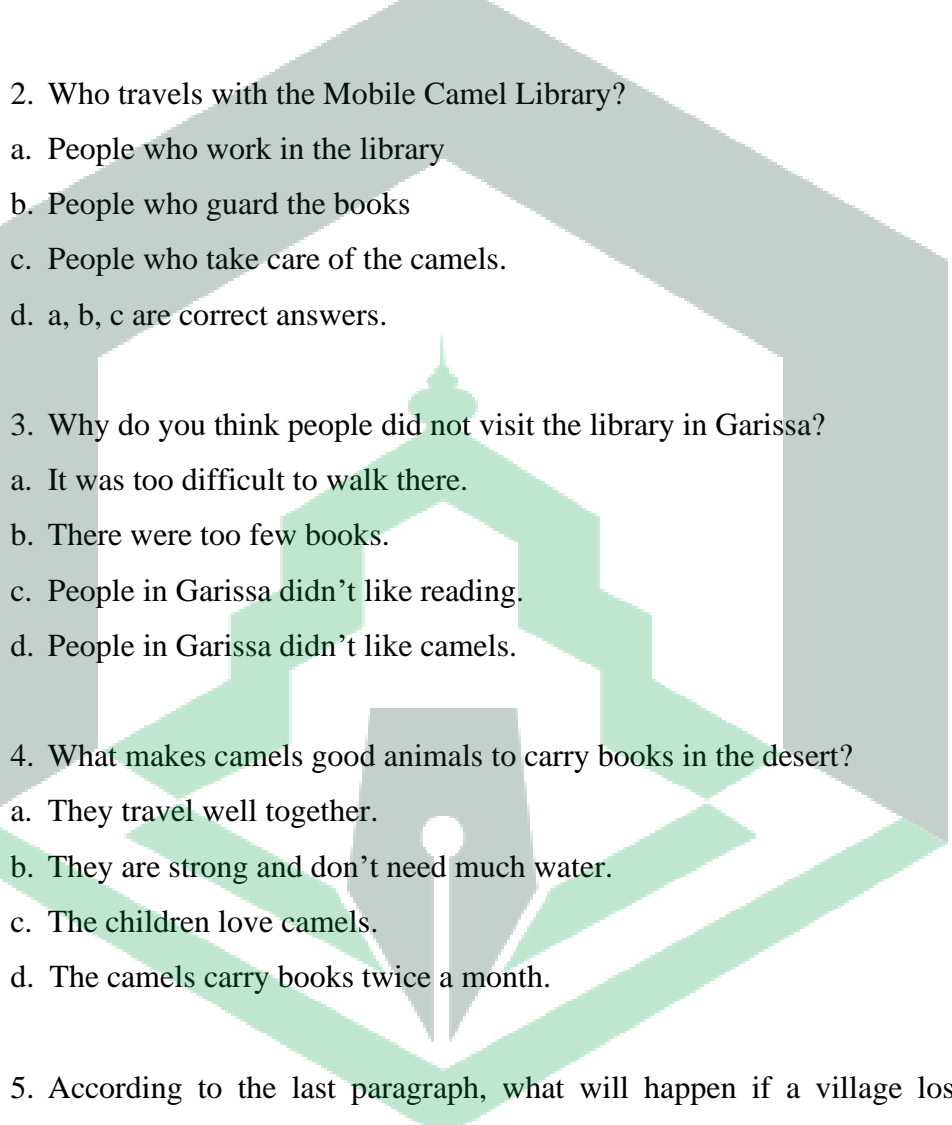
Desert Delivery
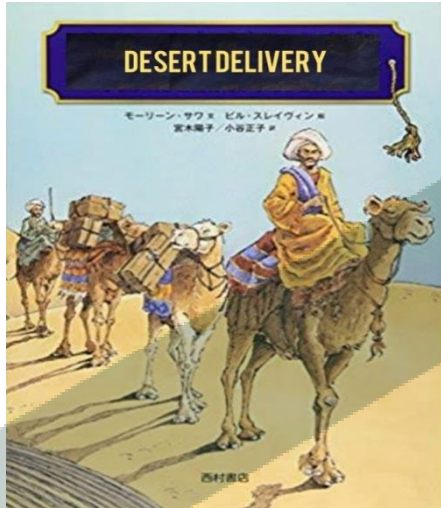
These days, it is easy for most of us to get a hold of the latest books or magazines. We can go to bookstores, order them through the internet, or borrow them from the local library. Now imagine to walk miles and miles through a hot sandy desert just to borrow a book. This is the reality for people living in the villages of the Garissa region of Kenya in East Africa.

In 1996, librarian Wycliffe Oluoch used to spend each day waiting for people to come to borrow some of the 24.000 in his library in Garissa. The library had no shortage of books, but people weren't coming to read them. It was too much effort to walk through the desert just to borrow books. Olouch racked his brain for ways to entice people into the library. After a lot of thought, he hit upon a great idea. If people wouldn't come to the library, then he would have to take the library to them. Olouch strapped boxes of books onto the backs of camels, and created the Mobile Camel Library. Starting with three camels in 1996, but more recently expanding the service to six camels, the Mobile Camel Library serves over one million people. Twice a month, the Camel Library can be seen carrying books all around the Garissa region. These hard-working animals need little water and can carry up to 500 pounds of books across the sands. A librarian, a library assistant, a herdsman, and a lookout all travel with the camels. The lookout helps protect the book from thieves.

The children of the Garissa love the camel library and appreciate Olouch's effort. Eleven year-old Mahmud Mohamed reads his library books carefully and always returns them on time. He knows the Garissa library punishes people for losing books, just any other library. However, the punishment is very stiff compared to that of other libraries. If a village loses a book, the camel library stops visiting.

1. What is the main idea of this reading?

a. Wycliffe Oulouch is a smart man.

b. Lookouts are necessary because the thieves.

c. A Mobile Camel Library was invented.

d. Camels can carry up to 500 pounds.

2. Who travels with the Mobile Camel Library?

a. People who work in the library

b. People who guard the books

c. People who take care of the camels.

d. a, b, c are correct answers.

3. Why do you think people did not visit the library in Garissa?

a. It was too difficult to walk there.

b. There were too few books.

c. People in Garissa didn't like reading.

d. People in Garissa didn't like camels.

4. What makes camels good animals to carry books in the desert?

a. They travel well together.

b. They are strong and don't need much water.

c. The children love camels.

d. The camels carry books twice a month.

5. According to the last paragraph, what will happen if a village loses a book?

a. The library will be closed

b. The local inhabitants should replace the book

c. The village will not be visited by camel library.

d. The camel library will keep visiting the village.

Read the following article and choose the correct answer of the questions!

Myths about Pimples

Almost everybody had pimple. Pimple is a normal part of growing up. When kids reach puberty, their bodies experience many changes. As the levels of hormones in teenagers' bodies change, teenagers frequently develop pimples. Additionally many people continue to have pimples after puberty. What can a teenager or an adult do to cure pimples? Unfortunately, many cures people think will work on pimples are really just myths.
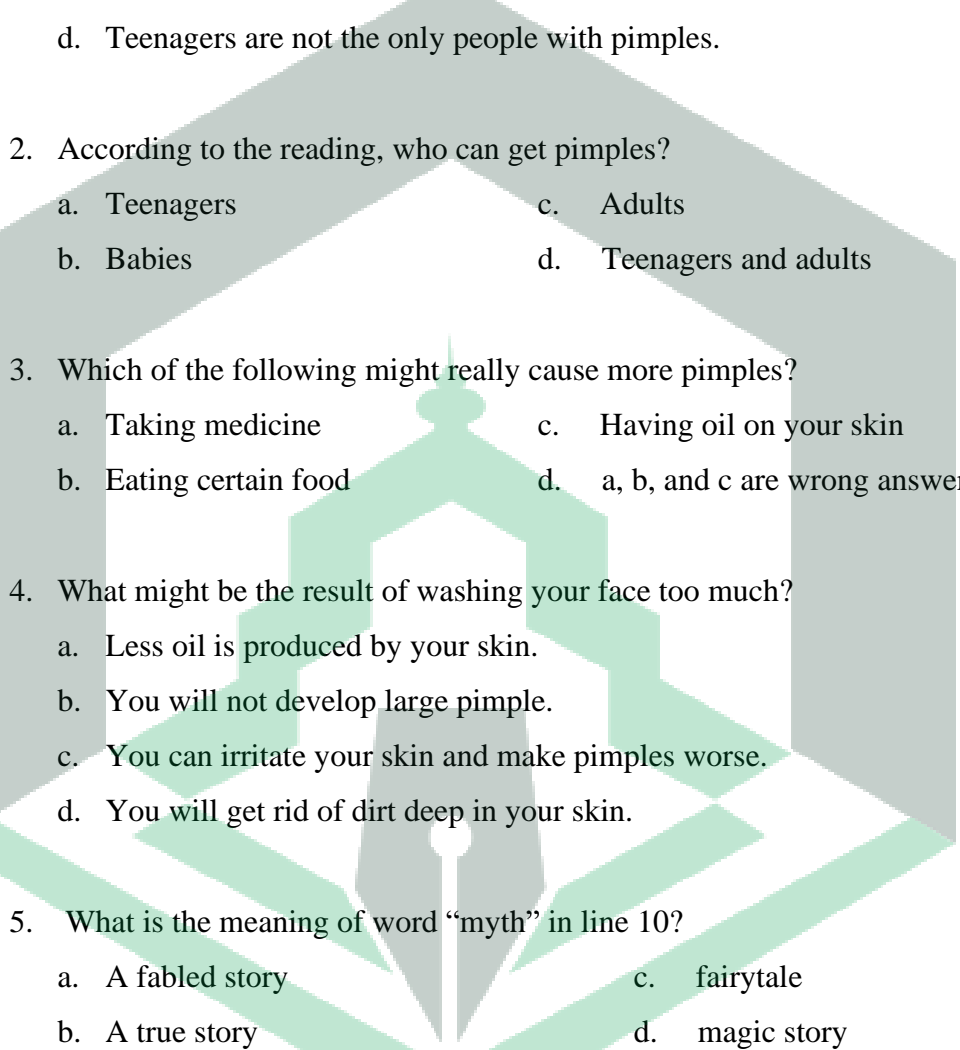
Many people believe that popping pimples is the best way to get rid of them. Popping a pimple will actually push germs further under the skin, which can cause more redness and pain or even turn into an infection. For that reason, doctors who specialize in skin problems normally encourage people not to pop their pimples.

Also do you think that washing your face frequently will help get rid of pimples? Of course, washing your face is a good idea, but washing your face too much could irritate the skin more, making the pimples even worse.

Another widely believed myth is that not wearing makeup can help reduce a person's chance of developing pimples. In fact, some kind of makeup or face creams actually have special medicine in them to fight pimples. As a result, not all of them are bad for you.

Along with makeup, people claim that eating fatty foods or chocolate can cause acne. The truth is that eating a candy bar or a piece of pizza will not cause pimples. Even so, both teenagers and adults should still try to eat foods that are good for their bodies and their skin.

Another myth is that stress can cause acne. Stress comes in many forms, like a big exam at school or problems with friends. While it is true that stress can cause person's skin to create extra oil, this extra oil does not necessarily cause more pimples.

1. What is the main idea of this reading?
   a. In the past, people thought pimples showed a serious disease.
   b. People do many things to cure pimples, which is just myths and not working.
   c. Pimples are not a problem for most people.
   d. Teenagers are not the only people with pimples.

2. According to the reading, who can get pimples?
   a. Teenagers
   b. Babies
   c. Adults
   d. Teenagers and adults

3. Which of the following might really cause more pimples?
   a. Taking medicine
   b. Eating certain food
   c. Having oil on your skin
   d. a, b, and c are wrong answers

4. What might be the result of washing your face too much?
   a. Less oil is produced by your skin.
   b. You will not develop large pimple.
   c. You can irritate your skin and make pimples worse.
   d. You will get rid of dirt deep in your skin.

5. What is the meaning of word "myth" in line 10?
   a. A fabled story
   b. A true story
   c. fairytale
   d. magic story

Read the following article and choose the correct answer of the questions!

Safe Place for Skateboarding

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.
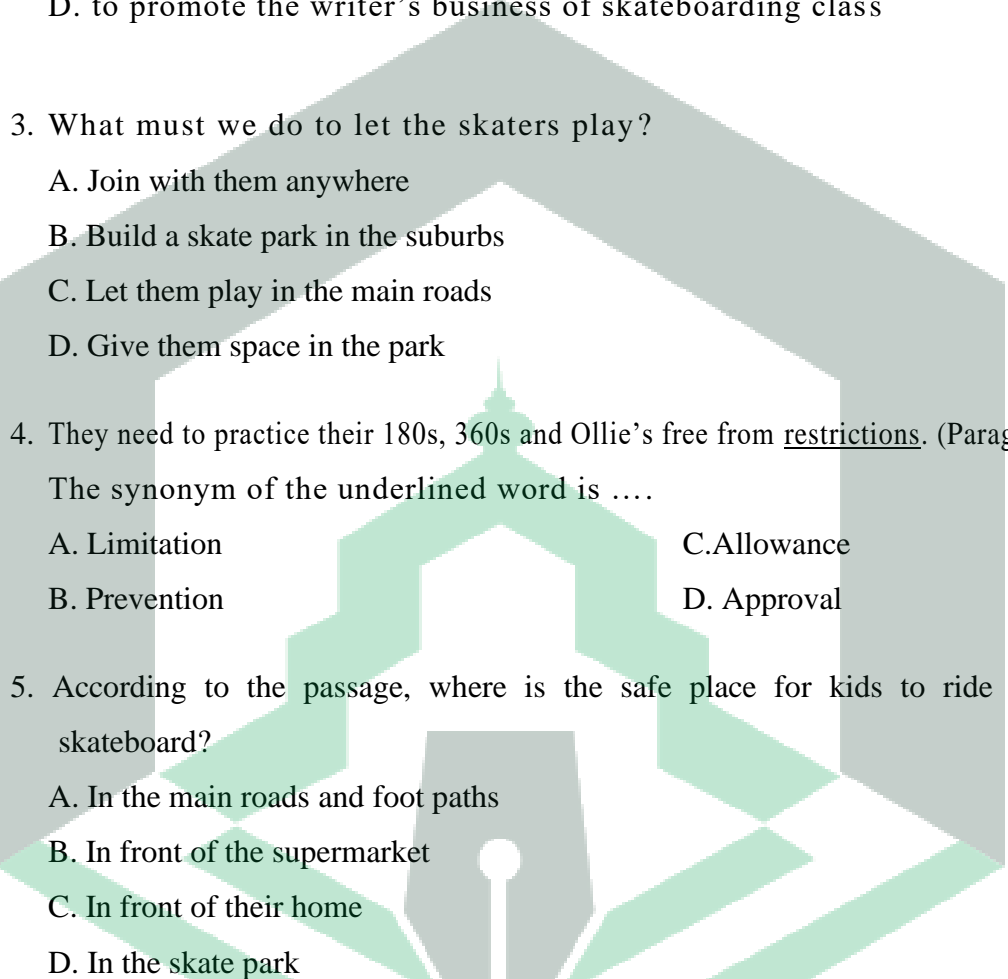
Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

1. What is the main idea of paragraph 3?

    A. There is no safe place for skateboarders

    B. Kids seek an excitement in skate

    C. The goodness of skateboarding

    D. Skateboarding will improve your health and your social relationships

2. The writer's purpose in writing the text is ….

A. to invite the local teenagers to skate in a park built specifically for skaters

B. to convince the readers that they need a safe place for skaters to skate

C. to provoke youngsters into the local government policy

D. to promote the writer's business of skateboarding class

3. What must we do to let the skaters play?

A. Join with them anywhere

B. Build a skate park in the suburbs

C. Let them play in the main roads

D. Give them space in the park

4. They need to practice their 180s, 360s and Ollie's free from <u>restrictions</u>. (Paragraph 5)

The synonym of the underlined word is ….

A. Limitation   C.Allowance

B. Prevention   D. Approval

5. According to the passage, where is the safe place for kids to ride their skateboard?

A. In the main roads and foot paths

B. In front of the supermarket

C. In front of their home

D. In the skate park

Read the following article and choose the correct answer of the questions!

The Misunderstood Tomato

Do you enjoy eating salsa and chips? Or maybe you like having ketchup on your fries? Then, you must like the essential ingredient in this sauce, tomatoes. The tomato originally comes from South America and has been eaten by people there for thousands of years. Today, tomatoes are popular the world over. However, when they were first introduced, there was quite a bit of controversy and worry surrounding them.

Ancient Aztec writings mention recipes for dishes of tomatoes, peppers, and salt – probably the first salsa recipe! Spanish soldiers conquered the Aztecs and brought tomato seeds back with them to Europe. In Europe, these yellowish tomatoes were first called "apples of gold." For a long time, people in Northern Europe and North America did not eat this "apples of gold." People were afraid to eat tomatoes because the plant looked similar to the nightshade plant, a deadly poison. German people even thought that if someone ate tomatoes, he or she would change into a werewolf. However, by the mid-1800s, people all over the world had accepted the tomato as a good food to eat.

Nevertheless, the tomato was due for more controversy. Do you think tomatoes are fruit or vegetables? Actually tomatoes are a fruit. However, in America, tomatoes are a vegetable by law. Why are tomatoes legally a vegetable in America? In the 1800s, there was no import tax on fruit from other countries, but there was an import tax on vegetables. At that time many tomatoes were coming from other countries into America, and America tomato farmers became worried about making a living. The government made tomatoes a vegetable by law so that non-American tomatoes would be taxed.
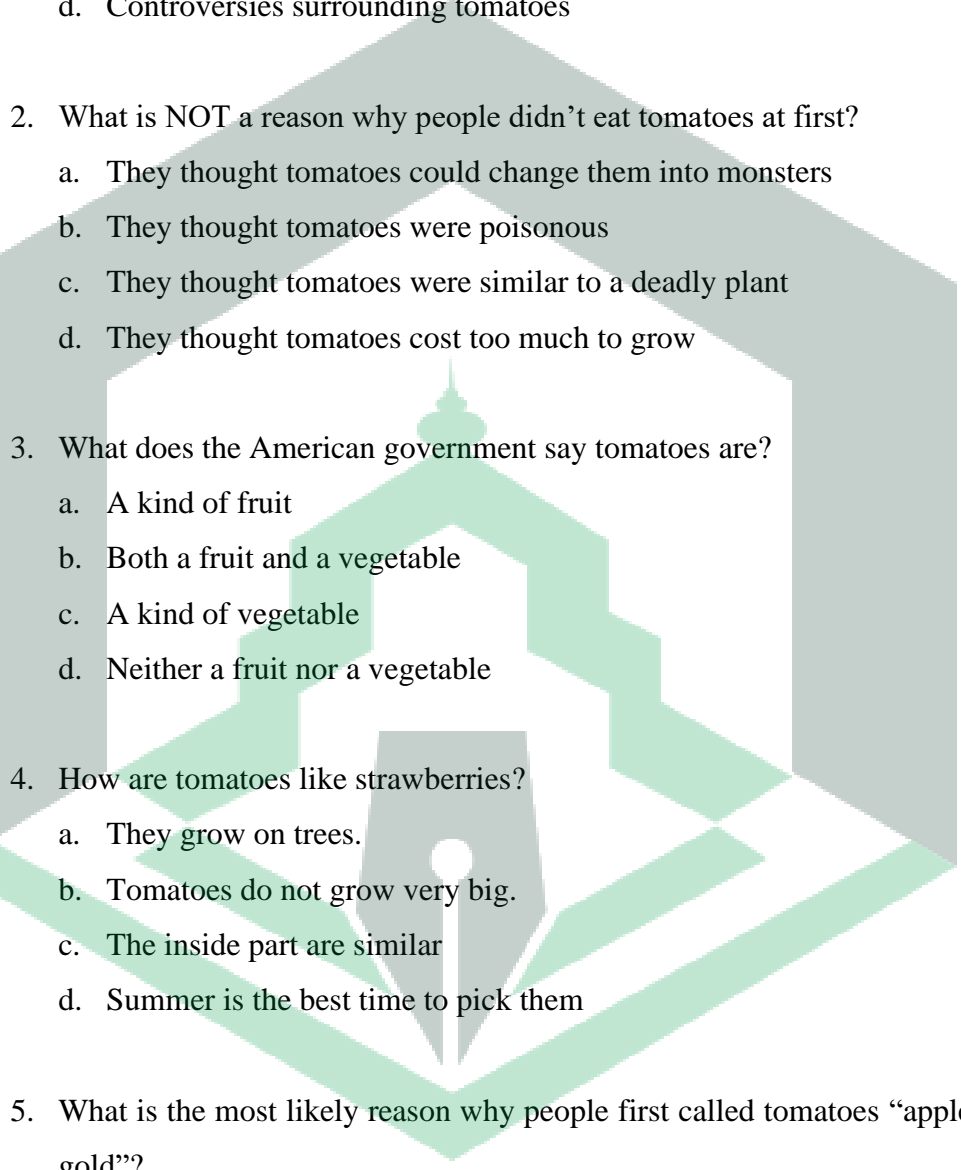
It is easy to tell that the tomato is really a fruit. In fact, tomatoes are similar to berries. Both have seeds inside, and both grow from the flowers of plant. Both also have delicious flesh surrounding the seeds. Tomatoes and strawberries are actually in the same family.

1. What is the focus of this reading?
   a. What kind of thing tomatoes really are
   b. The history of famous tomatoes dishes
   c. How to grow tomatoes
   d. Controversies surrounding tomatoes

2. What is NOT a reason why people didn't eat tomatoes at first?
   a. They thought tomatoes could change them into monsters
   b. They thought tomatoes were poisonous
   c. They thought tomatoes were similar to a deadly plant
   d. They thought tomatoes cost too much to grow

3. What does the American government say tomatoes are?
   a. A kind of fruit
   b. Both a fruit and a vegetable
   c. A kind of vegetable
   d. Neither a fruit nor a vegetable

4. How are tomatoes like strawberries?
   a. They grow on trees.
   b. Tomatoes do not grow very big.
   c. The inside part are similar
   d. Summer is the best time to pick them

5. What is the most likely reason why people first called tomatoes "apples of gold"?
   a. Tomatoes were very expensive
   b. Tomatoes were a color like gold
   c. Tomatoes tasted delicious
   d. Tomatoes came from South America.

MATERIALS OF CSR

CSR Learning Log

Topic: _Ecosystems_   Date: _03/10/XX_

BEFORE READING	**Preview**	1. What I already know about the topic: _An ecosystem is the environment._ 2. What I think I will learn: _I will learn something about deserts and rain forests._		
DURING READING	**Clunks & Gists**	First section	Second section	Third section
		Clunks: _harmony – in peace with each other_ Gist:	Clunks: _interdependence – relying on each other_ Gist:	Clunks: Gist:
AFTER READING	**Wrap Up**	Questions about the important ideas in the passage: What I learned:		

(Adapted from *Collaborative Strategic Reading: Strategies for Improving Comprehension*, by J. K. Klinger, S. Vaughn, J. Dimino, J. S. Schumm, & D. Bryant, 2001, p. 83.)

Front

Clunk Card #1

Reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what makes sense.

"Can anyone now explain the meaning of the clunk?"

If **NO**, go to Clunk Card #2.

Clunk Card #2

Reread the sentences before and after the clunk looking for clues.

"Can anyone *now* explain the meaning of the clunk?"

If **NO**, go to Clunk Card #3.

Clunk Card #3

Look for a prefix or suffix in the word that might help.

"Can anyone *now* explain the meaning of the clunk?"

If **NO**, go to Clunk Card #4

Clunk Card #4

Break the word apart and look for smaller words that you know.

"Can anyone *now* explain the meaning of the clunk?"

If **NO**, ask the teacher for help.

Front

Leader Cue Card #1
Before Reading

1. "We know that today's topic is _____."
2. "Let's brainstorm and write in our learning logs everything we already know about the topic."
3. "Who would like to share their best ideas?"
4. "Now let's predict. Look at the title, pictures, and headings and think about what we might learn today. Write your ideas in your learning logs."

Leader Cue Card #2
During Reading

1. "Who would like to read the section?"
2. Click and Clunk – "Did everyone understand what we read? If you did not, write your clunks in your learning log."
3. If someone has a clunk – "Clunk Expert, please help us out."
4. Get the Gist – "It's time to Get the Gist. Gist Expert, please help us out."
5. Repeat the steps on this card again for each section read.

Leader Cue Card #3

After Reading

1. "Now let's think of some questions to check if we really understood what we read."

   "Remember to start your questions with **who**, **when**, **what**, **where**, **why**, or **how**. Everyone write your questions in your learning log."

2. "Who would like to share their best question?"

3. "In our learning logs, let's write down as much as we can about what we learned."

4. "Let's go around the group and each share something we learned."

Leader Cue Card #4

After Reading

Compliments and Suggestions

1. "The Encourager has been watching carefully and will now tell us two things we did really well as a group today."

2. "Is there anything that would help us do even better next time?"

Front

Announcer Cue Card #1

Before Reading

1. Call on at least two people to say what they know.
2. Call on at least two people to say what they think they will learn.
3. Call on different people to read.

Remember to make sure only one person talks at a time!

Announcer Cue Card #2

During Reading

1. *Clunks* – Call on students who have clunks.
2. Call on students to help fix clunks.
3. Gists – Call on one person to say the gist.
4. Call on at least one other person to say his or her version of the gist.

Announcer Cue Card #3

After Reading

1. Call on two students to share their best questions.
2. Call on students to answer the questions.
3. Call on all students to say something they learned.

Encourager Cue Card #1
Before Reading

1. Brainstorm – Tell someone they did a good job saying what they already know.
2. Predict – Tell someone they did a good job saying what they think they will learn.

The text on the cards has been reprinted with permission from Sopris West Educational Services. Collaborative Strategic Reading, by Janette Klinger, Sharon Vaughn, Joseph Dimino, Jeanne Schumm, and Diane Bryant, 2001.

Encourager Cue Card #2
During Reading

1. Click and Clunk – Tell someone they did a good job figuring out a clunk.
2. Get the Gist – Tell someone they did a good job getting the gist.

The text on the cards has been reprinted with permission from Sopris West Educational Services. Collaborative Strategic Reading, by Janette Klinger, Sharon Vaughn, Joseph Dimino, Jeanne Schumm, and Diane Bryant, 2001.

Encourager Cue Card #3
After Reading

1. Wrap up questions – Tell someone they asked a good question.
2. Wrap up review – Tell someone they did a good job saying what they learned.

The text on the cards has been reprinted with permission from Sopris West Educational Services. Collaborative Strategic Reading, by Janette Klinger, Sharon Vaughn, Joseph Dimino, Jeanne Schumm, and Diane Bryant, 2001.

Encourager Cue Card #4
After Reading

1. Tell two things your group did well today.
2. Tell two things your group can do even better next time.

The text on the cards has been reprinted with permission from Sopris West Educational Services. Collaborative Strategic Reading, by Janette Klinger, Sharon Vaughn, Joseph Dimino, Jeanne Schumm, and Diane Bryant, 2001.

Gist Expert Cue Card

1. "What is the most important idea we have learned about the topic so far? Everyone think of the gist and write it in your learning log."
2. "Announcer, please call on someone to share their gist."
3. "Does anyone have a different gist they would like to share?"
4. "Announcer, call on someone else to share their gist."
5. Help your group come up with a gist that includes the most important information, leaves out details, and is ten words or less.

The text on the cards has been reprinted with permission from Sopris West Educational Services. Collaborative Strategic Reading, by Janette Klinger, Sharon Vaughn, Joseph Dimino, Jeanne Schumm, and Diane Bryant, 2001.

Clunk Expert Cue Card

1. "What is your clunk?"
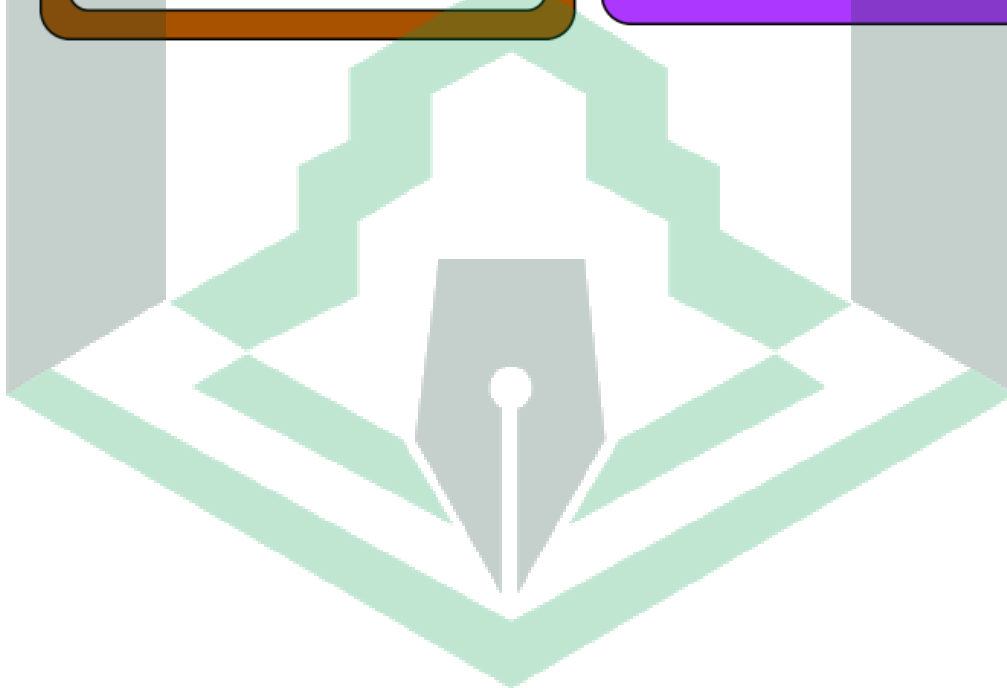2. "Does anyone know the meaning of the clunk?"

If **YES**

a. "Please explain what the clunk means."
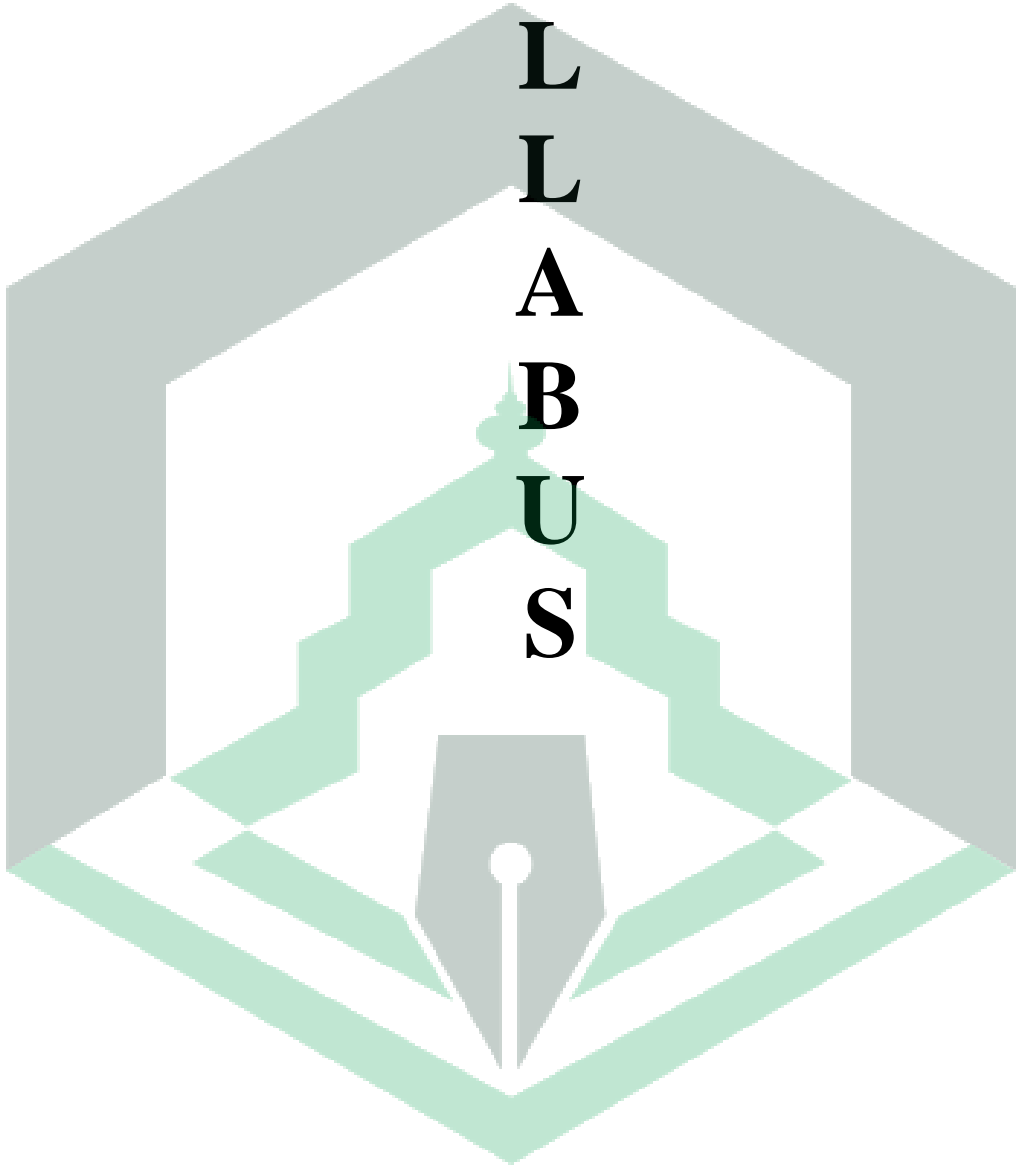b. "Does everyone understand now?"

If **NO**

a. Read Clunk Card #1.

The text on the cards has been reprinted with permission from Sopris West Educational Services. Collaborative Strategic Reading, by Janette Klinger, Sharon Vaughn, Joseph Dimino, Jeanne Schumm, and Diane Bryant, 2001.
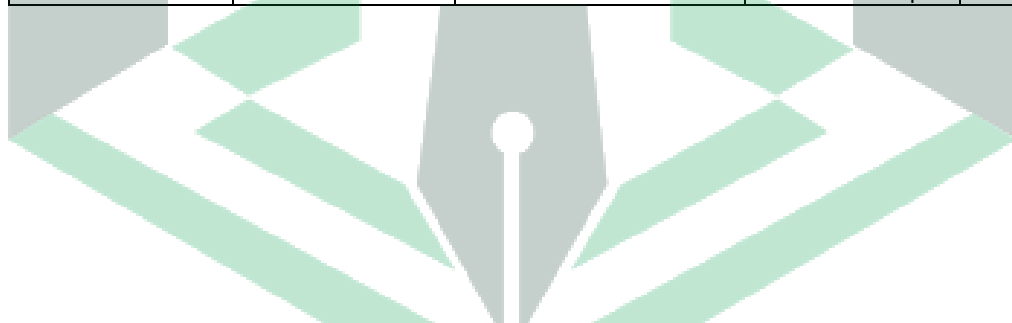
SILABUS

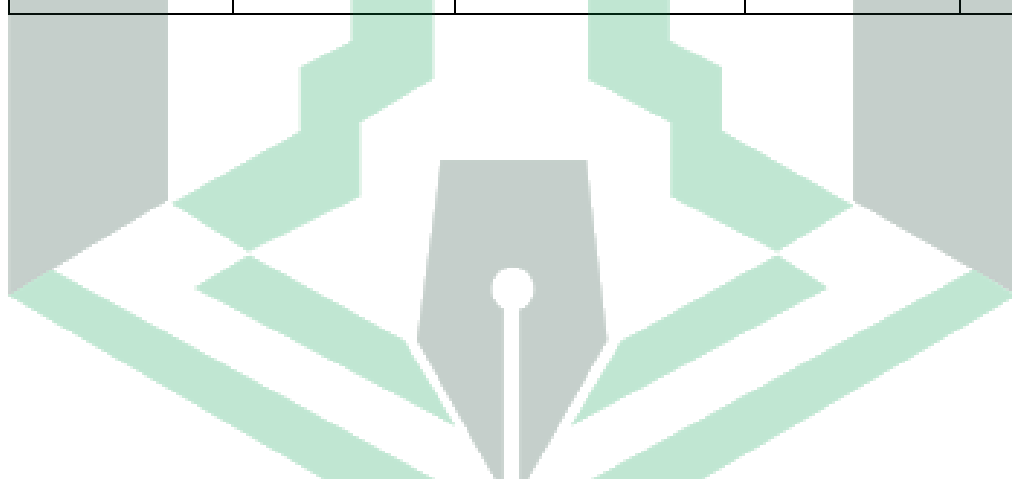| Kompetensi dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi waktu	Sumber belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	**Teks eksposisi analitis** *Fungsi Sosial* Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab *Struktur teks* a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan b. Menyebutkan pandangan / pendapat mengenai hal tersebut	**Mengamati** ▪ Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru ▪ Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya ▪ Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis **Mempertanyakan (questioning)** ▪ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain	**Kriteria penilaian:** ▪ Pencapaian fungsi sosial ▪ Kelengkapan dan keruntutan struktur teks eksposisi analitis ▪ Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan ▪ Kesesuaian format penulisan/ penyampaian **Pengamatan**	4 x 2 JP	▪ CD/ Audio/ VCD ▪ Koran/ majalah berbahasa Inggris ▪ Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

			(observations):		
melaksanaka n komunikasi fungsional 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaan nya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	beserta ilustrasi sebagai pendukung c.Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut *Unsur Kebahasaan*: - Kalimat Simple Present - Conditional Clauses - Modals	perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** ■ Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. ■ Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu ■ Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut	Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: ■ Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi ■ Ketepatan dan kesesuaian dalam menyampaika n dan menulis teks eksposisi analitis ■ Kesungguhan siswa dalam proses pembelajaran dalam setiap		

		■ Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** ■ Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan ■ Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** ■ Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan ■ Berkelompok, siswa	tahapan ■ Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** ■ Kumpulan catatan kemajuan belajar ■ Kumpulan hasil tes dan latihan. ■ Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian**		

		bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	**Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
		▪ Siswa mempresentasikann ya di kelas			
		▪ Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.			
		▪ Siswa membuat 'learning journal'			

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan **: SMAN 2 PALOPO**

Mata Pelajaran **: Bahasa Inggris**

Kelas/Semester **: XI IPA 4/Ganjil**

Materi **: Aspek-aspek Reading Comprehension**

a) Pertemuan 1 "Main Idea of Reading Comprehension"

b) Pertemuan 2 "Supporting Details of Reading Comprehension"

c) Pertemuan 3 "Vocabulary (synonym) of Reading Comprehension"

d) Pertemuan 4 "Reference/pronoun of Reading Comprehension"

Topik/Tema **: Reading Comprehension**

Alokasi Waktu **: 8 x 45 Menit**

Pertemuan **: 1-4**

❖ **PERTEMUAN 1**

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

1. Menganalisis secara lisan maupun tulisan makna "Main Idea of Reading Comprehension"

B. Kompetensi Dasar

- Siswa mampu memahami dan mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension.

-

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi makna secara kontekstuak terkait aspek-aspek reading comprehension

D. Materi Pembelajaran

- Menguraikan materi "Main Idea of Reading Comprehension"

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Metode Pembelajaran

- Tanya Jawab
- Diskusi kelompok
- Learning by Doing

Media Pembelajaran

- LCD Projector (option)
- Laptop (option)
- Bahan Tayang

Alat, Bahan, dan Sumber Pembelajaran

- Buku Pegangan Guru
- Modul/bahan ajar
- Kamus bahasa Inggris
- Internet
- Dan sumber lain yang relevan

F. Jenis Penilaian

- Test Tertulis
- Unjuk kerja
- Observasi

G. Langkah – Langkah Pembelajaran

a. Kegiatan Pendahuluan (10 Menit)
Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.

- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, pada saat di kelas X.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

b. **Kegiatan Inti (70 Menit)**

- Guru memberikan penjelasan terkait reading comprehension
- Guru menguraikan aspek Main Idea of Reading Comprehension dan memaparkan contohnya.
- Guru membagikan teks ekspositori (1) kepada siswa.
- Siswa akan diminta untuk membaca dan kemudian mencari main idea dari teks tersebut.
- Guru mengajukan pertanyaan kepada siswa untuk mengecek sejauh mana kemampuan siswa dalam menentukan main idea dari teks yang dibaca.
- Guru dan siswa mengecek jawaban yang benar.
- Guru menerapkan strategi mengajar CSR dan membagi siswa ke dalam beberapa kelompok, setiap kelompok terdiri dari 4-6 siswa
- Guru menerangkan konsep CSR kepada siswa
    1. Siswa dibagi ke dalam beberapa group.

2. Setiap group minimal terdiri dari 4 orang.

3. Setiap anggota group mendapat 1 peranGuru mendemonstrasikan CSR kepada seluruh siswa dengan mengambil 1 kelompok sebagai demonstran

4. Kemudian guru menjelaskan tugas/peran setiap orang yang ada di dalam kelompok dan menjelaskan istilah-istilah dalam CSR serta hubungannya dengan peran yang mereka miliki.

- Guru membagikan teks (2), (3), dan (4) sebagai latihan siswa yang disertai 1 pertanyaan terkait main idea yang terdapat pada setiap teks.

- Siswa mengerjakan tugas dengan aturan CSR.

c. **Kegiatan Penutup (10 Menit)**

- Menanyakan kesulitan siswa dalam menentukan main idea of reading comprehension text.

- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection)*.

- Memberitahukan PR dan pelajaran yang akan datang.

- Berdoa

- Salam

❖ **PERTEMUAN II**

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

1. Menganalisis secara lisan maupun tulisan makna "Supporting Details of Reading Comprehension"

B. Kompetensi Dasar

- Siswa mampu memahami dan mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

D. Materi Pembelajaran

- Menguraikan materi "Supporting Details of Reading Comprehension"

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Metode Pembelajaran

- Tanya Jawab
- Diskusi kelompok
- Learning by Doing

Media Pembelajaran

- LCD Projector (option)
- Laptop (option)
- Bahan Tayang

Alat, Bahan, dan Sumber Pembelajaran

- Buku Pegangan Guru
- Modul/bahan ajar
- Kamus bahasa Inggris
- Internet
- Dan sumber lain yang relevan

F. Jenis Penilaian

- Test Tertulis

- Unjuk kerja
- Observasi

G. Langkah – Langkah Pembelajaran

a. Kegiatan Pendahuluan (10 Menit)

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

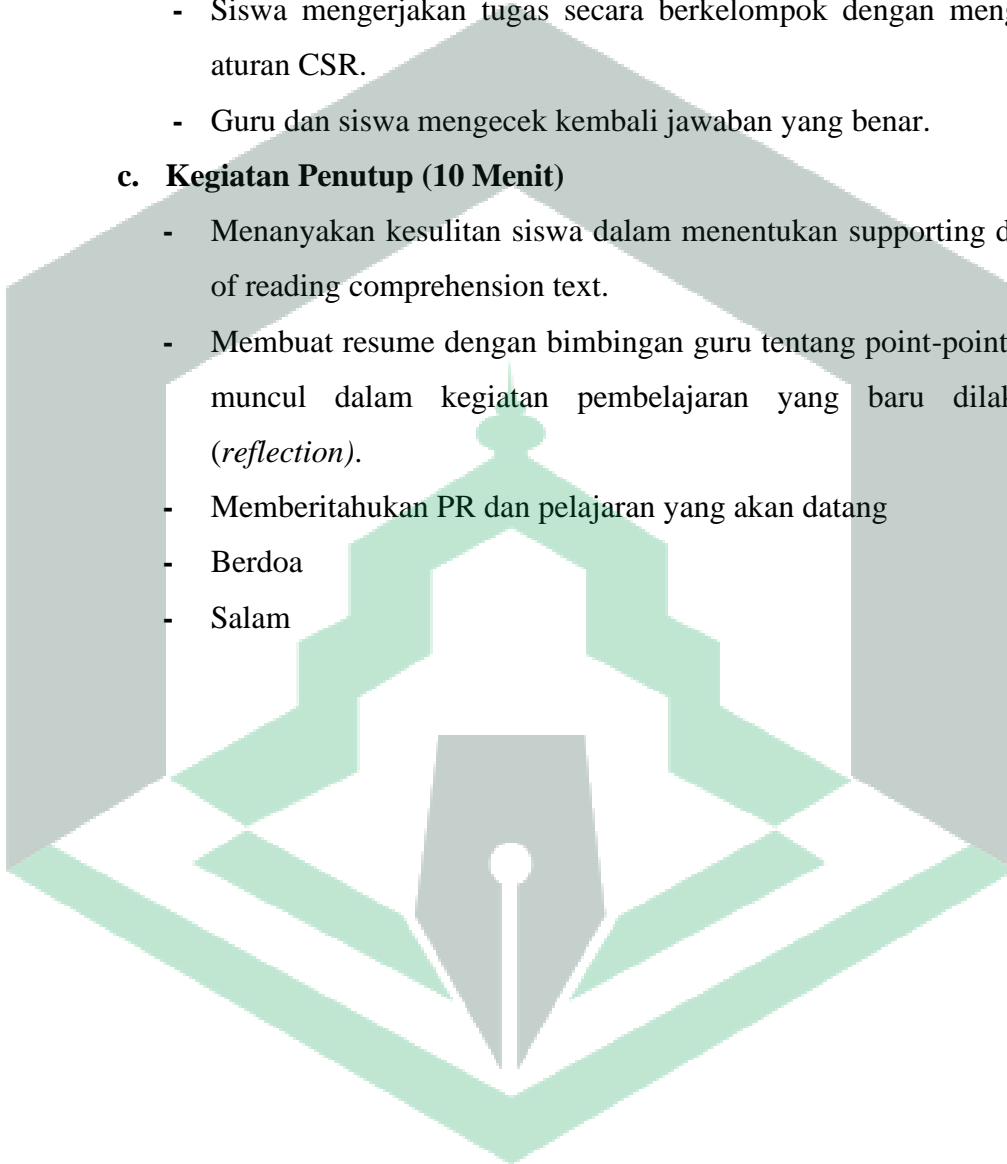- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

b. Kegiatan Inti (70 Menit)

- Guru memberikan penjelasan kepada siswa tentang definisi supporting details pada reading comprehension dan memaparkan contohnya.
- Guru meminta siswa mengidentifikasi supporting details yang terdapat pada teks ekspositori (5) yang telah dibagikan kepada siswa

- Guru dan siswa mengecek jawaban yang benar.
- Guru membagikan teks (6), (7), dan (8) sebagai latihan siswa yang disertai 1 pertanyaan terkait supporting details yang terdapat pada setiap teks.
- Siswa mengerjakan tugas secara berkelompok dengan mengikuti aturan CSR.
- Guru dan siswa mengecek kembali jawaban yang benar.

c. **Kegiatan Penutup (10 Menit)**
- Menanyakan kesulitan siswa dalam menentukan supporting details of reading comprehension text.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection)*.
- Memberitahukan PR dan pelajaran yang akan datang
- Berdoa
- Salam

❖ **PERTEMUAN III**

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

1. Menganalisis secara lisan maupun tulisan makna "Vocabulary (synonym) of Reading Comprehension"

B. Kompetensi Dasar

- Siswa mampu memahami dan mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

D. Materi Pembelajaran

- Menguraikan materi "Vocabulary (synonym) of Reading Comprehension"

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Metode Pembelajaran

- Tanya Jawab
- Diskusi kelompok
- Learning by Doing

Media Pembelajaran

- LCD Projector (option)
- Laptop (option)
- Bahan Tayang

Alat, Bahan, dan Sumber Pembelajaran

- Buku Pegangan Guru
- Modul/bahan ajar
- Kamus bahasa Inggris
- Internet
- Dan sumber lain yang relevan

F. Jenis Penilaian

- Test Tertulis
- Unjuk kerja
- Observasi

G. Langkah – Langkah Pembelajaran

a. Kegiatan Pendahuluan (10 Menit)

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

b. Kegiatan Inti (70 Menit)

- Guru memberikan penjelasan kepada siswa tentang vocabulary (synonym) of reading comprehension dan memaparkan contohnya.

- Guru meminta siswa mengidentifikasi vocabulary (synonym) of reading comprehension yang terdapat pada teks ekspositori (9) yang telah dibagikan kepada siswa
- Guru dan siswa mengecek jawaban yang benar.
- Guru membagikan teks (10), (11), dan (12) sebagai latihan siswa yang disertai 1 pertanyaan terkait vocabulary (synonym) of reading comprehension
- Siswa mengerjakan tugas secara berkelompok dengan penerapan CSR.
- Guru dan siswa mengecek jawaban yang benar.

c. **Kegiatan Penutup (10 Menit)**

- Menanyakan kesulitan siswa tentang vocabulary (synonym) of reading comprehension dan reference/pronoun of reading comprehension.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection)*.
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa
- Salam

❖ **PERTEMUAN IV**

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

1. Menganalisis secara lisan maupun tulisan makna "Reference/pronoun of Reading Comprehension"

B. Kompetensi Dasar

- Siswa mampu memahami dan mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

D. Materi Pembelajaran

- Menguraikan materi "Reference/pronoun of Reading Comprehension"

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Metode Pembelajaran

- Tanya Jawab
- Diskusi kelompok
- Learning by Doing

Media Pembelajaran

- LCD Projector (option)
- Laptop (option)
- Bahan Tayang

Alat, Bahan, dan Sumber Pembelajaran

- Buku Pegangan Guru
- Modul/bahan ajar
- Kamus bahasa Inggris
- Internet
- Dan sumber lain yang relevan

F. Jenis Penilaian

- Test Tertulis

- Unjuk kerja
- Observasi

G. Langkah – Langkah Pembelajaran

a. Kegiatan Pendahuluan (10 Menit)

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

b. Kegiatan Inti (70 Menit)

- Guru memberikan penjelasan kepada siswa tentang inference from reading comprehension dan memaparkan contohnya.
- Guru meminta siswa mengidentifikasi "Reference/pronoun of Reading Comprehension" yang terdapat pada teks ekspositori (13) yang telah dibagikan kepada siswa
- Guru dan siswa mengecek jawaban yang benar.

- Guru membagikan teks (14), (15), dan (16) sebagai latihan siswa yang disertai 1 pertanyaan terkait "Reference/pronoun of Reading Comprehension" yang terdapat pada setiap teks.
- Siswa mengerjakan tugas secara berkelompok dengan penerapan CSR.
- Guru dan siswa mengecek kembali jawaban yang benar.

c. **Kegiatan Penutup (10 Menit)**
- Menanyakan kesulitan siswa tentang inference from reading comprehension
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection*).
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa
- Salam

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	**: SMAN 2 PALOPO**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: XI IPS 2/Ganjil**
Materi	**: Aspek-aspek Reading Comprehension**

e) Pertemuan 1 "Main Idea of Reading Comprehension"

f) Pertemuan 2 "Supporting Details of Reading Comprehension"

g) Pertemuan 3 "Vocabulary (synonym) of Reading Comprehension"

h) Pertemuan 4 "Reference/pronoun of Reading Comprehension"

Topik/Tema	**: Reading Comprehension**
Alokasi Waktu	**: 8 x 45 Menit**
Pertemuan	**: 1-4**

❖ **PERTEMUAN 1**

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

2. Menganalisis secara lisan maupun tulisan makna "Main Idea of Reading Comprehension"

B. Kompetensi Dasar

- Siswa mampu memahami dan mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension.

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi makna secara kontekstuak terkait aspek-aspek reading comprehension

D. Materi Pembelajaran

- Menguraikan materi "Main Idea of Reading Comprehension"

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Metode Pembelajaran

- Tanya Jawab
- Diskusi kelompok
- Learning by Doing

Media Pembelajaran

- LCD Projector (option)
- Laptop (option)
- Bahan Tayang

Alat, Bahan, dan Sumber Pembelajaran

- Buku Pegangan Guru
- Modul/bahan ajar
- Kamus bahasa Inggris
- Internet
- Dan sumber lain yang relevan

F. Jenis Penilaian

- Test Tertulis
- Unjuk kerja
- Observasi

G. Langkah – Langkah Pembelajaran

d. Kegiatan Pendahuluan (10 Menit)
Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, pada saat di kelas X.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

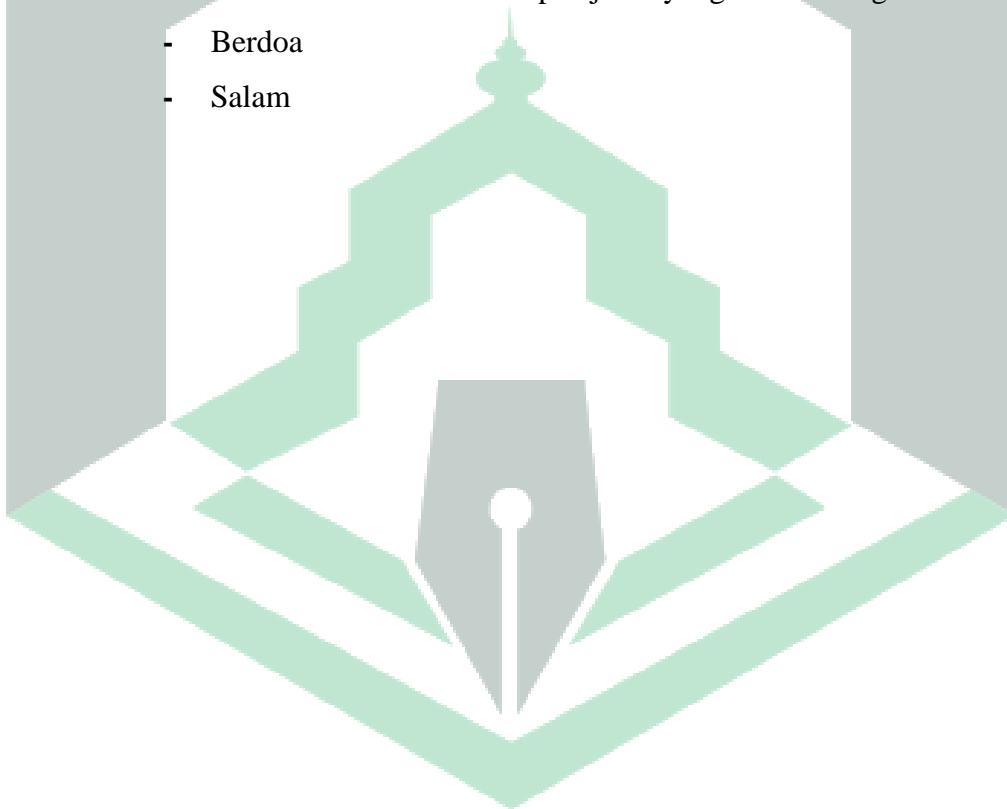- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

e. **Kegiatan Inti (70 Menit)**

- Guru memberikan penjelasan terkait reading comprehension
- Guru menguraikan aspek Main Idea of Reading Comprehension dan memaparkan contohnya.
- Guru membagikan teks ekspositori (1) kepada siswa.
- Siswa akan diminta untuk membaca dan kemudian mencari main idea dari teks tersebut.
- Guru mengajukan pertanyaan kepada siswa untuk mengecek sejauh mana kemampuan siswa dalam menentukan main idea dari teks yang dibaca.
- Guru dan siswa mengecek jawaban yang benar.
- Guru menerapkan strategi mengajar Collaborative Learning Method dan membagi siswa ke dalam beberapa kelompok, setiap kelompok terdiri dari 4-6 siswa
- Guru menjelaskan konsep dan aturan Collaborative Learning Method

- Guru membagikan teks (2), (3), dan (4) sebagai latihan siswa yang disertai 1 pertanyaan terkait main idea yang terdapat pada setiap teks.
- Siswa mengerjakan tugas dengan aturan CSR.

f. **Kegiatan Penutup (10 Menit)**
- Menanyakan kesulitan siswa dalam menentukan main idea of reading comprehension text.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection)*.
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa
- Salam

❖ **PERTEMUAN II**

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

2. Menganalisis secara lisan maupun tulisan makna "Supporting Details of Reading Comprehension"

B. Kompetensi Dasar

- Siswa mampu memahami dan mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

D. Materi Pembelajaran

- Menguraikan materi "Supporting Details of Reading Comprehension"

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Metode Pembelajaran

- Tanya Jawab
- Diskusi kelompok
- Learning by Doing

Media Pembelajaran

- LCD Projector (option)
- Laptop (option)
- Bahan Tayang

Alat, Bahan, dan Sumber Pembelajaran

- Buku Pegangan Guru
- Modul/bahan ajar
- Kamus bahasa Inggris
- Internet
- Dan sumber lain yang relevan

F. Jenis Penilaian

- Test Tertulis
- Unjuk kerja

- Observasi

G. Langkah – Langkah Pembelajaran

d. Kegiatan Pendahuluan (10 Menit)

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.
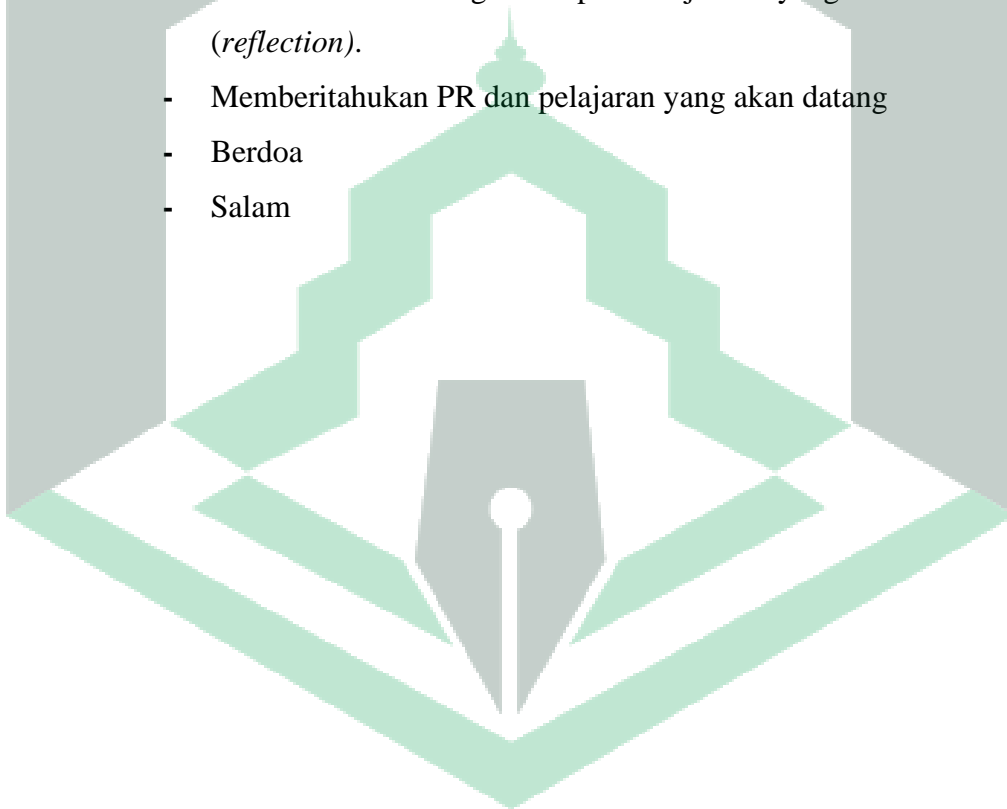
e. Kegiatan Inti (70 Menit)

- Guru memberikan penjelasan kepada siswa tentang definisi supporting details pada reading comprehension dan memaparkan contohnya.
- Guru meminta siswa mengidentifikasi supporting details yang terdapat pada teks ekspositori (5) yang telah dibagikan kepada siswa
- Guru dan siswa mengecek jawaban yang benar.

- Guru membagikan teks (6), (7), dan (8) sebagai latihan siswa yang disertai 1 pertanyaan terkait supporting details yang terdapat pada setiap teks.
- Siswa mengerjakan tugas secara berkelompok dengan penerapan Collaborative Learning Method.
- Guru dan siswa mengecek kembali jawaban yang benar.

f. Kegiatan Penutup (10 Menit)

- Menanyakan kesulitan siswa dalam menentukan supporting details of reading comprehension text.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection*).
- Memberitahukan PR dan pelajaran yang akan datang
- Berdoa
- Salam

❖ **PERTEMUAN III**

A. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

2. Menganalisis secara lisan maupun tulisan makna "Vocabulary (synonym) of Reading Comprehension"

B. Kompetensi Dasar

- Siswa mampu memahami dan mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

D. Materi Pembelajaran

- Menguraikan materi "Vocabulary (synonym) of Reading Comprehension"

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Metode Pembelajaran

- Tanya Jawab
- Diskusi kelompok
- Learning by Doing

Media Pembelajaran

- LCD Projector (option)
- Laptop (option)
- Bahan Tayang

Alat, Bahan, dan Sumber Pembelajaran

- Buku Pegangan Guru
- Modul/bahan ajar
- Kamus bahasa Inggris
- Internet
- Dan sumber lain yang relevan

F. Jenis Penilaian

- Test Tertulis
- Unjuk kerja
- Observasi

H. Langkah – Langkah Pembelajaran

d. Kegiatan Pendahuluan (10 Menit)

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

e. Kegiatan Inti (70 Menit)

- Guru memberikan penjelasan kepada siswa tentang vocabulary (synonym) of reading comprehension dan memaparkan contohnya.

- Guru meminta siswa mengidentifikasi vocabulary (synonym) of reading comprehension yang terdapat pada teks ekspositori (9) yang telah dibagikan kepada siswa
- Guru dan siswa mengecek jawaban yang benar.
- Guru membagikan teks (10), (11), dan (12) sebagai latihan siswa yang disertai 1 pertanyaan terkait vocabulary (synonym) of reading comprehension
- Siswa mengerjakan tugas secara berkelompok dengan penerapan Collaborative Learning Method.
- Guru dan siswa mengecek jawaban yang benar.

f. **Kegiatan Penutup (10 Menit)**
- Menanyakan kesulitan siswa tentang vocabulary (synonym) of reading comprehension dan reference/pronoun of reading comprehension.
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection)*.
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa
- Salam

❖ **PERTEMUAN IV**

A. **Tujuan Pembelajaran**

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat :

2. Menganalisis secara lisan maupun tulisan makna "Reference/pronoun of Reading Comprehension"

B. **Kompetensi Dasar**

- Siswa mampu memahami dan mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

C. **Indikator Pencapaian Kompetensi**

- Mengidentifikasi makna secara kontekstual terkait aspek-aspek reading comprehension

D. **Materi Pembelajaran**

- Menguraikan materi "Reference/pronoun of Reading Comprehension"

E. **Metode, Media, Alat, Bahan dan Sumber Pembelajaran**

Metode Pembelajaran

- Tanya Jawab
- Diskusi kelompok
- Learning by Doing

Media Pembelajaran

- LCD Projector (option)
- Laptop (option)
- Bahan Tayang

Alat, Bahan, dan Sumber Pembelajaran

- Buku Pegangan Guru
- Modul/bahan ajar
- Kamus bahasa Inggris
- Internet
- Dan sumber lain yang relevan

F. **Jenis Penilaian**

- Test Tertulis

- Unjuk kerja
- Observasi

H. Langkah – Langkah Pembelajaran

d. Kegiatan Pendahuluan (10 Menit)

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Pemberian Acuan

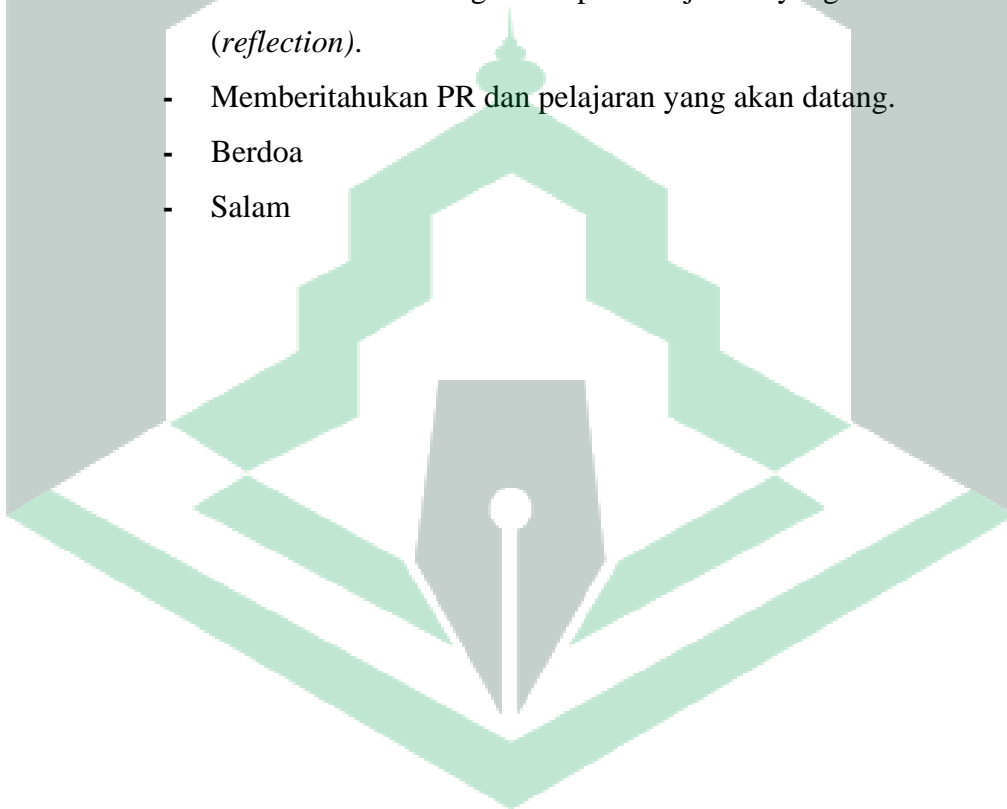- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini.

e. Kegiatan Inti (70 Menit)

- Guru memberikan penjelasan kepada siswa tentang inference from reading comprehension dan memaparkan contohnya.
- Guru meminta siswa mengidentifikasi "Reference/pronoun of Reading Comprehension" yang terdapat pada teks ekspositori (13) yang telah dibagikan kepada siswa
- Guru dan siswa mengecek jawaban yang benar.

- Guru membagikan teks (14), (15), dan (16) sebagai latihan siswa yang disertai 1 pertanyaan terkait "Reference/pronoun of Reading Comprehension" yang terdapat pada setiap teks.
- Siswa mengerjakan tugas secara berkelompok dengan penerapan Collaborative Learning Method
- Guru dan siswa mengecek kembali jawaban yang benar.

f. Kegiatan Penutup (10 Menit)

- Menanyakan kesulitan siswa tentang inference from reading comprehension
- Membuat resume dengan bimbingan guru tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan (*reflection)*.
- Memberitahukan PR dan pelajaran yang akan datang.
- Berdoa
- Salam

DOCUMENTATIONS

Teaching-learning process at XI IPS 2 (control class)

Teaching-learning process at XI IPA 4 (experimental class)

Teaching-learning process at XI IPS 2 (control class)

Teaching-learning process at XI IPS 2 (control class)

Teaching-learning process at XI IPA 4

Teaching-learning process at XI IPS 2 (control class)