IMPROVING STUDENTS' READING COMPREHENSION THROUGH DESCRIPTIVE TEXT BY USING COLLABORATIVE STRATEGIC READING (CSR) AT EIGHT YEAR STUDENTS OF JUNIOR HIGH SCHOOL OF NURUL ISLAM JEMBER IN ACADEMIC YEAR 2020/2021

THESIS

Presented to
Kiai Haji Achmad Siddiq State Islamic University of Jember
in partial fulfillment of the requirements
for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Tteacher Training
English Education Department

By:

Oryza Eka Satifa
SRN. T20166005

STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
TEACHER TRAINING AND EDUCATION FACULTY
DESEMBER 2021

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THESIS

Has been examined and approved as the requirements to obtain a bachelor degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Tteacher Training
English Education Department

Day : Tuesday
Date : 21th of December 2021

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MOTTO

كُتِبَ عَلَيۡكُمُ ٱلۡقِتَالُ وَهُوَ كُرۡهٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تَكۡرَهُواْ شَيۡـٔٗا وَهُوَ خَيۡرٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تُحِبُّواْ شَيۡـٔٗا وَهُوَ شَرّٞ لَّكُمۡۗ وَٱللَّهُ يَعۡلَمُ وَأَنتُمۡ لَا تَعۡلَمُونَ ٢١٦

Meaning : " Jihad (holy fighting in Allah's Cause) is ordained for you (muslims) though you dislike it, and it may be that you dislike a thing which is good for you and that you like a thing which is bad for you. Allah knows but you do not know." (QS. Al Baqarah: 216)[1]

[1]Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an,* Terj (Medina Dar-us Salam Publication, 1996), *46.*

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DEDICATION

This thesis is dedicatedfor everyone who cares and love me. I proudly dedicate this thesis to :

1. *My beloved Parents, my dad Supinah and my Mom Sulastri who always give me endless love, the best prayers and haven give me the opportunity to receive education up to Bachelor Degree*
2. *My beloved young brother Rido Aldo Dwi Darmawanl, who always support me*
3. *My classmates of English Department (Extraordinary class), the big family of English Association IAIN Jember and the other friends who have accompanied me in the process of becoming a better person.*

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This thesis is for achieving the undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember. The undergraduate thesis entitled “Improving Students’ Reading comprehension Through Descriptive Text By Using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021”

I also fully aware that the undergraduate thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer express thankfully to honorable:

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2. Prof. Dr. Hj. Mukni’ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
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I wish Allah SWT gives His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 10 December 2021
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ABSTRACT

Oryza Eka Satifa, 2021. *Improving Students' Reading comprehension Through Descriptive Text By Using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021*

Key Words: Collaborative Strategic Reading (CSR), reading skill

Reading is also one of the skills in English that must be learned continuously. This research focused on reading skill. It is related to the problem identification that students felt difficult in understanding reading such as finding the meaning of the word/vocabulary, finding the specific information, the main idea of paragraph, and giving conclusion The aim of this research was to improve students' reading comprehension by using Collaborative Strategic Reading (CSR).

This research was conducted at class VIII F of SMP Nurul Islam Jember. This research is Classroom Action Research (CAR) using Kemmish and Mc Taggart which consisted of four steps, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted two cycles. Each consisted of three meetings, two meetings to implement the action and one meeting students' reading test or post test. In planning the action, the researcher and collabolator prepared lesson plan based on the data from preliminary study which refers to the problem found. Furthemore, in implementing the action, the researcher taught the students by using Collaborative Strategic Reading (CSR). Next, observing was the process of collecting the data from the implementation, the researcher and collaborator observed all of the classroom activities during the implementation of the action. The last was reflecting, in this process the researcher and collaborator analyzed the data from observing the action and compared with the criteria of succes which 80% of students have to reach the target score that was 75. The subject of this research was the class VIII F of SMP Nurul Islam Jember that consisted of thirty-two students.

The result of this research showed that there was improvement of the students reading comprehensionl. It could be seen from the result of the post-test I and II that been improved. From 47,75 % students who achieved the minimum score in pre-test become 62,50% in post-test I then 84,37% in post-test II. It can be conclouded that Collaborative Strategic Reading (CSR) can make students' reading comprehension better then before.

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CHAPTER 1

INTRODUCTION

A. Research Background

In this millennial era, language is needed to get information. But not all information use Indonesian as the language to communicate. Precisely, the international language that is extensively used, namely English. In general, we can conclude that English as an international language refers to a paradigm for thinking research and practice.[1] On the other hand, English is widely used in various media, especially in print out media. Therefore, learning English is very necessary for students, including class 8F students of SMP Nurul Islam Jember.

There are four skills that must be mastered by students, such as listening, speaking, reading, and writing. From the fourth skills above, reading is a skill that is needed in looking for information. Reading is also one of the skills in English that must be learned continuously. Many information will be obtained from reading especially for students, because from reading, students will get a lot of knowledge from various fields. There is a verse that explains that the command that was sent down first to the Prophet Muhammad was to read.

[1] Farzad Sharifian, *English As An International Language: Perspectivs And Pedagogical Issues* (Britania Raya :MPG Books Ltd, 2009), 2.

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اَقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ

Iqra biismi rabbika allathee khalaqa

"Read! In the Name of your Lord, Who has created (all that exists),"(QR. Al 'Alaq:1)[2]

From this verse, God strongly commands us to read. Researcher assumes that reading is the ability that must be applied to find out the available information. Through reading, we can find many knowledge in this world.

The ability of reading comprehension is not always possessed by every student. The majority of class 8F of SMP Nurul Islam Jember were less interested in reading because reading English is very difficult to be understood. It could be proven when the researcher interviewed the students of class 8F of SMP Nurul Islam Jember on 21st of july 2020. Most of the students said that reading was difficult. Their English teacher also explained that 8F students of SMP Nurul Islam Jember needed guidance in understanding the text. It was also proven from the results of preliminary study that there were some students who could pass the minimum mastery level criterion (KKM) that is 75, the result showed that only 43,75 % of 32 students reached minimum mastery level criterion (KKM) (75). It means that only 14 of 32 students who achieved the minimum mastery level criterion (KKM). Meanwhile, 56,25 % of students got grades under the minimum mastery level criterion (KKM). It means that 18 of 32 students who could not

[2] Muhammad Taqi-Ud Din Al-Hilali And Mihammad Muslim Khan, *The Nobel Quran*,Terj (Medina Dar-Us Salam Publication, 1996)

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achieve the minimum mastery level criterion (KKM). From that number, it proved that 8F grade students of SMP Nurul Islam Jember had difficulty in reading comprehension.

From the observation done by the researcher, it was found that the students were difficult in understanding the text. The researcher found that there were some difficulties faced by the students while understanding reading such as, finding the meaning of the word/vocabulary, finding the specific information, the main idea of paragraph, and giving conclusion.

The first, the students had difficulty to find the words and they did not know the meaning. Means, in mastery vocabulary the student was still low. Vocabulary refers to list or set of words for a particular language or set of words that individual speaker of a language use.[3] Therefore, lack of vocabularies makes the students difficult to interpret each sentence and they were difficult to understand the contents of the text. Since, understanding a text should be started from word by word.

One of the aim of reading comprehension is to find some specific informations from the text. Specific information involved understanding what the information is or the information your are looking for, find it when reading a text. It was stated by Whother cited from Zahara Nur Rahmah, that specific information develops the topic sentence or main ideaby giving definition, example, fact, incident, comparison, analogy, cause and effect, statistic, and

[3] Evelyn hatch and cherly brown, *vocabulary,semantics and language education,*(cambridge: cambridge university press),1.

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quotation.[4] Easily, specific information was the important information that is available in the text. Besides, in every reading, the important parts were hidden in each paragraph. Students who have lack of vocabulary will find some difficulties to find the specific information. Most of students needed private tutoring to find some specific informations.

On the other hand, the students had difficulty in determining the subject matter of each paragraph. Each text consists of several paragraph, each paragraph has a main idea. As stated by Beers in journal that the reader are supposed to define and understand the main idea or the topic from the reading text. Main idea is central idea of the text.[5] By knowing the main idea students could predict the suporting senteces. However the student said that they had difficulty in identifying the main idea of the text.

From the result of interview and observation in preliminary study mentioned above, the researcher concluded that the students' problem was difficulty in concluding the content of reading. The conclusion itself could be the final message or the opinion of the researcher. In reading conclusions or messages was an important part. Since according to the Tarigan in the jurnal, reading is a process carried out and used by readers to obtain messages, that is the reader wants to convey through the media of words/ written language.[6]

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[4] Zahara Nur Rahmah,"improving Students Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (SCR) At The Second Grade Of Smp Muhammadiyah Bandar Lampung "(Thesis, University of Lampung, Bandar Lampung ,2017) 23.

[5] Ika Olviyanti, "An Analysis On The Ability Comprehending A Reading Text By The Sixth Year Students" FKIP Untan Pontianak : 3-4

[6]Edy Tandililing and Deden Ramdani."Artikel Penelitian." PGSD FKIP Universitas Tanjungpura (september , 2011):4.

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Knowing some problems faced by the students in reading comprehension, actually the teacher had already tried to overcome them. But the teacher had never taught the students by different strategies or techniques in her class. She used the media provided at school, such as : whiteboard, board marker, and sometime the teacher used LCD (Liquid Crysal Display) hopely the student could improve their reading comprehension. The teacher only used students' exercise book (LKS) to teach reading in every meeting. it made the students got bored and they could not improve their reading comprehension.

Actually, there were so many methods to teach reading, such as CORI (Concept Oriented Reading Instruction), it was a complex yet coherent instrucinal pocess for teaching students to use multiple comprehension strategies flexibly and interactively around the text to increase self regulated strategy use and the student engagement or motivation to foster the learning of content.[7] Next is KWL strategy, this strategy could improve student's reading comprehension. It could be activated prior knowladge of students in the K column the teacher and the students together brainstorm and write down all they know about the topic. W column, they generate some questions or issues they hope the text may answer (predicting, questioning, and seeking information), and L column students silently or as shared activity, the children

[7] Nurainun, "Improving The Student's Reading Comprehension In Narative Text By Using Concept Oriented Reading Instruction At Grade VII Priate Islamic Junior High School Ali Imron Medan"(Skripsi, UIN Sumatra Utara,2017),25.

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write ideas and summary of the main things they have leraned from the text.[8] In the other hand, as stated by Kligner and Vaughn that Collaborative Strategic Reading (CSR) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.[9] The researcher and teacher decided to use a collaborative strategic reading (CSR) strategy in overcoming the student problems that have been outlined above. Besides, it can improve student reading comprehension, this strategy has not ever used by the teacher. While the criterion of the success was 80% (eighty percen). As stated by Ikhwanudin in his research entitled "Improving Reading Comprehension By Using Collaborative Strategic Reading (CSR) to Seven Grade of MTs N Mantingan" it showed the improvement of students reading comprehension using Collaborative Strategic Reading (CSR). While Elyya Dwie Puspita under the title,"Improving Student's Reading Comprehension Using Collaborative Strategic Reading (CSR) (A classroom action research study at the eight grade student of SMP N 1 Ngadirojo in the academic year of 2011/2012)" also succeeded in increasing reading comprehension of students and several other researchers managed to improve student understanding by using the same strategy.

For those reasons, the researcher interested to conduct a Classroom Action Research with the title "**Improving Students' Reading comprehension Through Descriptive Text By Using Collaborative**

[8] Rusmiati,"Using KWL Strategy To Improve Student's Reading Comprehension," Tanjung Pura University Pontianak,2017, 3.

[9] Janette k. Klingner and sharon vaughn,*the council for exceptional children* (july/ August 1998),32.

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Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021"

B. Research Question

Based on the background described above, the research problem discussed in the research was:

"How teacher use Collaborative Strategic Reading (CSR) to Improve Students' Reading comprehension Through Descriptive Text at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021?"

C. Research Objective

Based on the research background, the objective of this Classroom Action Research was intended to Improve Students' Reading comprehension Through Descriptive Text by using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021

D. Significance of the Research

This research was expected to give contributions to the language teaching learning process as follow:

1. For English teacher

   The result of the research could be used for English teacher as a reference to increase students reading comprehension by using Collaborative Strategic Reading (CSR)

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2. For Student

The actions of the research were expected to be useful to improve student's reading comprehension. Since learning English by using Collaborative Strategic Reading (CSR)

3. For future researchers

Hopefully this research can be used as a reference for the other reseachers to conduct a further research with a similar topic by different research area, research design, and media.

E. Limitation of the Study

Based on the observation in SMP Nurul Islam Jember and interview English teacher, the reseacher focused on the strategy, that is Collaborative Strategic Reading (CSR) to improve student reading comprehension at the 8 grade of SMP Nurul Islam Jember especially in class 8F and the materia used in this research was descriptive text.

F. Definition of Key Term

1. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is one of strategy to improve reading comprehension. This strategy has some roles those are preview,click and clunk, get and gist, and wrap up. Firstly, preview, it will stimulate the student's mind. The second is click and clunk, it makes the students try to identify when they have breakdowns in understanding. Next is get and gist, the student identifying the important thing in the text. And

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the last is wrap up that is the students have knowladge, understand about what ware they read.

2. Reading comprehension

   Reading comprehension is the one of skill that should be had by each students. Reading comprehension means that the students have known what were they read. They can answer a question related to the text. The students should understand the content message in the text.

3. Descriptive text

   Descriptive text is a text that explained about person, animal, place, and things. It has language feature such as simple present tense, using action verb, and also using adjective. The structure of the descriptive text were identification and description.

4. CAR (Classroom Action Research)

   CAR (Classroom Action Research) is one of research methods that is an action research conducted by teacher in the classroom. Action research including qualitative research although the data collected may be qualitative research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The researcher chose three previous studies that relevant with this study. It can help the researcher look for some references. They are :

The first research was Naimatus Solikhah the students of Institute Agama Islam Negeri Jember (IAIN) Tulungagung.[10] The title was " improving students' reading comprehension by using Collaborative Strategic Reading (CSR) at the second grade of MTs Ma'arif Bakung Udanawu Blitar". The research aimed to know the students achievement in reading skill by using Collaborative Strategic Reading (CSR). The researcher took as many as 40 students as the subject. Based on the result of the research, students reading comprehension through Collaborative Strategic Reading (CSR) can be improved in test cycle II which 33 students passed the target score and 7 students did not reach the target score..

The second is thesis writen by Ikhwanudin from Surakarta.[11] The title is "Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) To Seventh Grade of MTs N Mantingan(A classroom action research at seventh grade students of MTs N Mantingan in academic year of

[10] Naimatus Solikhah," improving students' reading comprehension by using Collaborative Strategic Reading (CSR) at the second grade of MTs Ma'arif Bakung Udanawu Blitar" (Thesis, State Islamic Institute of Tulugagug)

[11] Ikhwanudin, "Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) To Seven Grade of MTsN Mantingan (A classroom action research at seventh grade students of MTs N Mantingan in academic year of 2018/2019)" (Thesis, State Islamic Institute Of Surakarta)

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

The method used in this study was Class Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research means that the researcher worked collaboratively with the English teacher in the class. The CAR (Classroom Action Research) was done based on Kemmis and Mc Taggarts design, it content of two cycles in each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students‟ reading score of pre-test and post-test. These data were compared and analyzed to get a conclusion as the result of this research. From the result of study, it can be seen that the students progress during the learning process by using and Collaborative Strategic Reading technique is well confirmed. The students reading comprehension in English can be improved. Then, the result of test showed significant improvement from the pre-test up to second cycle. The average score in the pre-test up to second as (60), (70), and (80). In the third cycle,

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there were 25 out of 30 student who achieved the individual mastery >70. It means that the target score has successfully achieved. Finally, based on the data, the researcher concludes that this method gives useful contribution to the learning process that this study recomended for the English teacher.

The last is thesis writen by Zahara Nur Rahmah from Bandar Lampung.[12] The title is "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung". This research was conducted at the second grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year 2016/2017. A quantitative research was used in this research by applying one-group pre-test and post-test design. There were two classes taken randomly used in this research; VIII C as the tryout class and VIII D as the experimental class. The data were collected using reading comprehension test in form of multiple choices with four alternative answers. The hypothesis was tested using repeated measure t-test.

The result showed that the students' mean score of pre-test was 58.94 and their score of post-test after the implementation of CSR was 71.53, in which the gain was 12.59. It means that there was a significant difference of students' reading comprehension ability after being taught through CSR. The highest improvement of reading aspect was identifying main idea with 30 points from 110 to 140. It was proven by the result of paired sample t-test, which showed that the value of two tails significance is (0.00) smaller than

[12] Zahara Nur Rahmah, "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung", (Thesis, University Of Lampung)

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alpha (0.00<0.05) and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that CSR can be used to improve students reading comprehension ability significantly, especially in identifying main idea.

Table 2.1
Similarities and differences of previous study

No	Title of research	Similarities	Differences
1	2	3	4
1	Naimatus Solikhah“ improving students’ reading comprehension by using Collaborative Strategic Reading (CSR) at the second grade of MTs Ma’arif Bakung Udanawu Blitar”	a. Both researchers fcused on reading comprehension b. Both researchers conducted at the second grade of junior high school.	a. The previous research recount text as the learning material b. this research used descriptive text as the learning material. a. The previous research used three meetings each cycle b. this research used two meetings each cycle.
2	Iikhwanudin, “Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) To Seventh Grade of MTs N Mantingan(A	a. Both researches focus on improving reading comprehension	a. The previous research used three meetings each cycle. b. This research used two meetings each cycle.

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1	2	3	4
	classroom action research at seventh grade students of MTs N Mantingan in academic year of 2018/2019)"	b. Both researches use Classroom Action Research (CAR)	
3	Zahara Nur Rahmah "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung"	a. Both researches used collaborative strategic reading to improve student reading comprehension	a. The previous research used narative text as the learning materal b. This research used descriptive text as the learning material.

The position of the research is to repeat the previous research but to develop previous research. Hence, this research is the use of Collaborative Strategic Reading (CSR) in improving students reading comprehension. The previous researcher only needed to use the steps in Collaborative Strategic Reading (CSR) without any other tools. So the researcher used fix up card as a tools so that the students wrote the important things in the text and it made them more easy in understanding the text. In addition the researcher also used some pictures in the second cycle to help students understand the text easily and all of this was proven to make the students easier in understanding the text and improve their reading skills.

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B. Theoretical Framework

1. Reading

a. The definition of reading

There are four skills in mastering English, one of them is reading. Some experts have defined what reading is. According to Khand, reading is one of language component that should be mastered smoothly in any language, everyone generally knows that reading is a skill that comes from experience and need to be constanly improved through different types of reading material.[13]

Another definiton of reading is proposed by Dechan, he concludes that reading is clearly a process which is complete only when comprehension is attained and reading requires a sign system in which messages are formulated, but the critical elements that he reader reconstruct the message encoded in the written language. [14]

Reading is one of process to comprehend some text. Consequently, Patel and Jain defined that reading is an active process which consists of recognition and comprehension skill. Readers need to be able to comprehend what they are reading that involves the process of acquiring grammatical structure and vocabulary and meaning. They will be able to benefit from the store of knowladge in

[13] Z Khand, "Teaching Reading Skills: Problem And Sugestion," *Language Learning* Vol.3 (2004), 1.
[14] Dechant, *Improving the Teaching of Reading* (United States of America: Prentice-Hall,1982),15.

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printed materials and ultimately to contribute to that knowladge. Good teaching anables students to learn to read and read to learn.[15]

According to Brown, in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire, basic, begining-level textbooks in a foreign language presuppose a student's reading ability if only because it's a *book* that is the medium.[16]

Armed with these deffinitons, reading skill is a process that caried out by someone to find out and comprehend the content of the text.

b. Models Of The Reading

According to Aebersold and Field they said that there are three main models of how reading occurs:

1) Bottom-Up Model

The reader constructs the text from the smallest units (letter to words to phrases to sentences, etc) and the process of the constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this person.

2) Top-Down Model

The readers bring a great deals of knowledge, expectation, assumtion, and question to the text and given a basic understanding

[15] Rizky Amalia, "Teaching Narative Reading Text By Using Self Directed Questioning Strategy To The Eight Grade Students Of SMP Muhammadiyah Palembang," (Thesis, Raden Fatah Palembang State University, 2015),23.

[16] H Douglas Brown, *Language Assessment Principle And Classroom Practice*,(Newyork: Longman, 2004), 185.

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of the vocabulary, the continue to read as long as the text confirms their ecpectation. The top-down school of reading theory argues that reader fit the text into knowladge (cultural, syntactic, linguistic, and historical) they already posses, then back when new or unexpected information appears.

3) The Interactive Model

Most researchers currently argue that both top-down and botom-up are occuring, either altenately or at the same time. This model describe a process that moves both buttom-up and top-down, depending on the type of test as well as the readers background knowledge, language proficiently level, motivation, strategy use, and culturally shaped beliefs about the reading.[17]

c. Type Of Reading

According to Brown, there are some types of reading, namely:[18]

1) Perceptive of reading

Perceptive reading tasks involve attending to the component of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied. Kinds of assessment task on perspective reading such as

[17] Elyya Dwie Puspita, "Imoproving Student Reading Comprehension Using Collaborative Strategic Reading (CSR) (A Classroom Action Research Study At The Eighth Grade Student Of Smp Negri A Ngadirojo In The Academic Year Of 2011/2012)" (thesis, sebelas maret university, surakarta, 2012), 10-11.

[18] Douglas Brown,"*language assessment : principle and classroom practice "* (california: longman,2003),187-216.

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reading aload, written response, multiple choice, picture-cued items.

2) Selective of reading

In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true or false, multiple choice, etc. Stumuli include sentences, brief pharagraph, and simple charts and graphs. Brief intended as well. A combination of buttom up and top-down processing may be used.

3) Interactive

The focus of an interactive task is to identify relevan feature (lexical, symbolic, grammatical, and discourse) within text of moderatly short langht with the objective of retaining information that is processed. Top-down processing is typical of such task, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading applies to texts of more than a page, up to and including profesional articles, essays, technical reports, short stories, and books. The purpose of the assessment usually are to tap into a learner's global understanding of text, as opposed to

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asking test-takers to "zoom in" on small details. Top-down processing is assumed for more extensive tasks.

2. Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension as an important aspect in English that makes the students inevitably have to master it. Reading comprehension indicates the student that has been understand with the text. As Grellet states in Elyya's that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. Grellet emphasizes the important of obtaining the required information in reading.[19]

According to Klingner cited from Nindya that reading comprehension is "the process of constracting the meaning by coordinating a number of complex process including word reading, word and world knowladge, and fluency." It is relating to the ability of the student, that they interpretate the words, understanding meaning and and get the point of the text.

In teaching reading, the teacher helps the students in reading comprehension, it also helps the student to add microskill in reading. That was in line with Brown, there are fourteen micro-skills that the students must do to reach their reading comprehension.

[19] Elyya Dwie Puspita, "Imoproving Student Reading Comprehension Using Collaborative Strategic Reading (CSR) (A Classroom Action Research Study At The Eighth Grade Student Of Smp Negri A Ngadirojo In The Academic Year Of 2011/2012)" (thesis, sebelas maret university, surakarta, 2012), 13.

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There are: (1) discriminate among the distinctive graphemes and orthograpic patterns of english, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc.), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8) distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts, (11) infer links and connection between events, ideas, etc. Deducate causes and effects, and delect such relations as main idea, suporting idea, new information, given information, generalization, and exemplefication, (12) distinguish between literal and implied

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meanings, (13) detect culturally specific references and interpret them in context of the appropriate cultural scemata, (14) develope and use battery of reading strategies such as scaning and skimming, detecting discourse makers guessing the meaning of words from context, and activating schematafor the interpretation of text.[20]

From those definitions the researcher take conclusion that reading comprehension is an activity when the student can steadily answer some questions from the teacher. Instead, the students are using some strategies while teaching and learning process.

b. Aspect of Reading Comprehension

As another skill, reading has aspect that should be mastered by the student. Nuttal as quoted Rahmahs'[21] there are five aspect that should be mastered by readers to comprehend the text deeply. These five aspects are: (1) main idea, (2) specific information, (3) inference, (4) reference, and (5) vocabulary.

1) Main idea

Main idea has same meaning with topic sentence. According to Whother in article by Kartika Wulandari said that

[20] H Douglas Brown, *teaching by principle : aqn interactive approach to language pedagogy*,(Newyork: Longman, 2001), 307.

[21] Zahara Nur Rahmah, "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung", (Thesis, University Of Lampung),16.

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main idea is called the topic sentence.[22] It tells the content of the pharagraph. Main idea as also the important idea that more explain in the sopporting pharagraph. Main idea is the important thing in some text. Without main idea, the reader will be confused to understand each paragraph. Some times the writer of the text will put the main idea in the first sentence in the paragraph or they will give some clues for more difficulty level of reading in the paragraph.

According to Segretto ceated from Zahara Nur Rahmah, main idea has some elements, they are main idea of the text and main idea of the paragraph. Those will explain as follow:

a) Main idea of the text

Basically, main idea of the text means that the main idea of the whole of content of the text. In the text, there is one main idea that located in the begining and at the end of the paragraph.

b) Main idea of the paragraph

A paragraph has stated main idea usually in a topic sentence; this means the paragraph says what the main idea is. A paragraph also does not have stated main idea, but has an implied main idea; this is means that you need to state the main

[22] Kartika wulandari, "5 aspec of reading comprehension: meaning and example," kuliah bahasa inggris.com, 17 agustus 2020/27 september 2020, https://www.kuliahbahasainggris.com/5-aspect-if-reading-comprehension-meaning-and-example/.

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idea in your own words because it does not actually say it in the paragraph. In every paragraph has main idea .

2) Specific information

Reading for specific information involves understanding what the information is, or what the type of information you are looking for, find, then read the relevant section carefully to get a complete and detailed understanding. In the same word, specific information is called by supporting idea. According to Kartika Wulandari in her article, specific information is developed from the main idea by giving the specific definition, examples, facts, comparison, cause and effect that is related to the topic sentence.[23]

According to Whother ceted from Zahara Nur Rahmah,[24] specific information has some elements, they are: specific information of the charater, specific information of the setting, specific information of plot, and specific information of cause effect. More explanation as follows:

a) Specific information of the character

Character is a figure who play a role in the story that depicted by writer. There are some charachers in the story such as, antagonis: a figure who depicted as a character who always

[23] Kartika wulandari, "5 aspec of reading comprehension: meaning and example," kuliah bahasa inggris.com, 17 agustus 2020/27 september 2020, https://www.kuliahbahasainggris.com/5-aspect-if-reading-comprehension-meaning-and-example/.

[24] Zahara Nur Rahmah, "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung", (Thesis, University Of Lampung),20.

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contradicts the protagonis, usally it calls bad character. Protagonis: is main character in the story.

b) Specific information of the setting

It is environment in which an event or a story take a place. Setting is describe of the time, place, and atmosphere of the events in the story.

c) Specific information of plot

Plot refers to what happens in the story events and thoughts which make up the story's basic structure. The plot is usualy consists of intruction, rising action, a climax, falling action, and ending.

d) Specific information of cause effect

Cause is an action that makes something else happen, effect is result of that action.

3) Inference

Inference is a conclution of the text. According to Zahara Nur Rahmah, naturally, inference is a good guess or conclution drawn based on logic of passage. Inference is the word that used by the reader to draw a certain conclution from fact, points in an argument etc. An inference is when the readers take clues from the text plus what they already know from their experience to decide what the text means.

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4) Reference

Reference is word or phrase used either before or after of reference in reading material. It is a relation between one subject to another object.

5) Vocabulary

Vocabulary is a word used to construct a sentence. Vocabulary consists of noun, adjective, verb, adverb, conjuction, preposition, interjection,and pronoun. According to Harmer, the elements of english vocabulary are the morphemes which combine to make majority of words in the english language.

c. Factor of reading comprehension

Dawson and Bamman cited from Elyya Dwi Puspita said that they are five factors which influence that comprehension ability. They are intelligence, experience, and mecanics of reading, interest of span, and skill of comprehending.

1) Intelligence

Every children have different background knowledge, it underline the intelligence of the student. So, it will be possible for them to produce different comprehension.

2) Experience

Student with limited experience may have difficulty in comprehending many of the ideas and activity with which other students are familiar before they come to school.

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3) Mechanics of reading

Comprehension will be easier for the students if they have mastered all the skills of word meaning and if they have learned to handle material books properly.

4) Interest span

It is truism what we are respond quickly to what we read are interested in the topic or at least familiar with it. The interest span releted to personality factors; a disturbed student who has countered many unfortunate experience at home or in the school may be unable to preserve when required for comprehending reading passages.

5) Skill of comprehending

Another obvious factor, which influences the amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.[25]

3. Collaborative Strategic Reading (CSR)

a. The Definition of Collaborative Strategic Reading (CSR)

Collaborative strategic reading (CSR) is an exelent strategy for students to improve their reading comprehension and build vocabulary

[25] Elyya Dwie Puspita, "Improving Student Reading Comprehension Using Collaborative Strategic Reading (CSR) (A Classroom Action Research Study At The Eighth Grade Student Of SMP Negri A Ngadirojo In The Academic Year Of 2011/2012)" (thesis, sebelas maret university, surakarta, 2012), 15-16.

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and work cooperatively it was proposed and developed by klingner and vaughn.[26] With collaborative strategic reading, student learn to use comprehension strategies that suport their understanding text.

Collaborative strategic reading (CSR) teaches students to use comprehensions strategy while working cooperatively. Klinger in a jurnal,[27] state that CSR is one of the saveral multicomponent reading comprehension instruction models that include strategies for summarizing information, asking and answering question, comprehending monitoring and peerdicussion.[28] In this statement, the students must play the role and the teacher think –aloud.

The concept of collaborative strategic reading is the student work in small cooperative group and applythe reading strategies. The four reading steps of CSR are preview , click and clunk, get the gist , and wrap up. The strategy decided into three times that is before reading, during reading, and after reading. These reading steps fasilitated the students to understanding some text.

b. Purpose of Collaborative Strategic Reading (CSR)

Basically the purpose of Collaborative Strategic Reading (CSR) is to enhance reading comprehension skills for students with learning disabilities and student at risk for reading diffiulties, CSR has also

[26] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets,* Ed.. (Austin:University Of Texas, 2014), 3

[27] klingner and Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets,* Ed. 2.

[28] Rayindra Mayang Puspita,"The Effect Of Collaborative Strategi Reading (CSR) On The Elevent Grade Students' Reading comprehension Achievement At SMA Negeri 2 Bondowoso," *pancaran 2,* no.2(mei, 2013): 3.

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yielded positive outcomes for average and high average achieving students.[29] That was define by Klinger and Vaughn in article with the title using collaborative strategic reading.

They was said that the goals of this strategy is to improve reading comprehension and increase conceptual learning in ways that maximize students involvement. It means that the aim of this strategy makes the students to be successful in comprehending of some texts. The way of this strategy fasilitates the students to get the point of the text, the purpose of the text, that called by comprehen the content of the text.

c. Procedure of Collaborative Strategic Reading (CSR)

According to Klinger and Vaughn Collaborative Strategic Reading (CSR) has four steps to applay the strategy, they are :

Before reading

1) Preview

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

[29] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1.

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Introduce previewing to student by asking them whether they have ever been to the movies and seen previews. Prompt student to tell you what they learn from previews by asking the question like the following :

a) Do you learn who is going to be in the movie ?
b) Do you learn during what historical period the movie will take place ?
c) Do you learn whether or not you might like the movie ?
d) Do you have question about what would you like to know about the movie ?

When the students preview before reading, they should look at headings; word that are bolded or underlined; and picture, tables, graphs, and other key information to help them to do two things: a) brainstorm what they know about the topic and b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas discuss their background knowledge and predictions.

During reading

2) Click and clunk

Students did clik and clunk section while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading omprehension and to identify when they have to breakdowns in understanding. Click

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refers to portions of the text that make sense to the reader: “ click, click, click”-comprehension clicks into place as the reader proceeds smoothly through the text. When the student comes to a word, concept, or idea that does not make a sense, clunk-comprehension breaks down. For example when the student do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they are understanding- or falling into uderstan- what they are reading or what is being read to them. The teacher asks, “is everything clicking ? who has clunk about the section we just read ?” student know what they will be asked this question and are aler to identify clunk during reading.

After students identify clunks, the class uses “fix-up” strategies to figure out the clunks. The teacher teaches their students to use “click cards” as prompts to remind them of various fix-up strategies. On teaching of the clunk cards is printed as different strategy for figuring out a clunk word, concept, or idea:

a) Reread the sentence without the word. Think about what information that is provided that would help you understand the mening of the word.

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b) Reread the sentence with the clunk and the sentences before and after the clunk looking for clues.
c) Look for prefix or suffix in the word
d) Break the word apart and look for smaller words you know.

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

3) Get the gist

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

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

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After reading

4) Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowladge, understanding, and memorise of what was read. Students generate question that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following questions starters to begin their question: what, who, when, where, why, and how (the 5 Wh and an H).

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

Teach students to ask some question is about information that is stated explicity in the passage and other questions that require an answer not right in the passage, not " im your head". Encourage student to ask question that involve higher-level thinking skill, rather than literal recall.

To facilitate students' ability to generate higher-level questions, you may provide question steams such as the following:

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a) How were..... and .....the same ? different ?

b) What do you think would happen if .....?

c) What do you think cause..... to happen ?

d) What other solution can you think of for the problem of ?

To review, students write down the most important ideas they learned from the day's reading asignment in their CSR learning logs. Then they take turns sharing what they learned with the class. Many students can share their best idea in a short periode of time, providing the teacher with valuable information about each students' level of understanding. [30]

d. The advantages and disadvantages of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading is strategy with some steps to improve students reading comprehension. Students who have difficulty while comprehending the context of the text will be helped with this strategy. Use this strategy as the habit when the students are reading, slowly help their diffculties in reading comprehension. Before that every strategy has advantages and disadvantages. According to Klingner in Ikhwanudin state his idea about CSR which it also can be concluded as the advantade of CSR. They are as follow:

1) Collaborative Strategic Reading (CSR) was a learning strategy designed to fasilitate reading comprehension for student with

[30] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1-4.

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reading, learning, and behavior problems included in general education classroom.

2) Construct the emotional of classmate

CSR stands for Collaborative strategic reading, it assumed that a strategy in teaching reading collaboratively. So this strategy can construct the emotional of the students when there are some students who are quiet.

3) Collaborative Strategic Reading (CSR) was designed to address three prevailing educational problems:
   a) How to adequately include struggling reader, English language lerners (ELL) and student with reading disabilities in text related learning.
   b) How to teach text comprehension strategies that improve students' reading comprehension.
   c) How to provide opportunities for struggling reader, English languege learner and students with reading dissabilities to ineract effectively with peer and enhance their achievement.

Besides, Collaborative Strategic Reading (CSR) also have the disadvantages, they are:

1) The student who have more diffiulty can't learn as quikly as the other.
2) This strategy will facilitate if applied in a group

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3) The students who have low self-confident when they are in a group will be a quite.[31]

4. Descriptie Text

a. Definition of Descriptive Text

Descriptive text is a text that is always in around us when we want to describe something or someone. It is learnt by Junior High School (SMP) in the first and second years. In general, descriptive means describe about particular person, place or thing details. Descriptive text should concentrate on action (verbs), rather than sensation (adverbs and adjectives).[32] Descriptive text has generic structures and language features. According to Gerot and Wignell cited from Ade Dwi Jayanti's jurnal "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". Basically, it provides detail information about characteristics of people, places, and things.

The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details. They add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe

[31] Ikhwanudin, "Imoproving Student Reading Comprehension by Using Collaborative Strategic Reading (CSR) to seventh Grade of MTs Negri Mantingan (A Classroom Action Research At The Seventh Grade Students of MTs Negeri Mantingan In The Academic Year of 2018/2019)" (Thesis, State Islamic Institute of Surakarta , Surakarta, 2019), 35-38.

[32] Ade Dwi Jayanti, " Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," English Franca 3,no1(2019):78

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specifically parts, qualities, and characteristics of an object that is being described.

Furthermore, they also explain about the grammatical features (language features (*simple present tense, action verb and adjective*), vocabulary, and mechanics) of descriptive text. Related to ideas above, there are some indicators of English descriptive text. First, generic structure (identification is to identify phenomenon be described, and description is to describe parts, qualities, and characteristics of subject). And secondly, the grammatical features (focus on language features (*simple present tense, action verb, adjective*), vocabulary and mechanics).

b. Generic Structures of Descriptive Text

Gerot and Wignell and Yusak in Ade Dwi Jayanti's jurnal add their opinion *about* generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

1) Identification

In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri in Ade Dwi Jayanti's jurnal adds that identification is a part of paragraph which introduces or identifies the character. If a student read an identification part clearly, he/she will develop the ideas easily in description part.

2) Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described.

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Masruri cited from Ade Dwi Jayanti's jurnal adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic. Then, the ideas should be good organized. In this case, each of idea has relationship and organized. So, the reader can comprehend well what the English descriptive text is about. It means that the reader will get a clear picture of the phenomenon or subject which is described in English descriptive text if the writer expresses the message clearly although the readers are not faced with the writer directly.

c. The Language Features of Descriptive Text

1) Simple present tense

In verbal sentence, the formula as follows;

(+) S + V1 (s/es) + O/C

(-) S + do/does + not + V1 + O/C

In nominal sentence, the formula as follows;

(+) S + Tobe (is, am, are) + Adjective /Adverb

(-) S + Tobe (is, am, are) + not + Adjective/Adverb

2) Focus on specific participants, use of attributive and identifying process, frequently use clasifiers in nominal groups.

3) Make use of adjectives and adverbs[33]

[33] Lailatul Husna, Zainil, And Yenni Rozimela," An Analysis Of Students Writing Skill In Descriptive Text At Grade XI IPA 1 Of Man 2 Padang," Jurnal English Language Teaching (ELT) 1, N0 2 (Juli 2013):5

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CHAPTER III

RESEARCH METHODOLOGY

A. Research design

The researcher used classroom action research for the design of the research. According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve the problems or to find the answer toward context-specific issues.[34] Action research is also defined by Kemmis and Mctaggart that classroom action research typically involves the use of qualitative, interpretive modes of inquiry and data collection by teachers (often with help from academic partners) with view to teachers making judgements about how to improve from their own practice.[35] From the explanations, the researcher can conclude that Classroom Action Research (CAR) is the research method that used by the researcher to solve the students' problem in classroom by using method, technique, or strategy. The researcher collected the data by using observation checklist and interview with the English teacher and the specific class.

The Classroom Action Research design used in this research was a collaborative classroom action research. It means that the researcher collaborated with the English teacher of SMP Nurul Islam Jember as observer and collaborator. In conducting the research, the researcher's role was as an English taught who teaches English especially reading, while the real English teacher's role was as an observer or collaborator who observed the action of

[34] Michael J. Wallace, *Action Research for Language Teachers* (Cambridge: Cambridge University Press, 2006), 5

[35] Stephen Kemmis and McTaggart, The Action Research Planner (Springer,2014),11

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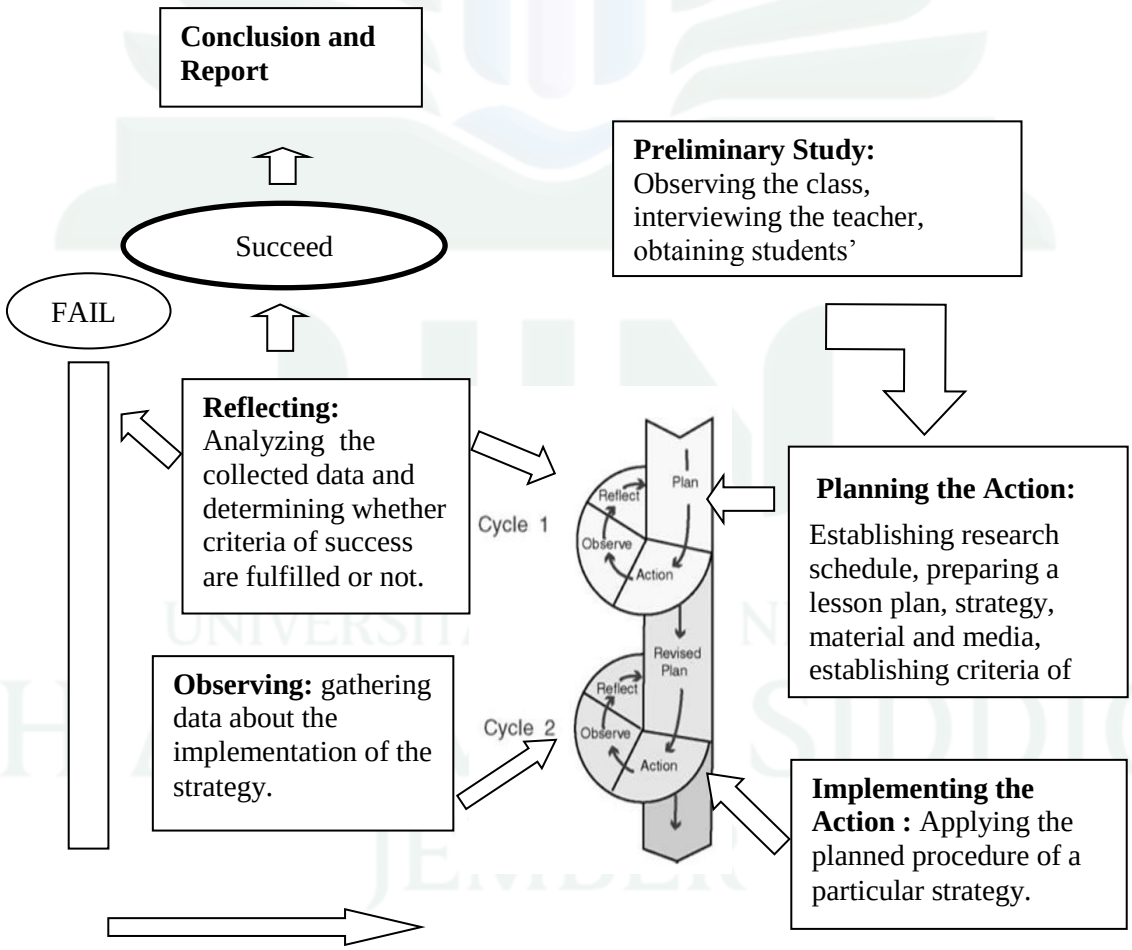
the research while teaching and learning activities happened in the classroom. Also she acted as collaborator to help the researcher in designing lesson plan and carrying out the reflection together with the researcher.

The researcher used some steps in this research. They were planning, acting, observing and reflecting. To make sure the explanation of CAR and the stages, the researcher adopted Classroom Action Research procedure by Kemmis and Taggart model, 2006. [36] The figure is below:

Picture 3.1
The model of action research of Kemmis and Mc. Taggart



[36] Prof. Dr. Rochiati Wiriatmadja, *Metode Peelitian Tindakan Kelas* (Bandung: Remaja Rosdakarya, 2006), 66

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The explanation about the steps as follow:

1. **Planning**

A planning is done after identifying and diagnosing students' reading problems occurred in the class proven by observing and interviewing the English teacher. In this phase the researcher should prepare a lesson to teach the students in order to improve their reading comprehension. Preparing lesson plan aimed to provide the teacher with the guideline of teaching. Besides, the researcher and the collaborator also prepared the material that used in the teaching learning process. While, the material was descriptive text. The observation sheet is also prepared before the researcher implementing the action.

2. **Acting**

Action means the act of the plan. The acting phase is a realization from an act which has been planned before, such as what the media to be used, what material to be taught and others.[37] In this phase the reseacher implemented the collaborative strategic reading. The researcher conducted the the teaching activities step by step by following the procedure. The students applied the strategy (Collaborative Strategic Reading) after the teacher expalining descriptive text (the definition, the function, generic structure, and language feature) as the material.

[37] Suharsini Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2009), 21-23

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3. Observing

In this scale was the time gathering data about the implementation of the Collaborative Strategic Reading as strategy. In this phase, researcher and collaborator observed the class situation and control the students activities in teaching reading comprehension through Collaborative Strategic Reading as a strategy during teaching and learning activity. The researcher and the collaborator observed the student is interaction, their response to the material that was explained by the reaseracher, entusiasthic partisipation in discussion. In the other hand the researcher and the collaborator made some notes about all of the activities in classroom, such as class condition, students' response etc.

4. Reflecting

This phase aimed to reflect or evaluate from the phase before. It was done by looking at the data that had been collected. In this phase, the researcher analyzed the result of students' reading comprehension test score based on the formula about average score and the class percentage which pass the minimal mastery level criterion (KKM) in part of data analysis and based on criteria of success. Next, the researcher evaluated the process and the result of the implementing of the strategy (Collaborative Strategic Reading) in the class. If the result had reached the target then the cycle is considered completed. If the result has not reached the target yet, the reseracher had to conduct the next cycle by revising the strategy. It means that the revised plan is conditional.

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B. Research setting

1. Place of the researh

This reserach was conducted in SMP Nurul Islam Jember, it was located at jln Pangandaran 48 Sumbersari, Jember. The reason why the researcher had chosen this school was because Collaborative Strategic Reading (CSR) never been applied by English teacher in teaching reading and also the headmaster of SMP Nurul Islam Jember had given permission to conduct this research. Then, the research decided to take a research in SMP Nurul Islam Jember.

2. Time of The Research

This research was implemented to improve student reading comprehension through Collaborative Strategic Reading. The students would implement the teaching and learning activity through Collaborative Strategic Reading in 4 meeting in one cycle, three meetings for treatment and one meeting for post test. It would be started from November up to Desember.

C. Research subject

The subject of this reseach was the students at eight grade of SMP Nurul Islam Jember in academic year 2020/2021 in class 8F. Based on the interview with the English teacher, the number of the student in this class consisted of 32 (thirty two) students and the students who passed the score in reading comprehension that was ≤ 75 were still 22% or (seven students). So, the reason why the researcher chose this subject was because the students

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needed an appropriate startegy to improve their reading comprehension as their reading comprehension was still low.

D. Technique of Collecting Data

In this classroom action research, the data were collected by using some techniques of collecting data as follows:

1. Reading test

The researcher applied the reading test because she wanted to know and measure the students' reading comprehension. The reading test was constructed by the researcher based on reading comprehension passage. The design of the test given was multiple choice. Notice that design convers the comprehension consisted of the features, such as main idea, vocabulary in context inference, and detail (specific information), supporting idea, expression/ idiom/ phrases in context, and etc.

Students reading test was in the form of multiple choice, which was consisted of 20 questions. The expected answers were A, B, C, and D. Each correct answer had 5 points and incorrect answer got 0 point. In this test, the aspects of reading comprehension that was evaluated were: main idea, specific information, inference, reference and vocabulary. The 4 aspects of the reading comprehension devided into 20 questions were, 8 questions for vocabulary, with the reason most of the students were still low in understanding the word, 6 questions for specific informations, by knowing the specific informations the students were easy to understand the sentence, since the problem of the students was to find out the specific

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information as well. Next, 4 questions for finding main idea because the students should know the main idea as one of reading comprehension aspects. It would make the students easier to predict the content of each paragraph. The last was 2 questions for inferent because in this section the students must package all the content of the text in a short and clear, so the students did not need to reread the whole text to know the content of the text. The teacher said that the students had more difficulties in understanding vocabulary and finding specific information. Therefore, in deciding the amount of each question, understanding vocabulary and specific information had more amount than finding main idea and inference. The purpose of the test conducted was to know the effectiveness of collaborative strategic reading to improve students' reading comprehension.

As state before that the researcher used multiple choice for reading test. Reading test was used to measure the students reading comprehension about descriptive text. In reading test, the students would be given some questions based on blue print of reading text.

Table 3.1
Blue Print of Reading Test

No	Criterias	Amount of the questions	Questions
1	Understanding new vocabulary based on the text given	8	1. "We do not forget to <u>decorate</u> our teacher's desk ....." . The synonym of the uderlined word is.. A. Messy B. Beautify

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			C. Tidy up D. Clear up 2. "The tables in my classroom are also very clean,..." What is the synonim of the underline word ? A. Dissatisfied B. Pleased C. Content D. Spotless 2. "I miss much things in my classroom," change the underlined word by using the correct word ! A. much B. a lot of C. a little D. many 3. what's on the teacher desk ? A. flower facades, table cloath, markers, and absences B. a glass of water, notebook, absences, and scissors C. bookshelves, textbooks, blankets, and laptops D. absences, markers, laptops, and textbooks
2	Understanding the main idea of each paragraph	6	6. What is mainly discussed in the second paragraph ? A. The condition of the class

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			B. The situation of the school C. The historical of the room D. The bustle activity of the writer 7. From first paragraph we know that ? A. The happyness of the class B. Whising of the writer C. The happyness of the writer school from home D. The writer miss her class so much 8. What kind of text is the text above? A. Recount B. Descriptive C. Narrative D. Report
3	Understanding the spesific information in the text	4	8. Why the writer can not go to school ? A. Because the writer happy school from home B. Because the writer affected by corona virus C. Because of the corona virus still endemic D. Because the writer dont have textbooks 9. What makes students learn confortably in story above ?

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			A. The teacher explain clearly B. The material very easy C. The student have a good environment D. The student is suported with the condition of the class
4	Understanding the inference of the text	2	10. From the text above we can conclude that Jember Regency is… A. One of beauty regency in Java Island B. Regency in West Java C. Regency that has a unique culture D. Jember is near enough from Bali Island

2. Observation

In this case, the researcher did observation to identify and find the problems faced by the students related to their reading comprehension. It was also done to know the strategy/ method used the teacher to overcome the problem and also to get information about the students reading comprehension.

3. Interview

Interview was used to collect data/information that could not obtain through observation. The researcher interviewed the teacher about the problems faced by the students and the teacher while teaching and learning process. Especially The students' problem in reading comprehension. Beside that, the researcher would ask to the student related to the method/ strategy applied in teaching learning reading.

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4. Document review

The researcher used document review to collect data, such as students' score, the number of the students, teacher's handbook, lesson plan, exercice of reading comprehension and school profiles.

E. Technique of Analyzing Data

In the technique of analysis data, the researcher used two forms of the data. In this research, there were qualitative data and quantitative data. The qualitative data consisted of field-note and observation checklist were obtained from observation during teaching and learning process from planning, acting, observing, and reflecting. The quantitative data consisted of reading comprehension score (obtained from pre-test and post-test).

In analyzing the data, first the researcher tried to get the average score of the students' reading comprehension score. It was to know how well the students' score in reading comprehension.

It used the formula:[38]

$$\bar{X} = \frac{\sum X}{n}$$

Notes:

$\bar{X}$ = means of the students before use the strategy

$\sum$x = total sore of students before use the strategy

n = number of the students

[38] Subana, Moersetyo Rahadi, Sudrajat. *Statistika Pendidikan, (Bandung: PT, Pustaka Setya, 2015), 63.*

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The last, the researcher tried to get the class presentages which passed the target score and the score must be attained considering reading subject was 75 (seventy five) which was adapted from the school agreement at SMP Nurul Islam Jember.

It is the formula:

$$P = \frac{F}{N} X\ 100\%$$

Notes :

P = the class presentage

F = total presentage score (the student who pass the score)

N = number of students

F. Validity of data

Validity is the most requirements for instrument of evaluation. It means that a test can be said valid if the test measures what it will be measured. According to Arthur Huges stated that a test is said to be valid if it accurately what it is intended to measure.[39] It means that every test and data can be said valid if it can be measured. Validity should be determined by the purpose will be raced by using test. Therefore, validity refers to the result of an evaluation procedure that uses for which they are intended.

In this research, the researcher used content validity. Brown stated that a test actually samples the subject matter about which conclusions were be drawn, and if required the test taker to perform the behavior that is being measured, it can claim content related evidence of validity, often popularly

[39]Arthur Hughes, *Testing for Language Teachers second edition*, (Cambridge: Caaambridge University Press, 1989),26

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referred to as content validity.[40] Simply, content validity is talk about the content of test. The test that would be given to the students must be made by people who expert or understand about the test. And then the test should be suitable with the curriculum. The content of the test should be suitable with the material and also saw the test according to the purpose.

G. Research procedure

The procedure of action research as follow:

1. Planing the Action

The reseracher prepare everything that related with the reserach as follow:

a. Establishing research schedule

Table 3.2
Research Schedule

No	Activity	Nov				Des				Jan			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Treatment 1 (cycle 1)												
2	Treatment 2 (cycle 1)												
3	Treatment 3 (cycle 1)												
4	Post-Test (cycle 1)												
5	Treatment 1 (cycle 2)												
6	Treatment 2 (cycle 2)												
7	Treatment 3 (cycle 2)												
8	Post-Test (cycle 2)												
9	Etc												

[40] H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Prentice Hall, 2001), 22-23

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b. Preparing lesson plan

c. Preparing the material that was used descriptive text.

d. Preparing the guidance of observation

e. Establishing criteria of success

In this research, the researcher would succed when there is 80% of students could pass the test score that is 75 based on the agreement of the researcher and the teacher and mastery level criterion (KKM) is 75 (seventy five)

f. Establishing research instruments

g. Establishing analytical scoring rubrics

The student test would be scored by using 20 question with reading comprehension passage by multiple-choice format. The scoring rubrics as follow:

Table 3.3
Scoring rubrics of reading test

Rated qualities	Number of questions	Point	Behavior statement
Vocabulary	8	5	The students' answer is true
		0	The students' answer is false
Specific information	6	5	The students' answer is true
		0	The students' answer is false
Main idea	4	5	The students' answer is true
		0	The students' answer is false
Inferen	2	5	The students' answer is true
		0	The students' answer is false

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2. Implementing the action

First step was preparing the material. Then, the second was grouping. The researcher divided the students into groups, each group consisted of two students. And then the researcher wrote the title of the text in the whiteboard and the researcher asked the student about the title of the text. The aim was to make sure that the students had some background about the text before reading the text, the name of this step was preview. After that the researcher gave the text to the students. The students were allowed to read the text to identify the words. The next was click and clunk, click means student knew the meaning of the words, and clunk was the student do not know the meaning of the words. The researcher asked the students " is everything clinking? " if the answer is "yes " go on to the next step. If the answer was "no" the researcher allowed the student to search the meaning on the dictionary. The next step was "get the gist", the researcher asked the students to underline the important things in the text. Then the last step was wrap up or do exercise of reading comprehension.

3. Observing the action

In this step the researcher and the teacher collaborated to write all events which was happened in the class, and also carried out observation toward implementation of the action using check list. When they observed the students they should notice and note all of activities in the teaching learning process.

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4. Reflecting the action

This step is aimed to reflect or evaluate from phase before. the teacher and researcher discussed about the learning process. Whether, the device successful or not. Also, it was done to find the weakness and the advantage of the device then find out the appropriate solution. If there still found some problems, it needed to move to the next cycle until it solved. In this step the researcher and the collaborator gave evaluation and reflection in every meeting.

H. The criterion of success

This research considered successful if the research objective indicator is reached. The researcher and the English teacher held a collaboration for determining the criteria used in the success of learning. The achievement indicator in this research was when the students reach the minimum score 75 are equal to higher that 80% of total student in the research.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research findings

Research findings were obtained from the beginning to the end of the teaching and learning process. The study was conducted at SMP Nurul Islam Jember in academic year 2020/2021 October, November and Desember 2020. The implementation of this action research was conducted in two cycles, each cycle consisted of two meetings and one post-test. It was conducted to find out the improvement of students' reading comprehension by using Collaborative Strategic Reading (CSR). The explanation could be seen below:

The implementation of collaborative strategic reading

The research consisted of two cycles. It was done in October, November and Desember 2020. After finishing the cycle, the researcher conducted post test to know the improvement of the students' reading comprehension. The description of implementation was explained as follows:

1. The first cycle

a. Planning in cycle 1

After knowing the condition of the students based on the discussion with the English teacher as the collaborator, the researcher and the English teacher prepared an observation check list, lesson plan, media, comprehension test, and materials in cycle one. The reseacher prepared the lesson plan that had been arranged with the collaborator. The researcher also arranged the lesson plan that

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included appropriate material that was descriptive text. The lesson plan was focused on answer the question based on the text using Collaborative Strategic Reading (CSR) as the strategy and the material was descriptive text about describing place entitled Borobudur temple. The researcher and the teacher designed two meetings for teaching descriptive text using Collaborative Strategic Reading (CSR) and one meeting for post test.

b. Acting in cycle 1

The researcher did teaching and learning process using Collaborative Strategic Reading (CSR) as the strategy to improve students' reading comprehension. The researcher acted as the teacher who did the action by teaching students at the second grade of SMP Nurul Islam Jember used Collaborative Strategic Reading (CSR) as the strategy. The researcher carried out the activities based on the lesson plan for implementing Collaborative Strategic Reading (CSR) in teaching reading. The activities in the class consisted of three activities they were pre-activity, main activity, and post-activity. The activities consisted of three meetings. The first and the second meetings were for teaching material, the third meeting was post-test. It was conducted on November 30th 2020 and December 1st 2020 for meeting. Whereas, the third meeting for post-test that was conducted on Monday, December 7th 2020. Each meeting was described as follows:

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1) First meeting

It was held on November 30th 2020 at 08.20 a.m. – 09.40 a.m, in the 8F class of SMP Nurul Islam Jember academic year 2020/2021. The lesson started at 08.20 a,m,, the researcher and the teacher came into the class, in this research the teacher acted as the observer. Before explaining the activities, the teacher started the class by greeting the students. The teacher introduced the researcher to the students and told them that the researcher would teach the students. The purpose of the teacher was to build a good relationship among the researcher and the students. Then, the teacher sat on the last row of the class. The teacher was an observer who observed the teaching and learning process by filling up the observation check list in order to get any information to what was going on in the class.

At 08.25 a.m., the researcher began the class after the teacher letting her to start the class. The researcher greeted the students, led the prayer and she checked the students' attendance list. The researcher asked the students about the previous material that related with the next material. Before the researcher taught the students, she explained to all students about the aims of the lesson, the material was going to teach and about the strategy that was going to use (Collaborative Strategic Reading (CSR). The researcher asked the students "have you ever heard about

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collaborative strategic reading? *pernahkah kalian menggetahui tentang collaborative strategic reading?* Mostly the students answered "*belum*". So the researcher explained the strategy more details to the students, each step of the strategy, and how to implement the strategy in reading process.

After explaining the strategy to the students, the researcher and the students went to the material that would be used during the research. The material was about descriptive text especially describing place which was chosen by relaying on the curriculum.

At 08.35 a.m, in the main activity, the researcher gave a text to the students entitled "Borobudur Tample". Some students were confused with the paper that the reseacher gave. Then, some students asked the researcher "*teks apa ini miss?*". After that the researcher explained what descriptive text is, the definition, generic structure, language feature, and the another example of the descriptive text. The researcher asked the students to read the title of the text, because that was the first step of the collaborative strategic reading namely preview. Previewing served to motivate the students to keep interesting in the topic and to engage them in active reading from the onset.

Then, the researcher gave the opportunity to the students to read the whole text without open dictionary. From this section, the students and the researcher would know how far the students

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understood each word. During reading the researcher asked to the students “is everything clicking?” if the answer is yes means that the student already understood but if the asnwer is clunk means that the students did not understand with some words. Most of the students answered clunk. Many students asked to the researcher about the meaning of the words. The words that students did not know were, located, needs, preserved, greatest, built, restoration, and foreign. Some students were still confused with click and clunk strategy. The researcher answered some questions and explained more how to implement click and clunk strategy to the students. Then, the researcher guided the students to answer the clunks with fix-up strategy. The students tried hard enough to do fix up strategy, as instead, the researcher let them to open dictionary. But, the researcher made a deal with the students that they could not open the dictionary on the next meeting

On the next step the reseacher asked the students to underline the important things on the text, called get the gist . In addition , the students were divided into groups which each group consisted of four students. After the students had finished in applying preview, click and clunk, and get the gist strategy of collaborative strategic reading, the researcher asked the students to stop their discussion. The researcher asked to each group to stand up and asked some of them to present the result of the

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discussion with their group to the whole class about the new vocabularies, the important things in the text, and the main idea of each paragraph in the text that had been found. The researcher chose three groups, the first groups presented vocabularies, the second group presented the important things in the text, and the last group presented the main idea of each paragraph. Then the researcher compared with the other groups what they found. The purpose was to construct the students' emotional with the other students and to make the students easier to do) the task from the researcher. In between the explanations, the researcher added the material related to descriptive text that should be known by the students that was about there is/ there are and quantifier much, many, and a lot of. The researcher checked the students' understanding about the material by asking the students "I have already explained to you about quantifier, so now, can you please read the text once more and we back to get the gist strategy. and try to find the quantifier on the text ?" then, one student answered " yes miss" the researcher made sure the student really found the quantifier " can you mention it ?" then the student mentioned " many". The researcher was not satisfied with the answer of the student, then the researcher asked the other students to answer in sentence "any one could mention with the full sentence?". In a few minutes the students were quite, then, the researcher gave

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them one point who could mention the sentence. Directly, the students focused on their text to find the sentence. Then, the students answered before rise the hand and answered again "it needed many river stones" and another student answered "Borobudur temple has many stupas and arca budha". Therefore, the researcher knew that the students had already understood.

After twenty five minutes for applying click and clunk and get the gist strategy, the students should answer the question below the text with their groups. In the Collaborative Strategic Reading (CSR) strategy that was called wrap up. Before closing the lesson, the researcher and the students concluded and reviewed the material of the day. Then the researcher asked the students to collect the assignment. The researcher closed the lesson by reciting hamdalah together and salam.

2) Second meeting in cycle 1

The second meeting was conducted on Tuesday, 1st December 2020 at 11:20 am - 12.40 pm. The researcher and the teacher entered the classroom and the teacher was sat on the backside of the class. The researcher opened the class by greeting, asked the leader to lead praying together, and checked the attendance list. In that day, there were two students who were absent. After that the researcher gave questions to the students orally to ensure that the students still remember about the material

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that had been given at the first meeting. The researcher asked the students about what descriptive text was, what the new vocabularies that had been got, what the title of the descriptive text.

In this second meeting, the researcher asked the students to make a group consisted of four students that was different group with the previous meeting. After all the students gathered with their own groups, the researcher gave the text that would be learned in this meeting. After few minutes the researcher asked the students to do the first step of collaborative strategic reading named preview. The students were given text entitled Boyolali regency. Besides, the researcher did brainstorming what already know by the students about how to do preview by asking and answering the students. While, the researcher was walking around to each group to monitor them, there was a group still confused to implement the strategy.

The time for applying preview strategy was over, next to second step that was click and clunk and get the gist. In this step the researcher gave more time than the first meeting, that was 30 minutes. Similar with the previous meeting, the students was asked by the researcher that they had to write down the difficult words that they found in every paragraph in click and clung. The researcher made sure that the students had or did not have

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difficulty in mastering vocabulary by asking them “is everything clicking?”. Most of students answered “clunk”. Then, the researcher let them to apply fix-up strategy to answer the clunk. The students applied fix-up strategy by discussing with their group. There were some students still asked to the researcher the meaning of the word such as, *“ miss artinya* “wonder” *apa miss?*”, “ *miss kalo artinya resemble apa miss ?*”. But, the researcher did not answer the students’ question. However, the researcher guided the students to do fix-up strategy. There were some clunck words found by the students, as wonder, statues, displayed, concrete, resemble, find, seeking, and easily. Next, for the get and gist step, the researcher asked the students to write the most important information such as the place, the person or the things that they found in every paragraph of the text. The students should write the difficult word and the important things on the card.

Before going to the next step, the researcher asked the students to submit the cards on the teacher desk. Then, the researcher checked the cards. While checking the cards, the researcher found that two groups did not write many difficult words. After that, the researcher discussed what they had written on cards together. Moreover, the researcher also explained the language feature related to the text given. The material was about

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quantifier a little and a few. Then the researcher asked the students about the material related to the text "ok now, back to the get the gist strategy, beside, we searched main idea and specific information, please mention the sentence that using quantifier a little or a few." Then, there were some students who rose their hand and said "*saya tau miss*". The researcher asked the students to write the sentence on the whiteboard in order to make the students could read together.

The next 30 minutes, the researcher moved to the next step called "wrap-up". In this step, the students were answering the question related to the text. In this case, the researcher explained that the question related to the text that had already discussed in the class. The researcher also told the students about the available time to finish the questions that was 20 minutes. Besides, the students had to finish the questions by themselves. If they had done, the assignment should submit at the teacher desk.

At last, before closing the meeting, the researcher asked to all students about the difficult words whether that was different or not from each students. According to the cards that had been submitted by the students, the researcher tried to write the difficult words on whiteboard and repeated to remind the students with the words. In addition, after memorizing difficult words the researcher pointed one student to conclude the material of the

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day. To close the meeting, the researcher asked the students to lead the praying in English. Then, the researcher said "*wassalamualaikum wr wb*" and "see you next week".

c. Observing the Action

In observing phase, the researcher and the collaborator observed the situation of the class while the teaching learning process, students' participation, the students' enthusiastic during the learning process and their courage in reading the lesson. The data were described as follows:

Table 4.1
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher			√			3
2.	Students interest in collaborative strategic reading			√			3
3.	Students answer teacher's question about quantifier				√		4
4.	Students ask question to clarify understanding				√		4
5.	Students enthusiasm in doing the task			√			3
Total							17

Note :

1 = Very bad (No attention or respond from the students)

2 = Bad (Only few attention and respond from the students)

3 = Fair / enough (some of students / half of students gave attention and respond)

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4 = Good (more than half of students gave attention and respond)

5 = Very Good (almost all of students gave attention and respond)

The score of the observation as follows:

P = $\frac{S}{N}$ x 100%

= $\frac{17}{25}$ x 100%

= 68 %

According to the observation checklist above, it was concluded that the students were not really pay attention to the researcher as the teacher. Only half of them were do the task well. Some of them still have a talk with others while answering the task. Some of them always asked to the researcher such as:" *miss tidak tau artinya miss"* when the researcher explained by English, *"miss ini apa artinya?*" when the students did wrap-up, almost students always asked *" miss apa artinya ini ?"*. It means that they were still confused with some new vocabularies and felt difficult to arouse their background knowledge for comprehending the text only used the title of the text. There were some students walked to another table, they asked to another group what they wanted to know and they bothered their friends. It made them were not focus on their task. But there were students could answer the researcher's question.

Based on the observation note that had been taken by the English teacher as the observer, the researcher was suggested by the observer that she had to control the class because there were students

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who disturbed the other students while the teaching learning process so the other students could not focus.

d. Evaluating and reflecting

In this phase the researcher and the teacher evaluated and reflected the action in cycle one. After giving the treatment in cycle one the researcher did post-test one. It was held on December 8th 2020 at 11:20 a.m - 12.40 p.m in eight F class of Senior high school Nurul Islam Jember. The test was done in order to know the improvement of students' reading comprehension. The post-test answered twenty multiple choice questions with two descriptive texts each text consisted of ten questions.

The data of students' reading comprehension post-test one could be seen as follow:

Table 4.2
The Students' Reading Achievement in Cycle One Test

No	Students' Initial name	V	S I	M I	I	Total of correct answer	Total score	Criterion of success	Fail /pass
1	AWNZ	30	20	10	5	13	65	75	Fail
2	ANF	35	25	10	10	16	80	75	Pass
3	AQ	30	20	20	5	15	75	75	Pass
4	AF	25	10	20	5	12	60	75	Fail

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5	AAR	35	25	15	10	17	85	75	Pass
6	CP	20	30	20	10	16	80	75	Pass
7	CIVN	35	25	10	5	15	75	75	Pass
8	FA	30	20	20	10	16	80	75	Pass
9	FS	30	30	10	5	14	70	75	Fail
10	FZS	20	20	15	5	12	60	75	Fail
11	GCM	30	20	20	10	16	80	75	Pass
12	JBR	25	25	10	-	12	60	75	Fail
13	LN	20	25	10	10	13	65	75	Fail
14	MFNH	35	30	15	5	17	85	75	Pass
15	MS	25	25	15	10	15	75	75	Pass
16	NDQA	30	15	20	10	15	75	75	Pass
17	NDRD	15	20	10	10	11	55	75	Fail
18	NNAK	25	15	10	10	12	60	75	Fail
19	NDF	30	20	15	10	15	75	75	Pass
20	NS	35	25	10	10	16	80	75	Pass
21	NMIS	35	20	15	10	16	80	75	Pass
22	RR	30	20	15	-	13	65	75	Fail
23	RH	25	25	15	10	15	75	75	Pass
24	RA	40	20	20	10	18	90	75	Pass

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25	RM	35	20	15	5	15	75	75	Pass
26	SDA	30	10	10	10	12	60	75	Fail
27	SN	25	25	15	-	13	65	75	Fail
28	SWM	35	30	10	10	17	85	75	Pass
29	US	30	25	20	10	17	85	75	Pass
30	WAAY	40	20	10	5	15	75	75	Pass
31	WS	20	30	20	-	14	70	75	Fail
32	ZLH	35	10	20	10	15	75	75	Pass
Total		940	700	470	235		2340		
Mean		29,37	21,87	14,68	8,37		73,12		
Percentage							62,50%		

Note :

V = vocabularies

SI = specific information

MI = mind idea

I = inference

In the post-test one, the total of the students' score was 2340 and the total of the students who did the test was 32, so mean of the students' score was:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{2340}{32}$$

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$$\bar{X} = 73{,}12$$

After knowing the students' average score, the researcher tried to know the students' percentage at posttest one, that was :

$$P = \frac{F}{N} X\ 100\%$$

$$P = \frac{20}{32} X\ 100\%$$

$$P = 62{,}50\ \%$$

The result of the first post-test shown the average score were 73, 12, it showed that the student was still had low average score in reading comprehension. Only 20 of 32 students who passed the target score, that was 75. The percentage of students who passed Standard Minimum Score (KKM) just only 62,50% under 80% of criterion of success.

From the result of the observation and the score of the post-test one, it was known that the students had not achieve the criterion of success yet. From the first cycle, it could be seen that the students still had difficulties in mastering vocabularies, confusing apply the strategy, and still could not understand what was the text tell about. From those reasons, the researcher as the teacher just gave the material with little example and gave explanation about the strategy without guiding and asking the students one by one. There were many students were still confused with the material given. It seemed that

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they needed more explanation deeply about the material and the strategy.

In the other hand, the observer suggested to the researcher as the teacher to give more attention to all students, and motivated the students to be more active in class. The observer also suggested to the researcher to give more explanations and guidances to the students, especially in understanding some new and difficult vocabularies. It has better to add a picture under the title to help the students to arouse their background knowledge for made them easily to understand the taxt. It was concluded that the researcher and the collaborator still needed more cycle to make the students' reading ability better than before.

From the result of the reflection above as the action in first cycle did not achieved the criteria of success yet, the researcher and the collaborator decided to conduct cycle 2.

2. The second cycle

a. Planning

In this second cycle, the researcher and the collaborator rearranged the lesson plan based on the reflecting phase in the first cycle. The researcher and the collaborator were sharing ideas about the lesson plan, the materials, and the students' worksheet. To get the maximum result in this research, the researcher and the collaborator solved the problems that found in the first cycle by adding the lesson

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plan with picture under the title to arouse their understanding in preview stage that was related to the material descriptive text through Collaborative Strategic Reading. The researcher as the teacher would give more attention to the students, and the researcher would give motivation to the students be more active in class. For this planning, the picture would be served in the text and the teacher gave the title before giving the text to the students. Besides, the researcher and the collaborator also prepared observation check list to get a note according to classroom activities.

b. Acting

This second cycle was divided into three meetings. The first and the second meeting was the material and the third meeting was used to conduct a post-test two. The action of the second cycle was conducted on Monday, December 14th 2020 and Tuesday, December 15th 2020. The researcher would teach the students with the same strategy that was Collaborative Strategic Reading. The activity in the teaching and learning process was still same with the previous activities they were pre-activity, main activity, and post-activity. The acting in this cycle would be described as follows:

1) First meeting in cycle 2

This meeting was held on Tuesday, December 8th 2020. The class was started at 11.20 a.m. until 12.40 p.m. in the 8F class of SMP Nurul Islam Jember academic year 2020/2021. In

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opening the class, the researcher and the collaborator entered the class, greeting, and asked one of the students to lead the prayer. Before that, the researcher made sure that the students could sit well. Then, the collaborator was sitting on the backside of the class. After that, the researcher checked the students' attendance in that day. All of the students were present. The researcher reviewed students' memorization about the previous material that the students had learned by giving some questions orally. Then, the researcher reviewed the strategy that was collaborative strategic reading.

In the main activity, the researcher asked the students to make a group consisted of 4 members but different member with the previous meeting. After the students found their own groups, the researcher asked each group to choose the leader to take the paper and note which related to the material, descriptive text. Then, the researcher asked the students "is there any title of the text?" the students answered together "yes miss". "what is the title of the text?" and several students answered loudly " Jember regency ". Then, the researcher wrote the title of the descriptive text that was going to learn on that day "Jember Regency" on the white board. Then, the researcher asked "what is the meaning of Jember regency?" some students answered "*kabupaten Jember*". Next, the researcher showed picture to the students on the paper.

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Then, the researcher made sure that the students had background about Jember Regency by asking “could you mention some things related to the title? “ some students answered “*kota*”, “*alun-alun*”, “JFC”. The researcher gave positive feedback to the students and asked them to write down what do they already know about the topic. Before going to the next step of the strategy, the researcher gave the descriptive text to them.

Next, during reading section, the researcher asked each group to implement click and clunk and get the gist. Dealing with click and clunk strategy, the researcher asked them to read the text and write the difficult words they found in each paragraph on the note or card. Sometimes the researcher asked the students “is everything clicking?” The answer of the students was still the same with the previous meeting in cycle one that was “clunk”. But, the difficult words that they found were not as much as the previous meeting. They were eastern most, island, strait, visit, annual, and acculturation. Then dealing with get the gist strategy, the researcher asked them to write the most important information, such as the place, the things they found in every paragraph of the text. The question were, “can you mention some public places in Jember regency and write down on the card?”, the researcher also asked “ can you give any information about Jember regency?” the students answer “ yes miss”. Then, any

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students asked the researcher "*miss, apakah ini mencari informasi tentang jember dari dalam bacaan miss*?","Yes, that's right" answered the researcher. After the time was up for click and clunk and get the gist step, the researcher asked the students to submit their card. Then the researcher discussed with the students about vocabularies and the important things that had been found by the students. Then, the researcher reminded the students about the generic structure. In addition, the researcher also explained the additional material. The material was about quantifier some, any, several and a number of. The researcher tried to check the students' understanding by asking them. Besides, the researcher also invited the students back to get the gist strategy. "Students, let's back to get the gist strategy, please find the sentence that included some, any, several and a number of!" the students answered "yes miss". "can you give me the sentence please ?" the researcher said. Then, one of student rose her hand and answered "beside some beautiful places and a famous carnival". The other student also rose her hand and answered, "several maduranese people live there". The researcher asked the students to give applouse to the students wo had given the example.

Next, the researcher asked the students to come back to their own chair and continued to the next step that was wrap-up strategy. Before that, the researcher discussed with the students

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about the difficult words that found by the students. Next the researcher gave the questions to the students and let them to answer 10 questions in 30 minutes. The questions contained of 4 questions for vocabularies such as “the word “famous” in line 7 is closest in meaning to which of the following? a.well-known b.exposed c. special d. excellent” , 3 questions for specific information such as “ how many culture in jember regency ? a. one b. two c. three d. four” , 2 questions for main idea such as “What is the main idea of the first paragraph ? a. Jember is a regency in East Java b. Jember is a beautiful place c. Jember has a unique culture d. Jember has a famous carnival”, and one question for inference such as “From the text above we can conclude that jember regency is.. . a. One of beauty regency in Java Island b. Regency in West Java c. Regency that has a unique culture d. Jember is near enought from Bali Island” . After that, the researcher asked the students to submit the paper at teacher desk.

After conducting wrap-up strategy, the researcher asked to the students whether there was any difficulty or not dealing with the topic they learned at that day. The topic was about quantifier some, any, saveral and a number of. The researcher asked “any question or problems with the topic?” and the whole class said “ no miss“. Next, the researcher made the summary about the

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lesson together with all the students. After that, the researcher closed the meeting by giving salam.

2) Second meeting in cycle 2

The second meeting was conducted on Monday, December 14th 2020 at 08.20 – 09.40. The researcher and the collaborator entered the classroom. To prepare the class, the researcher greeted the students, led a pray and checked the students' attendance. The researcher began the material by reviewing the last lesson that was given in the previous lesson.

Then, in the third meeting, the students studied in a group which the members were different with the previous one. This activity made the class situation became so crowded when the students looking for their new group. That made the researcher asked the students to count one until eight. Then, the students who had same number were in the same group. Every group consisted of four students. After the groups were arranged, the researcher gave the text and cards to the students.

After few minutes the researcher asked the students to implement preview step. The researcher wrote the title of the text," my wonderful class". The researcher asked the students to look at the picture on the paper, then the researcher asked the student "*apa yang kalian lihat di dalam gambar setelah membaca judul yang miss oryza tulis di papan?*". The students answered

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loudly "*papan tulis miss*", "*gambar presiden miss*", "*kelanya rapi miss*". After that, the researcher gave time to the students to read the text. As the preview activity was done, the students implemented click and clunk step. On the other hand, the researcher asked the student "is everything clicking?" almost a half of students answered clunk, it means that the students still had difficult words. For that reason, the researcher asked the students to write the difficult words that they found in the card. In this time, the students just found fewer difficult words than previous meeting, such as mop, pin mark, comfortable, illuminate, and maintaining. The students directly applied fix-up step without guiding. Then, the next strategy that should be applied by the students was get the gist. The researcher invited the students to underline the important things in the text as called get the gist strategy. After that, the researcher asked the students to submit their card on the teacher's desk. Then, the researcher discussed with the students about vocabularies and the important things together. In addition, the researcher also explained the material. Related to the text, the material was about preposition (above, behind, between, on, at, in, in front of, next to, under, on the left, and on the right). After that, the researcher invited the students back to get the gist strategy. "students, let's back to get the gist strategy, please find the sentence that include preposition

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above, behind, between, on, at, in, in front of, next to, under, on the left, and on the right!" the students answered " yes miss". The students were responsive to answer the researcher. They could found preposition in the text, that were, in, on, above, in front of.

After applying click and clunk and get the gist step, the researcher continued to the next strategy that was wrap up startegy. Before the students applied wrap up strategy the researcher explained to the students about the material related to descriptive text. The material was about preposition (above, behind, between, on, at, in, in front of, next to, under, on the left, and on the right). After explaining the material, the researcher gave the worksheet to the students. They should answer ten multiple choice questions related to the text by themselves in 30 minutes.

Five minutes before the time, there were six students could finish the questions. The others needed longer time to finish it. After applying every stages of collaborative strategic reading, the researcher asked the students to conclude the material of that day. One of the students delivered a good conclusion that made the other students got the point of the material. Furthermore, the students were informed that the next meeting they would have post-test 2. The test covered several reading competences, they

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were: determining vocabulary, main idea, specific information, and inference.

In closing stage, the researcher asked to the students whether or not they got any difficulties dealing with the material that they learned at that day. Some students answered that they could follow the lesson well. Then, the researcher also asked them about their feeling during reading class. Most of students answered that they were very happy. In the end of the class, the researcher asked the student to lead the prayer and close the class by salam.

c. Observing The Acting

Observing was conducted in order to get some information about the teaching learning reading process by using Collaborative Strategic Reading (CSR). The researcher and collaborator observed the situation, students' participation and responses, and the students' enthusiastic in the class while teaching learning process. The data was described as follows:

Table 4.3
Observation checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher					√	5
2.	Students interest in collaborative strategic reading					√	5

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3.	Students answer teacher's question				√		4
4.	Students ask question to clarify understanding				√		4
5.	Students enthusiasm in doing the task					√	5
Total							23

Note :

1 = Very bad (No attention or respond from the students)

2 = Bad (Only few attention and respond from the students)

3 = Fair / enough (some of students / half of students gave attention and respond)

4 = Good (more than half of students gave attention and respond)

5 = Very Good (almost all of students gave attention and respond)

The score of the observation as follows:

$$P = \frac{S}{N} \text{ x } 100\%$$

$$= \frac{23}{25} \text{ x } 100\%$$

$$= 92\ \%$$

According to the result of the observation checklist above, it was concluded that the students interested in doing learning activity by using collaborative strategic reading and they were enthusiastic in doing the task. The students could understand the difficult words and comprehend the text well. They focused on the material and followed the teacher instruction. There were no students walked to another table

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but focused on applying the strategy with their group. Most of the students understood well how to apply Collaborative Strategic Reading. Seemed that they enjoyed reading by applying Collaborative Strategic Reading (CSR) it was proved by their focus in doing activity and they less mistakes in understanding vocabularies. They felt easy in understanding the text after doing some stages of Collaborative Strategic Reading (CSR).

Based on the observation sheet that had been taken by the English teacher as the observer, the researcher had implemented collaborative strategic reading as a strategy better than previous performance in cycle 1. The students were active in the classroom and they were enthusiastic in doing the task. It could be seen on the score of the observation that was 92 %. It showed better improvement for the students' behavior related to the reading by applying CSR than the cycle 1.

d. Evaluating And Reflecting

In this phase the researcher and the collaborator evaluated and reflected the action and the result of observation and post-test in cycle 2. After having two meetings, the researcher did the post-test 2. It was held on Tuesday, December 15th 2020 at 11.20 a.m – 12.40 p.m in the eight F class of Junior High School Nurul Islam Jember in academic year 2020/2021. The test was done to know the improvement of students' reading comprehension.

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The result of the post-test 2 was as follow:

Table 4.4
The Students' Reading Achievement in Cycle Two

No	Students' Initial name	V	S I	M I	I	Total of correct answer	Total score	Criterion of success	Fail /pass
1	AWNZ	30	20	20	10	16	80	75	Pass
2	ANF	40	30	10	10	17	85	75	Pass
3	AQ	40	25	15	10	18	90	75	Pass
4	AF	30	20	20	5	15	75	75	Pass
5	AAR	30	30	15	10	17	85	75	Pass
6	CP	20	30	20	10	16	80	75	Pass
7	CIVN	40	30	10	10	18	90	75	Pass
8	FA	30	20	20	10	16	80	75	Pass
9	FS	35	30	15	10	19	95	75	Pass
10	FZS	35	20	15	5	15	75	75	Pass
11	GCM	40	25	20	10	19	95	75	Pass
12	JBR	30	25	25	10	18	90	75	Pass
13	LN	35	20	10	10	15	75	75	Pass
14	MFNH	35	30	10	10	17	85	75	Pass
15	MS	35	25	20	10	18	90	75	Pass
16	NDQA	40	25	20	10	19	95	75	Pass

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17	NDRD	35	20	10	10	14	70	75	Fail
18	NNAK	35	25	10	10	16	80	75	pass
19	NDF	30	25	20	10	17	85	75	Pass
20	NS	35	25	20	10	16	80	75	Pass
21	NMIS	40	25	15	10	18	90	75	Pass
22	RR	30	20	10	5	13	65	75	Fail
23	RH	30	20	15	10	15	75	75	Pass
24	RA	40	25	20	5	18	90	75	Pass
25	RM	35	25	10	10	16	80	75	Pass
26	SDA	30	10	20	10	14	70	75	Fail
27	SN	30	20	10	10	14	70	75	Fail
28	SWM	40	30	15	10	19	95	75	Pass
29	US	35	30	20	10	19	95	75	Pass
30	WAAY	40	25	15	5	17	85	75	Pass
31	WS	25	20	20	5	14	70	75	Fail
32	ZLH	30	20	20	10	16	80	75	Pass
Total		1085	770	515	290		2645		
Mean		33,90	24,06	16,09	9,06		82,65		
percentage							84, 37%		

Note :

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V = Vocabularies

SI = Specific Information

MI = Mind Idea

I = Inference

In the post-test 2, the total of students' score was 2645 and the total of the students who took the test was 32. So, the average score of the students' was:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{2645}{32}$$

$$\bar{X} = 82{,}65$$

The percentage of students who passed the post-test 2 was:

$$P = \frac{F}{N} X\ 100\%$$

$$P = \frac{27}{32} X\ 100\%$$

$$P = 84{,}37\ \%$$

The result of the second post-test shown the average score 82,65, it means that the students improved their reading comprehension in that school. The percentage of students who passed the standard minimum score (KKM) was 84,37%. It meant that they passed the criterion of success that was 80%. The researcher concluded that using collaborative strategic reading could make the students' reading comprehension better than before. In this second

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cycle the researcher and the collaborator were satisfied because of their hard work to improve the students reading comprehension in this case descriptive text using collaborative strategic reading had been reached. There were many improvements after applying the second cycle such as, the result of the students' participation in the learning reading descriptive text was better that the first cycle. It also could be seen that the behavior of the students while the researcher was explaining the strategy and discussing the text were changed, they followed the teacher instruction well, answered teacher questions correctly, and asked some question actively. Then in the classroom, the students felt easy to comprehend the text and felt enthusiastic in learning reading for instance the identification descriptive text by making note and underlining the text for the answer. As the result they can answer correctly.

Table 4.5
Students' score from pretest to post-test 2

No	Students' initial names	Pretest	Post-test 1	Post-test 2
1	AWNZ	40	65	80
2	ANF	75	80	85
3	AQ	75	75	90
4	AF	45	60	75
5	AAR	80	85	85
6	CP	60	80	80
7	CIVN	60	75	90

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8	FA	75	80	80
9	FS	70	70	95
10	FZS	70	60	75
11	GCM	80	80	95
12	JBR	60	60	90
13	LN	55	65	75
14	MFNH	80	85	85
15	MS	75	75	90
16	NDQA	45	75	95
17	NDRD	55	55	70
18	NNAK	55	60	80
19	NDF	75	75	85
20	NS	60	80	80
21	NMIS	75	80	90
22	RR	40	65	65
23	RH	60	75	75
24	RA	80	90	90
25	RM	80	75	80
26	SDA	55	60	70
27	SN	60	65	70
28	SWM	75	85	95
29	US	75	85	95
30	WAAY	45	75	85
31	WS	50	70	70
32	ZLH	75	75	80
Total		2060	2340	2645
Mean		64,37	73,12	82,65
Presentage		43,75%	62,50%	84 ,37%

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There was improvement of students' score in reading comprehension by using collaborative strategic reading. It also could be seen after comparing the result of the pretest, post-test1, and post-test 2. From the table above, in the pretest, the students' average score was 64,37 and the percentage of the students who passed the pretest was 43,75% it meant that there were 14 students who passed the pretest and 18 students did not pass the pretest. After the researcher conducted action research by applying the collaborative strategic reading then the researcher gained the score of the post-test 1 from the cycle 1. In post-test 1, the students' average score was 73,12 the percentage of the students who passed the post-test 1 was 62,50% , it meant that there were 20 students who passed the post-test 1 and 12 students did not pass the post-test 1. From that calculation, it meant that in first cycle of Classroom Action Research (CAR) there were some students who still low or under criteria of success. Furthermore, in post-test 2, the students' average score was 82,65 and the percentage of students who passed the post-test 2 was 84 ,37%. It means that, there were 27 students who passed the post-test 2 and 5 students did not pass the post-test 2. The percentage of the result of post-test 2 showed an improvement from the previous test.

The researcher analyzed the improvement of students' reading comprehension score from pre-test up to post-test 2 used this formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

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Note :

P = percentage of students' improvement

y^1 = pre-test

y = post-test 2 result

The improvement of reading comprehension score from pre-test to post-test 2 and the aspect of reading comprehension can be seen as follow:

The improvement of reading comprehension score

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{82{,}65 - 64{,}37}{64{,}37} \times 100\%$$

$$P = 0{,}283983222 \times 100\%$$

$$P = 28{,}39$$

At last, it was clear that the students reading comprehension improved optimally in the end of second cycle. In the other word, the implementation of collaborative strategic reading had improved students' reading comprehension which covered four indicators such as vocabulary, main idea, specific information, and inference.

B. Discussion

This section presented the discussion of the research finding which related to the theories. Improving students reading comprehension by using collaborative strategic reading as the strategy could help the students identified their difficulties in reading. It could be seen from the students' score which was gradually improved. From the data of preliminary study, the

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students average score was 64,37 and the percentage of the students who reached the standard minimum score was 43,75%. It proved that the students reading comprehension was still low. The researcher needed an appropriate strategy to solve the students' difficulty in reading comprehension. The researcher found a strategy that could solve the students' difficulty in reading comprehension that was collaborative strategic reading. Collaborative strategic reading (CSR) is a exelent strategy for students to improve their reading comprehension and building vocabulary and working together cooperatively.[41]

Collaborative Strategic Reading (CSR) had gained good response from the students. It could improve the students reading comprehension. Collaborative Strategic Reading (CSR) strategy created the different situation in the class because it could make the students more active in learning process. CSR is a reading comprehension strategy which engages students to work in small cooperative groups in applying the four steps of reading strategies which covered preview, click and clunk, get the gist, and wrap up strategy to facilitate reading comprehension for the students with reading, learning, and behavior problems included in general education classroom.[42] The students' response when applying Collaborative Strategic Reading (CSR) strategy indicated that students were really interactive in the class. This in in line with Janette K. Klingner and Sharon Vaughn, they said that the goals of

[41] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1.
[42] Elyya Dwi Puspita," Improving Students Reading Comprehension Using Collaborative Strategic Reading (CSR)", (Thesis, Sebelas Maret University), 125.

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CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement.[43] It also could be seen from the students score after the researcher implemented Collaborative Strategic Reading (CSR) strategy. The students average score in pretest was 64,37 and the percentage who achieved the minimum score was 43.75% (14 of 32 students). After the researcher implemented Collaborative Strategic Reading, the average score of the post-test 2 was 82,65 and the percentage who achieve the minimum score was 84,75% (27 of 32 students). It proved that there was improvement of the students reading comprehension. The improvements after applying the second cycle such as, the result of the students' participation in the learning reading descriptive text was better than the first cycle. It also could be seen from the students' behavior changing while the researcher was explaining the strategy and discussing the text. They followed the teacher instruction well, answered teacher questions correctly, and asked some question actively.

The researcher decided to stop the action since the result of the second cycle had shown a good improvement in students reading comprehension and reached the target of criterion of success. It could be seen from the research finding above. The result of the observation showed that the students were easy to catch the text by reading the title. As stated by one of the strategies on Collaborative strategic reading that was preview, preview was students thought what they already know about the topic and predicted what the

[43] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1.

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passage might be about. The students' vocabularies and comprehending text significantly increased. Since this strategy was easy to be implemented, the students felt enjoy in doing reading activity. They could read step by step and do the task in small cooperative groups. That was related with the procedure of the collaborative strategic reading state by Klinger and Voughn, 1. Preview: prior to reading, students recall what they already know about the topic and to predict what a passage might be about. 2. Click and Clunk: during reading, students monitor comprehension by identifying the difficult words and the concepts on the passage, and using fix-up strategy when the text does not make sense. 3. Get the Gist: during reading, students restate the most important idea in paragraph or section. 4. Wrap-up : after reading, students summarize what has been learned and generate questions that a teacher might asked on a test.[44] And based on Wendy Jollife's book, cooperative learning requires pupils to work together in a small group to support each other to improve their own learning and that of others.[45]

Concerning to their ability in reading, their reading comprehension was better. They could master vocabulary better than before applying the strategy. They knew what main idea and specific information were. They also knew to determine the general information such as, identification and descriptions. In the end, they could give conclusion from the text. The students began to know about comprehending the text because they could read the text step by step.

[44] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1-4

[45] Wendy Jollife, Cooperative Learning In The Classroom Putting It Into Practice, (London, Paul Chapman Publishing,2007), 3.

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When the students were divided in a group, the students were confidence to share their opinion or answer the question in the whole class after discussing together with their groups.

Teaching reading by using Collaborative Strategic Reading (CSR) also improved students' behavior toward teaching learning process. Cooperative learning in CSR made the students more active, communicative, and confident. Meaningful task had been assigned to all groups members also enabled the students to reduce useless activity they did and made them to spend greater time for interesting in their academic activity during teaching learning process occurred. M.J.Z. Abidin state that there are benefits of collaborative strategic reading (CSR) such as, promoting student and academic achievement, increasing students retention, enhancing students satisfaction with their learning experience, helping students develop skills in oral communication, developing students' social skills, promoting students self-esteem, and helping to promote positive race relation.[46] It could be concluded that the purpose of collaborative strategic reading (CSR) is to facilitate the students to improve their reading comprehension by working in groups and to better understand the material in their reading assignment.

Teaching reading by using Collaborative Strategic Reading (CSR) strategy in the class had advantaged for the students and researcher. The advantages by implementing Collaborative Strategic Reading (CSR), for the students, they had appropriate "think time", the quality of their responses improved, so that can improve the reading skill and get quick responses the

[46] M. J. Z. Abidin, "Collaborative Strategic Reading (Csr) Within Cognitive And Metacognitive Strategies Perspective", *Europian Journal Of Business And Managemen*, Vol 4.No.1, 2012, 62

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questions. The activity in strategy encouraged the students to get closer each other. So many students found it safer and easier to involve into a discussion with another classmate. For the researcher, collaborative strategic reading helped the researcher to provide opportunities for struggling reader, English language learner and students with reading dissabilities to interact effectively with peer and enhance their achievement.[47]

Concerning to the disadvantages of using Collaborative Strategic Reading (CSR) to teaching reading comprehension in the class, the researcher prepared the solution to control teaching learning process in the class because the students in groups tend to be busier. The researcher should prepare many materials that would be used in the class. Besides, the students who had more difficulty in reading can't learn as quickly as the other. Because every step of reading in collaborative strategic reading had time, so the students should on time while finishing each step, then it pushed them to do well and quickly. This encouraged the students to train themselves better in answering the questions based on reading text. In fact, the students had a high responsibility, motivation and discipline when they learnt reading by using collaborative strategic reading. This was supported by Refi Ranto Rozaq's statement that collaborative strategic reading (CSR) is effective to helps students to improve

[47] Ikhwanudin, "Imoproving Student Reading Comprehension by Using Collaborative Strategic Reading (CSR) to seventh Grade of MTs Negri Mantingan (A Classroom Action Research At The Seventh Grade Students of MTs Negeri Mantingan In The Academic Year of 2018/2019)" (Thesis, State Islamic Institute of Surakarta , Surakarta, 2019), 35-38.

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their content area reading comprehension. Content area reading is usually considered difficult by the learners.[48]

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[48] The Effectiveness Of Collaborative Strategic Reading (Csr) To Teach Content Area Reading Comprehension Viewed From Students' Intelligence (An Experimental Research At The Eleventh Year Students Of Rintisan Madrasah Bertaraf Internasional (RMBI) MAN 1 Bojonegoro In The Academic Year Of 2012/2013) ,154.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing the research, the researcher concluded that the implementation of Collaborative Strategic Reading (CSR) improved students' reading comprehension. . There were 84,37% students who achieved the minimum score (KKM). I post-test II that was increased from only 43,75% who achieved KKM in pre-test. The improvement of students' reading comprehension was supported by the result of their test score. The data showed that the average score of pre-test was 64,37 and it improved in to 73,12 in the post-test 1 and it also improved into 82,65 in the final post-test, post-test 2.

In addition, the students enjoyed reading by applying Collaborative Strategic Reading (CSR) it was proved by their focus in doing activity and the less mistakes in understanding vocabularies. They felt easy in understanding the text after doing some stages of Collaborative Strategic Reading (CSR). It means that, most of them answered the questions about vocabularies, specific information, main idea, and conclusion correctly.

In conclusion, it can be concluded that collaborative strategic reading (CSR) could improve the students' reading comprehension. Therefore, it can be an alternative effective strategy for teacher to teach reading comprehension in the class. The imprement culd be seen from the result of post-test. There

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were only 43,75% students who could achieve KKM in pre-test then improved become 84,37% in post-test II

B. Suggestion

After implementing this strategy and making conclusion, the researcher would like to give suggestion to the English teacher, students, and the next researcher in this chapter as follow:

1. For English teacher

   The researcher hopes that English teacher will applies Collaborative Strategic Reading (CSR) strategy as an alternative strategy in teaching reading as it made students' reading comprehension better than before and made the students more active and enjoy the lesson.

2. For the next researcher

   The researcher hopes this research can be a reference for the next researcher in order to have better strategy in teaching learning process.

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Appendix 13

DECLARATION OF AUTHORSHIP

The undersigned below :

Name	: Oryza Eka Satifa
Place, date of birth	: Banyuwangi , 14 january 1998
Address	: Pesanggaran , Banyuwangi
Faculty	: Education and Teacher Training
Program	: English Education

State that thesis entitled "Improving Students' Reading Comprehension In Descriptive Text Through Collaborative Strategic Reading (CSR) At Eight Grade Of Junior High School Of Nurul Islam Jember In Academic Year 2020/2021" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember,10th December 2021

Author

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Appendix 1

Research Matrixs

Title	Variable	Indicator	Source of Data	Research Method	General Question
IMPROVING STUDENTS ' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH COLABORATIVE STRATEGIC READING (CSR) AT THE EIGHTH YEAR OF JUNIOR HIGH SCHOOL NURUL ISLAM ACADEMIC YEAR 2020/2021	COLLABORATIVE STRATEGIC READING (CSR) DESCRIPTIVE TEXT	1. The procedure of Collaborative Strategic Reading (CSR) as a strategy 2. The advantages of collaborative strategic reading as a strategy 1. The generic structure of descriptive text 2. Language feature	Students' reading comprehension score (pre-test and post-test)	1. Research Design Classroom Action Research 2. Data Collection method a. Obsevation b. Test (pre-test and post-test) c. Documentation 3. Data Analysis technique : a. Qualitative Stage of CAR : 1) Planning 2) Acting 3) Observing 4) Reflecting b. Quantitative Get the average of students reading comprehension score within before and after the action. The mean of pre-test and post-test are calculated with the	1. How can Collaborative Strategic Reading (CSR) improve the students' reading comprehension at class VIII F of Junior High School Nurul Islam Jember?

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	STUDENTS' READING COMPREHENSION	1. vocabulary 2. Specific information 3. Main idea 4. Inference		formula as follows: $\bar{X} = \frac{\Sigma X}{N}$ $\bar{X}$ = Means of the student score before the action Σx =the sum of the student score before the action N = number of students Then try to get the class precentages which pass the target score of the minimal mastery level criterion (KKM). P =$\frac{F}{N}$ x 100% P = the class percentage (students who pass the test) F = total percentage score N = Number of	

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				students The last, try to analyzes the students percentage reading comprehension score from pre test up to post test. it used to know whether students improve their score or not. P = $\frac{y1-y}{y}$ x 100% P = percentage of students' improvement y = pre-test result y1 = post-test 1 4. Criteria of Succes : 80%	

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Appendix 2

THE RESULT OF OBSERVATION

(Field Note)

Time and Place of interview

Day : Thursday

Date : 5th November 2020

Time : 08.00- finish

Respondent

1. English Teacher
2. Students of class VIII D

Note

R : Researcher

ET : English Teacher

S : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

***R** : bagaimana perkembangan Bahasa Inggris siswa kelas VIII F bu?*

***ET** : perkembangannya biasa saja mbak, tapi ada beberapa murid yang sudah bisa memahami bahasa inggris baik reading maupun speaking namun hanya beberapa saja*

***R** : apakah kemampuan siswa kelas VIII F rata-rata rendah di reading bu?*

***ET** : iya mbak, sekitar 75% siswa rendah di reading*

***R** : apa kesulitan ibu dalam mengajar bahasa inggris khususnya dalam mengajar reading ?*

***ET** : kesulitanya itu siswa malas mengartikan mbak. Mereka malas membawa kamus. Sedangkan kosa kata yang mereka kuasai masih sangat rendah.*

***R** : apakah pernah membuat kelompok dan dengan cara bertahap dalam pembelajaran reading, seperti Collaborative Strategic Reading (CSR) misalnya supaya siswa lebih aktif ?*

***ET** : belum mbak, saya belum pernah memakai strategy itu ataupun membuat kelompok ketika mengajar reading.*

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***R** : lalu strategi seperti apa yang biasa ibu gunakan untuk mengajar reading ?*

***ET**: biasanya saya memberi mereka teks lalu kit abaca bersama-sama, saya membaca terlebih dahulu lalu siswa menirukan, itu untuk melatih pronounciation mbak. Saya juga meminta siswa mengartikan teks tersebut mbak.*

***R** : bagaimana cara ibu mengetahui benar atau salahnya pronunciation mereka saat membaca ?apakah ibu meminta siswa satu persatu membaca teks nya ?*

***ET** : tidak mbak, saya biasanya hanya menunjuk salah satu siswa untuk membaca dan yang lannya hanya menyimak. Jika ada pronounciation yang salah saya benarkan. jika siswa saya minta baca satu persatu waktunya tidak cukup mbak.*

***R** : Ooo begitu nggeh bu,lalu setelah itu apakah mereka diberi exercise bu ?*

***ET** : iya mbak, pasti ada exercisenya, setelah membaca teks siswa akan mentranslate teksnya lalu menjawab soal mbak.*

***R** : apa mereka mentranslatenya secara individu bu ? lalu bagaimana saat mereka menemukan kata yang sulit namun tidak dapat menemukan artinya di dalam kamus karena kamusnya tidak lengkap ?*

***ET** : iya bak dikerjakan secara individu, kalau ada kata-kata yang tidak dimengerti nanti saya tulis di papan dan diberitahu artinya.*

***R** : berapa KKM untuk reading bu ?*

***ET** : 75 mbak*

***R** : lalu berapa nilai rata-rata siwa untuk reading bu ? Apakah sudah diatas KKM ?*

***ET** : belum mbak, hanya beberapa. Diantara 32 siswa yang diatas KKM hanya 43%.*

***R** : rencananya saya akan menggunakan Collaborative Strategic Reading (CSR) untuk mengajar reading bu, bagaimana jika saya menggunakan Collaborative Strategic Reading (CSR) di kelas VIII F bu?*

***ET** : iya mbak tidak apa-apa, boleh kok asalkan strategi yang mbak mau gunakan ini bisa meningkatkan reding siswa dan memudahkan saya juga nantinya*

***R** : baik bu,untuk jadawal mengajar di kelas VIII F di hari apa saja, dan waktuya jam berapa nggeh bu?*

***ET** : senin jam 08.00-09.30 dan hari selasa11.20-12.40 masing-masing 2 jam pealajaran mbak*

***R** : terimakasih bu atas waktunya, maaf sudah mengganggu waktunya, jika ada yang masih saya ingin saya tanyakan saya akan menghubungi jenengan kembali nggeh*

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***ET** : iya mbak sama-sama, samean bisa langsung WA saya saja nanti*

***R** : baik bu*

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

***R :**adik-adik bagaimana menurut kalianpelajaran Bahasa Inggris ?suka pelajaran atau tidak*

***S :** biasa aja miss*

***R :** kenapa kok biasa saja? Apa bahasa inggris itu sulit bagi kalian?*

***S :** iya miss, sulit sekali*

***R :** kalau belajar reading atau membaca dan mengerjakan soal yang berkaitan dengan bacaan bagaimana ?*

S1 : iya miss, itu juga susah miss, bikin pusing miss, jadi bingung mau memnjawab soalnya miss.

R : biasaya kalau di kelas bagaimana belajar readingnya ?

***S2 :** biasanya di suruh membaca teks gitu miss, mengartikan teks.*

S3 : iya miss, biasanya juga menjawab soal miss

***S4 :** iya miss, biasanya membaca bersana dulu sama buguru, lalu buguru menunjuk slah satu siswa untuk membaca sendiri.*

S1: iya miss setelah membaca baru menjawab soal sendiri-sendiri miss.

***R :** apa yang membuat kalian kesulitan dalam pelajaran reading ?*

S : kalau saya kesulitan ketika mengartikan miss

S3: iya miss, kalau sudah tidak tau artinya jadi susah untuk menjawab soal miss.

R : oo begitu , apakah ketika pelajaran reading kalian tidak pernah kelompok dan membaca bertahap, seperti memahami judulnya, lalu mecari kata-kata sulit, baru membaca keseluruhan teks dan mengerjakan soal bersama ?

S2: belum pernah miss.

***R :** nah, kalo miss oryza kasih kalian cara untuk lebih mudah dalam pelajaran reading bagaimana? apa kalian mau?*

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S :*mau banget miss*

R : *baik, nanti kita coba ya, tapi sebelumnya miss oryza ucapkan terimakasih karena kalian mau menjawab pertanyaan dari miss oryza, dan juga miss oryza minta kerjasamanya untuk penelitian saya ini supaya penelitiannya berjalan lancar*

S : *iya miss*

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Appendix 3

YAYASAN NURUL ISLAM JEMBER
SEKOLAH MENENGAH PERTAMA NURUL ISLAM JEMBER
"TERAKREDITASI A"
Jl. Pangandaran 48 Antirogo – Jember Kode Pos 68125

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

PERTEMUAN PERTAMA

A. **KOMPETENSI INTI**

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta

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informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang

3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.

4.6.2 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat memahami, menyimak dan membaca teks deskriptif sederhana dengan benar.
2. Siswa dapat mengidentifikasi isi teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan usur kebahasaan.
3. siswa dapat menjawab soal mengenai teks deskriptif dalam bentuk pilihan ganda.

E. MATERI PEMBELAJARAN

- Materi Pokok : teks deskriptif
- Fungsi sosial :
  - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Generic Structure :

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- Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.
- Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khsus atau sifat-sifat yang ada dalam benda, orang, tempat. Atau binatang yang sedang dijelaskan.

- Unsur Kebahasaan :
  - Ungkapan dengan *There is/are*
  - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: *in, on, under, in front of, between, above, behind,under, on the left, on the right and next to* .
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
- Input text

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is located in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its situation. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed many river stones, it were more than two million river stones. It is the biggest temple in the world. Borobudur tample has many stupas and arca budha. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire

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Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

F. STRATEGI, BAHAN, DAN SUMBER BELAJAR

a. Strategi : collaborative strategic reading
b. Bahan : kertas, papan tulis, spidol
c. Sumber Belajar : buku paket bahasa inggris ‘’bright an english kelas VII SMP, 2013”

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITASGURU	AKTIFITAS MURID	WAKTU
Pre-Activity	1. Memberi salam kepada siswa untuk mengawali pembelajaran. 2. Guru meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran 3. Menanyakan kabar kepada siswa. 4. Mengabsen siswa terlebih dahulu. 5. Membahas/ menanyakan materi sebelumnya. 6. Guru menyinggung materi yang akan di bahas selanjutnya. 7. Guru memberikan penjelasan tentang strategy yang akan digunakan	1. Siswa menjawab salam guru 2. Sisa berdoa yang di pimpin oleh ketua kelas 3. Siswa menjawab pertanyaan guru dan menanyakan kabar guru 4. Siswa menjawab absen guru dengan “present” 5. Siswa mendengarkan pejelasan guru 6. Siswa mengikuti arahan dari guru	15’
Whilst-Activity			
Observing (Stimulation)	1. Guru membagikan kertas yang berisi *descriptive text* 2. Guru memberikan gambaran tentang *descriptive text*	1. Siswa membaca dan memahami teks yang sudah di bagikan oleh guru 2. Siswa mendengarkan	10

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	3. Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan 4. Guru memberikan kesempatan siswa untuk membaca keseluruhan teks tanpa membuka kamus	penjelasan guru 3. Siswa membaca teks	
Questioning (Problem Statement)	1. Guru bertanya keada siswa "*is everything clicking* ?" 2. Guru meminta siswa untuk mencatat clunk (kosa kata baru) didalam kartu clunk	1. Jawaban siswa *yes*/ clunk (artinya *no*) 2. Siswa mendengarkan penjelasan guru.	10
Experimenting/Exploring (Data Collection)	1. Guru membagi siswa kedalam 4 kelompok 2. Guru mengajak siswa untuk menggaris bawahi hal-hal penting yang ada didalam teks.(*get the gist)* 3. Guru mempersilahkan siswa memngerjakan apa yang sudah guru jelaskan	1. Siswa mendengarkan penjelasan guru 2. Siswa menyiapkan media yang akan di gunakan dalam mengerjakan tugas yang di berikan guru. 3. Siswa mengerjakan apa yang gurusudah jelakan.	20
Associating (Data Processing)	1. Guru memberikan soal sesuai dengan teks 2. Guru guru meminta siswa mengerjakan soal yang telah diberikan(*Wrap up*)	1. Siswa berdiskusi dengan kelompok masing-masing. 2. Siswa mengerjakan soal yang di berikan oleh guru	20
verification/generalization)	1. Guru mengoreksi pekerjaan siswa dengan berkeliling dari meja ke meja siswa 2. Guru menjawab beberapa pertanyaan siswa	1. Siswa mengumpulkan tugas yang di berikan oleh guru.	5
Comunicating	1. Guru meminta siswa mempresentasikan	1. Siswa mempresentasikan hasil	10

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	/menyampaikan hasil kerja kelompok. 2. Guru menjelaskan materi yang berkaitan dengan deskriptif teks yang ada di dalam buku tentang *there is / there are* dan *quantifier much, many, and a lot of*	kerja kelompok. 2. Siswa mendengarkan penjelasan guru.	
Post-Activity Post-Activity	1. Guru meminta salah satu kelompok untuk memberikan kesimpulan 2. Guru meminta iswa untuk memimpin doa dalam bahasa inggris sebelum menutup pelajaran. 3. Guru mengakhiri pelajaran dengan salam .	1. Siswa memberikan kesimpulan 2. Siswa memimpin doa untuk menutup pelajaran.	5

H. Penilaian

Teknik : tes tulis
Bentuk : pilihan ganda
Pedoman penilaian :

Rated qualities	Number of questions	point	Behavior statement
Vocabulary	4	10	The students' answer is true
		0	The students' answer is false
Specific information	3	10	The students' answer is true
		0	The students' answer is false
Main idea	2	10	The students' answer is true
		0	The students' answer is false
Inferen	1	10	The students' answer is true
		0	The students' answer is false

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- Jawaban benar :10
- Jawaban salah :0
- Nilai maksimal :100
- Nilai perolehan : $\frac{\text{soal benar}}{banyak\ soal} \times 100$

I. Students exercise

Name :

Class : Eight (8)F

Subject : BahasaInggris

Chose the correct answer by crossing A, B, C or D

The text below is for question number 1 – 10

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is located in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its situation. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed many river stones, it were more than two million river stones. It is the biggest temple in the world. Borobudur tample has many stupas and arcabudha. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

1. When Borobudur Temple was built ?
   a. Four century
   b. Fourteen century
   c. Eight century
   d. Ten century

2. Where Borobudur Temple takes place ?
   a. West Java
   b. East Java
   c. Jakarta
   d. Central Java

3. Which of the following statement is not true about Borobudur Tample ?

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a. The second beautiful tourist resort in Indonesia
b. It was located in West Java
c. It was built by Syailendra Dynasty
d. Borobudur Temple is visited by a little tourist

4. According to first paragraph , we know that Borobudur Temple is ….
   a. the biggest temple in the world
   b. located in West Java
   c. one of the greatest art
   d. It was built by Syailendra Dynasty

5. What is the text mostly about?
   a. Borobudur Temple
   b. Prambanan Temple
   c. Borobudur's Stupa
   d. Around Borobudur Temple

6. "Borobudur temple is one of the seven wonders of the world which needs to be preserved its situation" The underlined phrase can be replaced by……
   a. Remove
   b. canned
   c. waste
   d. relieve

7. ". It is the biggest temple in the world"
   The antonym of the underlined phrase is …
   a. smallest
   b. bigger
   c. smaller
   d. little
8. …Borobudur is visited by more and more tourists,….
   The word tourists is similar to?
   a. foreigner
   b. traveler
   c. stranger
   d. Simple

9. It is the biggest temple in the world. (second line of second paragraph)
   The "it" word refers to ….
   a. Borobudur
   b. Tourists
   c. Syailendra Dynasty
   d. River stones

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10. What is the second paragraph talking about?
    a. Borobudur temple is one of the most beautiful tourist resorts in Indonesia
    b. Borobudur temple was built by Syailendra Dynasty during the eighth century
    c. Borobudur tample has many stupas and arcabudha
    d. Borobudur is visited by more and more tourists

Answer Key

1. **C**
2. **D**
3. **C**
4. **C**
5. **A**
6. **B**
7. **A**
8. **B**
9. **A**
10. **B**

No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	6,7,8,9	4	10	40
2	Main Idea	4,10	2	10	20
3	Specific Information	1,2,3	3	10	30
4	Inference / Conclution	5	1	10	10

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PERTEMUAN KEDUA

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial,

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struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang

3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.

4.6.2 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat memahami, menyimak dan membaca teks deskriptif sederhana dengan benar.
2. Siswa dapat mengidentifikasi isi teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan usur kebahasaan.
3. siswa dapat menjawab soal mengenai teks deskriptif dalam bentuk pilihan ganda.

E. MATERI PEMBELAJARAN

- Materi Pokok : teks deskriptif
- Fungsi sosial :
  - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Generic Structure :
  - Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.
  - Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khsus atau sifat-sifat yang ada dalam

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benda, orang, tempat. Atau binatang yang sedang dijelaskan.

- Unsur Kebahasaan :
  - Ungkapan dengan *There is/are*
  - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: Frasa kata depan: *in, on, under, in front of, between, above, behind,under, on the left, on the right and next to* .
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
- Input text

Boyolali Regency

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of a little fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are a few main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

F. STRATEGI, BAHAN, DAN SUMBER BELAJAR

1. Strategi : collaborative strategic reading
2. Bahan : kertas, papan tulis, spidol
3. Sumber Belajar : buku paket bahasa inggris ‘’bright an english kelas VII SMP, 2013”

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G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITASGURU	AKTIFITAS MURID	WAKTU
Pre-Activity	1. Memberi salam kepada siswa untuk mengawali pembelajaran. 2. Guru meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran 3. Menanyakan kabar kepada siswa. 4. Mengabsen siswa terlebih dahulu. 5. Membahas/ menanyakan materi sebelumnya. 6. Guru menanyakan apa yang siswa dapatkan dari materi sebelumnya	1. Siswa menjawab salam guru 2. Sisa berdoa yang di pimpin oleh ketua kelas 3. Siswa menjawab pertanyaan guru dan menanyakan kabar guru 4. Siswa menjawab absen guru dengan "present" 5. Siswa mendengarkan pejelasan guru 6. Siswa mengikuti arahan dari guru	5'
Whilst-Activity			
Observing (Stimulation)	1. Guru membagi siswa dalam 4 kelompok. 2. Guru membagikan kertas yang berisi *Descriptive text* 3. Guru memberikan gambaran tentang *Descriptive text* 4. Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan(*preview)* 5. Guru memerikan kesempatan siswa untuk membaca keseluruhan teks tanpa membuka kamus	1. Siswa membentuk kelompok 2. Siswa membaca dan memahami teks yang sudah di bagikan oleh guru 3. Siswa mendengarkan penjelasan guru 4. Siswa membaca teks	10

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Questioning (Problem Statement)	1. Guru bertanya keada siswa "*is everything clicking* ?" 2. Guru meminta siswa untuk mencatat clunk (kosa kata baru) didalam kartu clunk (*click and clunk*)	1. Jawaban siswa *yes*/ clunk (artinya *no*) 2. Siswa mendengarkan penjelasan guru. 3. Siswa menanyakan yang tidak mereka pahami dari perintah guru. 4. Siswa melakukan yang sudah dijelaskan oleh guru	10
Experimenting/Exploring (Data Collection)	1. Guru mengajak siswa untuk menggaris bawahi hal-hal penting yang ada didalam teks.(*get the gist*) 2. Guru mempersilahkan siswa memngerjakan apa yang sudah guru jelaskan	1. Siswa mendengarkan penjelasan guru 2. Siswa menyiapkan media yang akan di gunakan dalam mengerjakan tugas yang di berikan guru. 3. Siswa mengerjakan apa yang gurusudah jelakan.	15
Associating (Data Processing)	1. Guru meminta siswa mengumpulkan kartu yang ada di setiap grup ke meja guru. 2. Guru membahas kata-kata yang sulit dari kartu-kartu yang di kumpulkan siswa dan mengoreksi kata-kata penting yang ada di dalam teks. 3. Guru menjelaskan kebahasaan dalam teks deskriptif. 4. Guru memberikan soal sesuai dengan teks 1. Guru meminta siswa mengerjakan soal yang telah di berikan (*Wrap*	1. Siswa berdiskusi dengan kelompok masing-masing. 2. Siswa mengumpulkan kartu ke meja guru 3. Siswa menyimak penjelasan guru 4. Siswa mengerjakan soal yang di berikan oleh guru	25

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	up)		
verification/generalization)	A. Guru menanyakan kembali kata-kata yang sulit kepada siswa	1. Siswa menjawab pertanyaan guru	3
Comunicating	1. Guru meminta salah satu dari kelompok menyimpulkan materi yang telah disampaikan Guru menjelaskan materi yang berkaitan dengan deskriptif teks yang ada di dalam buku tentang *quantifier a little and a few*	1. Salah satu siswa dari satu kelompok menyimpulkan materi yang sudah disampaikan guru	4
Post-Activity Post-Activity	1. Guru meminta iswa untuk memimpin doa dalam bahasa inggris sebelum menutup pelajaran. 2. Guru mengakhiri pelajaran dengan salam .	1. Siswa memberikan kesimpulan 2. Siswa memimpin doa untuk menutup pelajaran.	3

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5 Penilaian

Teknik : tes tulis

Bentuk : pilihan ganda

Pedoman penilaian :

Rated qualities	Number of questions	point	Behavior statement
Vocabulary	4	10	The students' answer is true
		0	The students' answer is false
Specific information	3	10	The students' answer is true
		0	The students' answer is false
Main idea	2	10	The students' answer is true
		0	The students' answer is false
Inferen	1	10	The students' answer is true
		0	The students' answer is false

- Jawaban benar :10
- Jawaban salah :0
- Nilai maksimal :100
- Nilai perolehan : $\frac{\text{soal benar}}{banyak\ soal} \times 100$

Students Exercise

Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C or D

The text below is for question number 1 – 10

Boyolali Regency

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of a little fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

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There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

1. " ... <u>they</u> are seeking in Boyolali" (paragraph 3)
   What does the underlined word refer to?
   a. People from out town
   b. Places in Boyolali.
   c. Cow statues.
   d. Real cows.

2. What is the main idea of the last paragraph?
   a. The statues help people to find places easily.
   b. The statues decorate the town beautifully.
   c. The cow can get their way easily around the town.
   d. The people from out of town easily find the statues.

3. The text mainly tells us about ....
   a. the colour of the statues
   b. cow statues in Boyolali
   c. a town called Boyolali
   d. how to raise cows
4. How many main cow statues in boyolali?
   a. three
   b. four
   c. five
   d. Six

5. They are displayed in different places. The word “They” refers to. . . .
   a. Cow Statues
   b. the Writer
   c. Boyo Lali
   d. the town

6. What does the first line of the first paragraph talk about?
   a. The location of Solo
   b. The Location of Boyolali
   c. The Location of Merapi
   d. The location of Merbabu

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7. town to find places they are seeking in Boyolali. The word seeking can be replaced by?
    a. Starting
    b. Showing
    c. Searching
    d. Taking care

8. This regency has been known for its production of fresh milk for a long time. What does the sentence mean?
    a. Boyolali has been known by the production of milk
    b. Boyolali is the place of Merbabu Mountains
    c. Boyolali regency is located in north of Solo
    d. the cow statues adorn Boyolali town
9. They are displayed in different places. The word “Displayed” can be replaced by?
    a. Shown
    b. hidden
    c. broken
    d. cut

10. Besides decorating the town, the word “town” is closest meaning to?
    a. Village
    b. District
    c. City
    d. Residence

Key Answer

a. A
b. A
c. B
d. D
e. A
f. B
g. C
h. A
i. A
j. B

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No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	7,8,9,10	4	10	40
2	Main Idea	2,6	2	10	20
3	Specific Information	1,4,5	3	10	30
4	Inference / Conclution	3	1	10	10

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PERTEMUAN KETIGA

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial,

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struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang

3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.

2. Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat memahami, menyimak dan membaca teks deskriptif sederhana dengan benar.
2. Siswa dapat mengidentifikasi isi teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan usur kebahasaan.
3. siswa dapat menjawab soal mengenai teks deskriptif dalam bentuk pilihan ganda.

E. MATERI PEMBELAJARAN

- Materi Pokok : teks deskriptif
- Fungsi sosial :
  - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Generic Structure :
  - Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.
  - Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khsus atau sifat-sifat yang ada dalam

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benda, orang, tempat. Atau binatang yang sedang dijelaskan.

- Unsur Kebahasaan :
  - Ungkapan dengan *There is/are*
  - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: *in, on, under, in front of, between, above, behind,under, on the left, on the right and next to .*
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik
  - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

- Input text

Jember Regency

Jember is a regency in East Java. It is located in between Bondowoso and Banyuwangi. Banyuwangi is regency that is located at the easternmost end of Java Island, before Bali strait, so that we can know that Jember is near enought from Bali Island.

Jember is a beautiful place. In Jember, there are a lot of interesting places to visit, such as Papuma Beach, Watu Ulo Beach,

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Watu Ondo, Pancer Beach, Rembangan, and so on. Jember also has a famous carnival, named Jember Fashion Carnaval. It is an international annual fashion carnival which usually held in August. Beside some beautiful places and a famous carnival, Jember also has a unique culture. People usually called it as Pendhalungan. Pendhalungan is an acculturation culture between Javanese and Maduranese. Jember has a total area of 3,293.34 km^2. Because of that, it creates a different culture between North Jember and South Jember. In North Jember, there are a lot of Maduranese people and they usually speak Maduranese. On the other hand, In South Jember,just several Maduranese people live there. It is dominated with Javanese people. Because of that, it creates a new unique language which other regency do not have. The example is word "Cek" which means "very".

F. STRATEGI, BAHAN, DAN SUMBER BELAJAR

1. Strategi : collaborative strategic reading
2. Bahan : kertas, papan tulis, spidol
3. Sumber Belajar : buku paket bahasa inggris ''bright an english kelas VIII SMP, 2013"

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITASGURU	AKTIFITAS MURID	WAKTU
Pre-Activity	1. Memberi salam kepada siswa untuk mengawali pembelajaran. 2. Guru meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran 3. Menanyakan kabar kepada siswa. 4. Mengabsen siswa terlebih dahulu. 5. Membahas/ menanyakan materi sebelumnya. 6. Guru menanyakan apa yang siswa dapatkan dari materi	1. Siswa menjawab salam guru 2. Sisa berdoa yang di pimpin oleh ketua kelas 3. Siswa menjawab pertanyaan guru dan menanyakan kabar guru 4. Siswa menjawab absen guru dengan "present" 5. Siswa mendengarkan pejelasan guru 6. Siswa mengikuti arahan dari guru	5'

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	sebelumnya		
Whilst-Activity			
Observing (Stimulation)	1. Guru membagi siswa dalam 4 kelompok. 2. Guru meminta siswa memilih pemimpin kelompok 3. Guru menulis judul di papan tulis (Jember regency) dan membahas bersama dengan siswa 4. Guru membagikan kertas yang berisi *Descriptive text* 5. Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan (*Preview)* 6. Guru memerikan kesempatan siswa untuk membaca keseluruhan teks tanpa membuka kamus	1. Siswa membentuk kelompok 2. Siswa membaca dan memahami teks yang sudah di bagikan oleh guru 3. Siswa mendengarkan penjelasan guru 4. Siswa membaca teks	10
Questioning (Problem Statement)	1. Guru bertanya keada siswa "*is everything clicking* ?" 2. Guru meminta siswa untuk mencatat clunk (kosa kata baru) didalam kartu clunk (*click and clunk)*	1. Jawaban siswa *yes*/ clunk (artinya *no*) 2. Siswa mendengarkan penjelasan guru. 3. Siswa menanyakan yang tidak mereka pahami dari perintah guru. 4. Siswa melakukan yang sudah dijelaskan oleh guru	15
Experimenting/Exploring (Data Collection)	1. Guru mengajak siswa untuk menggaris bawahi hal-hal penting yang ada didalam teks.(*get the gist)*	1. Siswa mendengarkan penjelasan guru 2. Siswa menyiapkan media yang akan di	15

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	2. Guru mempersilahkan siswa memngerjakan apa yang sudah guru jelaskan 3. Guru meminta siswa mencatat hal-hal penting di dalam sebuat kartu (*Get the gist)*	gunakan dalam mengerjakan tugas yang di berikan guru. 3. Siswa mengerjakan apa yang guru sudah jelakan.	
Associating (Data Processing)	1. Guru meminta siswa mengumpulkan kartu yang ada di setiap grup ke meja guru. 2. Guru membahas kata-kata yang sulit dari kartu-kartu yang di kumpulkan siswa dan mengoreksi kata-kata penting yang ada di dalam teks. 3. Guru menjelaskan kebahasaan dalam teks deskriptif. 4. Guru memberikan soal sesuai dengan teks 5. Guru meminta siswa mengerjakan soal yang telah di berikan (*wrap up)*	1. Siswa berdiskusi dengan kelompok masing-masing. 2. Siswa mengumpulkan kartu ke meja guru 3. Siswa menyimak penjelasan guru 4. Siswa mengerjakan soal yang di berikan oleh guru	25
verification/generalization	1. Guru menanyakan kembali kata-kata yang sulit kepada siswa	1. Siswa menjawab pertanyaan guru	3
Comunicating	1. Guru meminta salah satu dari kelompok menyimpulkan materi yang telah disampaikan 2. Guru menjelaskan materi yang berkaitan dengan deskriptif teks yang ada di dalam buku tentang *quantifier some, any, several, and a number of*	1. Salah satu siswa dari satu kelompok menyimpulkan materi yang sudah disampaikan guru	4
Post-Activity Post-Activity	1. Guru mneginformasikan bahwa di pertemuan selanjutnya akan ada	1. Siswa memberikan kesimpulan 2. Siswa menjawab	3

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	post-test. 2. Guru menanyakan bagaimana perasaan siswa 3. Guru meminta iswa untuk memimpin doa dalam bahasa inggris sebelum menutup pelajaran. 4. Guru mengakhiri pelajaran dengan salam .	pertanyaan guru 3. Siswa memimpin doa untuk menutup pelajaran.	

H. Penilaian

Teknik : tes tulis

Bentuk : pilihan ganda

Pedoman penilaian :

Rated qualities	Number of questions	point	Behavior statement
Vocabulary	8	5	The students' answer is true
		0	The students' answer is false
Specific information	6	5	The students' answer is true
		0	The students' answer is false
Main idea	4	5	The students' answer is true
		0	The students' answer is false
Inferen	2	5	The students' answer is true
		0	The students' answer is false

- Jawaban benar :5
- Jawaban salah :0
- Nilai maksimal :100
- Nilai perolehan : $\frac{\text{soal benar}}{banyak\ soal} \times 100$

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Students Exercise

Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C, D or E

Read the following text and answer question 1-10

Jember Regency

Jember is a regency in East Java. It is located in between Bondowoso and Banyuwangi. Banyuwangi is regency that is located at the easternmost end of Java Island, before Bali strait, so that we can know that Jember is near enought from Bali Island.

Jember is a beautiful place. In Jember, there are a lot of interesting places to visit, such as Papuma Beach, Watu Ulo Beach, Watu Ondo, Pancer Beach, Rembangan, and so on. Jember also has a famous carnival, named Jember Fashion Carnaval. It is an international annual fashion carnival which usually held in August. Beside some beautiful places and a famous carnival, Jember also has a unique culture. People usually called it as Pendhalungan. Pendhalungan is an acculturation culture between Javanese and Maduranese. Jember has a total area of 3,293.34 km^2. Because of that, it creates a different culture between North Jember and South Jember. In North Jember, there are a lot of Maduranese people

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and they usually speak Maduranese. On the other hand, In South Jember,just several Maduranese people live there. It is dominated with Javanese people. Because of that, it creates a new unique language which other regency do not have. The example is word “Cek” which means “very”.

1. According to the passage, Jember Regency is located in..
   A. Easternmost of Java
   B. Bali Island
   C. Between Bondowoso and Banyuwangi
   D. Before Bali Strait

2. “It is an international annual fashion carnival,...”

   What is the synonim of the underline word ?

   A. Monthly
   B. Daily
   C. Horary
   D. Anniversary

3. Which of the following is NOT mentioned about Jember Regency ?
   A. Jember Regency has different culture called pandalungan
   B. located at the easternmost end of Java Island
   C. There are a lot of interesting places to visit
   D. has a famous carnival, named Jember Fashion Carnaval

4. From the text above we can conclude that jember regency is...
   A. One of beauty regency in Java Island
   B. Regency in West Java
   C. Regency that has a unique culture
   D. Jember is near enought from Bali Island

5. How many culture in Jember Regency ?
   A. One
   B. Two
   C. Three
   D. Four

6. “there are a lot of interesting places to visit.....“. The antonym of the uderlined word is..
   A. Appealing
   B. Fun

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C. Alluring
D. Featureless

7. What is the main idea of the first paragraph ?
   A. Jember is a regency in East Java
   B. Jember is a beautiful place
   C. Jember has a unique culture
   D. Jember has a famous carnival
8. What is the topic of seond paragraph ?
   A. Jember is a regency in East Java
   B. A bauty place in Jember Regency
   C. Jember has a unique culture
   D. Jember has a famous carnival
9. The pronoun ”it” in line 4 in second paragraph refers to...
   A. Javanese and Maduranese
   B. Jember Fashion Carnaval
   C. Pendhalungan
   D. Jember Regency

10. The word “famous” in line 7 is closest in meaning to which of the following ?
   A. Well-known
   B. Exposed
   C. Special
   D. Excellent

Key answer

1. **C**
2. **D**
3. **B**
4. **C**
5. **B**
6. **D**
7. **A**
8. **B**
9. **B**
10. **A**

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No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	2,6,9,10	4	10	40
2	Main Idea	7,8	2	10	20
3	Specific Information	1,3,5	3	10	30
4	Inference / Conclution	4	1	10	10

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PERTEMUAN KE EMPAT

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi

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sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang

3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.

4.6.2 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat memahami, menyimak dan membaca teks deskriptif sederhana dengan benar.
2. Siswa dapat mengidentifikasi isi teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan usur kebahasaan.
3. siswa dapat menjawab soal mengenai teks deskriptif dalam bentuk pilihan ganda.

E. MATERI PEMBELAJARAN

- Materi Pokok : teks deskriptif
- Fungsi sosial :
  - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Generic Structure :
  - Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.
  - Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khsus atau sifat-sifat yang ada dalam

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benda, orang, tempat. Atau binatang yang sedang dijelaskan.

- Unsur Kebahasaan :
  - Ungkapan dengan *There is/are*
  - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: *in, on, under, in front of, between, above, behind,under, on the left, on the right and next to* .
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
- Input text

My wonderful class

I really miss my school. I miss much things in my classroom. I miss my classmates. I miss all activities I do in the school. When I studied in the class, did assignments, or played with my classmates. I have not attended the school for several months because of the corona virus become epidemic.

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A lot of walls hang in my classroom such as picket schedule that my friends and I decorate together, Hero's pictures, even decorated the clock on the wall. Sometimes we do our homework on the floor. Since, after the class we always mop the floor. The tables in my classroom are also very clean, there are no little pin marks on our table. There is a discipline that we make for the beauty of our class. We do not forget to decorate our teacher's desk with flower vase, table cloth, markers, and attendance list. Therefore, the teachers are comfortable teaching in our class. There are 4 lights that illuminate our classroom when the cloud comes. Our classroom windows close to the curtains. So that when the teacher teaches using a projector, we can see the screen clearly. It is not uncommon for our class to win the disciplined class at school because we are so disciplined in maintaining the class. I have so many memories overthere.

F. STRATEGI, BAHAN, DAN SUMBER BELAJAR

1. Strategi : collaborative strategic reading
2. Bahan : kertas, papan tulis, spidol
3. Sumber Belajar : buku paket bahasa inggris ‘’bright an english kelas VII SMP, 2013”

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITASGURU	AKTIFITAS MURID	WAKTU
Pre-Activity	1. Memberi salam kepada siswa untuk mengawali pembelajaran. 2. Guru meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran 3. Menanyakan kabar kepada siswa. 4. Mengabsen siswa terlebih dahulu. 5. Membahas/ menanyakan materi sebelumnya.	1. Siswa menjawab salam guru 2. Sisa berdoa yang di pimpin oleh ketua kelas 3. Siswa menjawab pertanyaan guru dan menanyakan kabar guru 4. Siswa menjawab absen guru dengan “present” 5. Siswa mendengarkan pejelasan guru 6. Siswa mengikuti arahan dari guru	5’

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	6. Guru menanyakan apa yang siswa dapatkan dari materi sebelumnya		
Whilst-Activity			
Observing (Stimulation)	1. Guru membagi siswa dalam 4 kelompok. 2. Guru membagikan kertas yang berisi *Descriptive text* 3. Guru memberikan gambaran tentang *Descriptive text* 4. Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan (*preview)* 5. Guru memerikan kesempatan siswa untuk membaca keseluruhan teks tanpa membuka kamus	4. Siswa membentuk kelompok 1. Siswa membaca dan memahami teks yang sudah di bagikan oleh guru 2. Siswa mendengarkan penjelasan guru 3. Siswa membaca teks	10
Questioning (Problem Statement)	1. Guru bertanya keada siswa "*is everything clicking* ?" 2. Guru meminta siswa untuk mencatat clunk (kosa kata baru) didalam kartu clunk (*Click and Clunk)*	1. Jawaban siswa *yes*/ clunk (artinya *no*) 2. Siswa mendengarkan penjelasan guru. 3. Siswa menanyakan yang tidak mereka pahami dari perintah guru. 4. Siswa melakukan yang sudah dijelaskan oleh guru	10

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Experimenting/Exploring (Data Collection)	1. Guru mengajak siswa untuk menggaris bawahi hal-hal penting yang ada didalam teks. (*get the gist)* 2. Guru mempersilahkan siswa memngerjakan apa yang sudah guru jelaskan	1. Siswa mendengarkan penjelasan guru 2. Siswa menyiapkan media yang akan di gunakan dalam mengerjakan tugas yang di berikan guru. 3. Siswa mengerjakan apa yang gurusudah jelakan.	15
Associating (Data Processing)	1. Guru meminta siswa mengumpulkan kartu yang ada di setiap grup ke meja guru. 2. Guru membahas kata-kata yang sulit dari kartu-kartu yang di kumpulkan siswa dan mengoreksi kata-kata penting yang ada di dalam teks. 3. Guru menjelaskan kebahasaan dalam teks deskriptif. 4. Guru memberikan soal sesuai dengan teks 5. Guru meminta siswa mengerjakan soal yang telah di berikan (*Wrap up)*	1. Siswa berdiskusi dengan kelompok masing-masing. 2. Siswa mengumpulkan kartu ke meja guru 3. Siswa menyimak penjelasan guru 4. Siswa mengerjakan soal yang di berikan oleh guru	25
verification/generalization	1. Guru menanyakan kembali kata-kata yang sulit kepada siswa	1. Siswa menjawab pertanyaan guru	3
Comunicating	1 Guru meminta salah satu dari kelompok menyimpulkan materi yang telah disampaikan 2 Guru menjelaskan materi yang berkaitan dengan deskriptif teks yang ada di dalam buku tentang *preposition (above, behind, between,*	1. Salah satu siswa dari satu kelompok menyimpulkan materi yang sudah disampaikan guru 2. Siswa mendengarkan penjellasan guru	4

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	on, at, in, in front of, next to, under, on the left, and on the right		
Post-Activity Post-Activity	1. Guru mneginformasikan bahwa di pertemuan selanjutnya akan ada post-test. 2. Guru menanyakan bagaimana perasaan siswa 3. Guru meminta iswa untuk memimpin doa dalam bahasa inggris sebelum menutup pelajaran. 4. Guru mengakhiri pelajaran dengan salam .	1. Siswa memberikan kesimpulan 2. Siswa menjawab pertanyaan guru 3. Siswa memimpin doa untuk menutup pelajaran.	3

6 Penilaian

Teknik : tes tulis
Bentuk : pilihan ganda
Pedoman penilaian :

Rated qualities	Number of questions	point	Behavior statement
Vocabulary	4	10	The students' answer is true
		0	The students' answer is false
Specific information	3	10	The students' answer is true
		0	The students' answer is false
Main idea	2	10	The students' answer is true
		0	The students' answer is false
Inferen	1	10	The students' answer is true
		0	The students' answer is false

- Jawaban benar :10
- Jawaban salah :0
- Nilai maksimal :100
- Nilai perolehan : $\frac{\text{soal benar}}{banyak\ soal} \times 100$

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Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C, D or E

Read the following text and answer question 1-10

My wonderful class

I really miss my school. I miss much things in my classroom. I miss my classmates. I miss all activities I do in the school. When I studied in the class, did assignments, or played with my classmates. I have not attended the school for several months because of the corona virus become epidemic.

A lot of walls hang in my classroom such as picket schedule that my friends and I decorate together, Hero's pictures, even decorated the clock on the wall. Sometimes we do our homework on the floor. Since, after the class we always mop the floor. The tables in my classroom are also very clean, there are no little pin marks on our table. There is a discipline that we make for the beauty of our class. We do not forget to decorate our teacher's desk with flower vase, table cloth, markers, and attendance list. Therefore, the teachers are comfortable teaching in our class. There are 4 lights that illuminate our classroom when the cloud comes. Our classroom windows close to the curtains. So that when the teacher teaches using a projector, we can see the screen clearly. It is not uncommon for our class to win the disciplined class at school because we are so disciplined in maintaining the class. I have so many memories overthere.

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1. “We do not forget to decorate our teacher's desk .....“. The synonym of the uderlined word is..

   A. Messy
   B. Beautify
   C. Tidy up
   D. Clear up

2. What is mainly discussed in the second paragraph ?

   A. The condition of the class
   B. The situation of the school
   C. The historical of the room
   D. The bustle activity of the writer

3. From the first paragraph we know that ?

   A. The happyness of the class
   B. Whising of the writer
   C. The happyness of the writer school from home
   D. The writer miss her class so much

4. “The tables in my classroom is also very clean,...”

   What is the synonim of the underline word ?

   A. Dissatisfied
   B. Pleased
   C. Content
   D. spotless

5. What is the main idea of the first pharagraph ?

   A. The happyness of the wtirter school from home
   B. The writer vocation
   C. The writer miss her class
   D. the writer visited her siblings and friends.

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6. What kind of text is the text above?

   A. Recount
   B. Descriptive
   C. Narrative
   D. Report

7. What makes teacher teach confortably in story above ?
   A. The teacher explain clearly
   B. The material very easy
   C. The student have a good environment
   D. The student is suported with the condition of the class

8. "I miss <u>much</u> things in my classroom,"

   change the underlined word by using the correct word !

   A. much
   B. a lot of
   C. a little
   D. many

9. what's on the teacher desk ?

   A. flower Vase, table cloath, markers, and attendance list
   B. a glass of water, notebook, absences, and scissors
   C. bookshelves, textbooks, blankets, and laptops
   D. absences, markers, laptops, and textbooks

10. Why the writer can not go to school ?

    A. Because the writer happy school from home
    B. Because the writer affected by corona virus
    C. Because of the corona virus still endemic
    D. Because the writer dont have textbooks

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Key Answer

1. **B**
2. **A**
3. **D**
4. **D**
5. **C**
6. **D**
7. **D**
8. **D**
9. **A**
10. **C**

No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	1,4,6,9	4	10	40
2	Main Idea	2,5	2	10	20
3	Specific Information	7,8,10	3	10	30
4	Inference / Conclution	3	1	10	10

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soal post test 1

Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C, D or E

The text below is for question number 1 – 10

MONAS

The National Monument (or Monumen National) is a 132 tower in the centre of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The Monument consist of a 117, 7 m obelisk on a 45 m square platform at a height of 17m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian Agricultural tradition.

The construction began in 1961 under the direction of President of Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is open daily from 8.00 – 15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

1. "It symbolizes the fight…" (paragraph 1)
The underlined word refers to….

   A. The opening day
   B. The construction
   C. The monument
   D. The gold oil

2. What does Monument mean?
   A. Historical Place of the Country
   B. Playing Area
   C. The place for having Fun
   D. The construction that has not been done

3. museum is open daily from 8.00 – 15.00 everyday. What is the word similar to?
   A. Close
   B. Build
   C. Placed
   D. Available

4. The towering monument symbolizes the philosophy of Lingga and Yoni. What is the synonim of the underlined word?
   A. Represents

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B. Constructs
C. Build
D. Destroys

5. When did the Construction Begin?
   A. When Sukarno Died
   B. The construction began in 1961
   C. Begun in 1945
   D. Every week

6. When will *Monas (*National Monument) Open?

   A. The monument and museum is open daily from 8.00 – 15.00 everyday throughout the week
   B. Saturday and Sunday
   C. It's Closed for Public
   D. 24 Hours

7. When was MONAS Opened fo Public?
   A. Every day 24 hours
   B. The monument was opened to the public in 1975
   C. The National Monument was not for Public
   D. the last Monday of the month

8. What is the main idea of paragraph one?
   A. The obelisk itself is a clad with Italian marble.
   B. The monument consists of a 117, 7 m obelisk.
   C. The National Monument is a 132 meter tower.
   D. It symbolized the fight for Indonesia's independence.

9. The text mainly tells us about….
   A. The construction of the National Monument
   B. The meaning of Lingga and Yoni
   C. The schedule of the visit
   D. The National Monument

10. What can you Infer from the text?
   A. Monas is located in Malaysia
   B. It was directed by Our First President Mr. Soekarno
   C. The construction began in 1965
   D. It will never be opened for Public

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Read the text and answer questions 11 to 20.

EIFFEL TOWER

Eiffel Tower, wrought-iron tower in Paris, is a landmark and an early example of wrought-iron construction on gigantic scale. It was designed and built by French civil engineer Alexandra-Gustave Eiffel for the Paris World's Fair of 1889. The Tower without its modern broadcasting antennas is 300 m high. The lower section consists of four immense arched legs set on masonry piers. The legs curve inward until they unite in a single tapered tower.

Platforms, each with an observation deck, are at three levels; on the first is also a restaurant. The tower, constructed of about 6300 metric tons (about 700 tons) of iron has stairs and elevators. A meteorological station, a radio communication station, and a television station transmission antenna, as well as a suite of rooms that were used by Eiffel, are located near the top of the tower.

11. What was Eiffel Tower built for?
    A. A landmark
    B. Wrought-iron tower in Paris
    C. The Paris World's Fair of 1889
    D. An early example of wrough-iron construction

12. Which of the following things cannot you find near the top of the tower?
    A. a suite room
    B. a restaurant
    C. a television antenna
    D. a meteorological station

13. What is the height of Eiffel Tower?
    A. 6300 matric tons
    B. 300 feet
    C. 984 feet
    D. 984 meters

14. “Eiffel Tower, wrought-iron tower in Paris, is a <u>landmark</u> and ....”
The underlined word is closest in meaning to ....
    A. venue
    B. evidence
    C. guidance
    D. breakthrough

15. What does the *French* mean?
    A. The People from France
    B. The people from Britain
    C. The people from Indonesia
    D. The people from China

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16. are located near the top of the tower. What is the synonim of The underlined word?
    A. Placed
    B. Changed
    C. Read
    D. Write

17. The Tower without its modern broadcasting antennas is 300 m high. What is the opposite of the underlined word?
    A. Short
    B. Low
    C. Tall
    D. Heavy

18. What is the main idea of the first Pargraph?
    A. The Description of What Eiffel Tower is
    B. The Legend of Eiffel Tower
    C. What we can do in Eiffel Tower
    D. The experience to see Eiffel tower

19. What does the second paraghraph talk about?
    A. How much money we need to have to go to Eiffel Tower
    B. What we can find in Eiffel Tower
    C. The procedure to see Eiffel Tower
    D. The description of Eiffel Tower

20. The following statements are true, Except ....
    A. The Eiffel tower is located on Brazil
    B. It was designed and built by French civil engineer
    C. The tower, constructed of about 6300 metric tons (about 700 tons) of iron
    D. The Tower without its modern broadcasting antennas is 300 m high

Key Answer

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

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No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	1,2,3,4, 14, 15, 16, 17,	8	5	40
2	Main Idea	8,9,18,19	4	5	20
3	Specific Information	5,6,7, 11,12,13	6	5	30
4	Inference / Conclution	10,20	2	5	10

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Soal Post Test 2

Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C, or D

The following text is for questions number 1 to 10

Amed Village

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

1. What makes Amed different from other places in Bali?
   a. Amed is a place for scuba diving.
   b. It needs a lot of energy to get there.
   c. Amed is a calm and peaceful place.
   d. Amed has many star rated hotels.

2. Where can people enjoy beautiful scenery in Amed?
   a. From the top of the hill.
   b. From the top of the factory.
   c. From the beach of the village.
   d. From the roads of the village.

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3. "…. Because it is an exhausting trip." (paragraph 1)
   The underlined word has similar meaning to….
   a. Tiring
   b. Exciting
   c. Confusing
   d. Challenging

4. Unlike other places in Bali, Amed is a calm and peaceful place. The word **Calm** can be replaced by...
   a. Relaxing
   b. scarry
   c. Hot
   d. Dangerous

5. What is the second paragraph talking about?
   a. the condition of Amed Bali
   b. the writer's activity there
   c. how to go to amed bali
   d. the trip was very exhausting

6. What is **Jukung** according to the text?
   a. traditional fishing boats
   b. the living place of amed people
   c. traditional food of amed
   d. the beautiful scenery there

7. the following statements are true according to the text, except....
   a. Amed is a calm and peaceful place
   b. Amed in Bali, about a two-hour drive from Kuta
   c. The road is curved and there are little ups and downs too
   d. the village are still clean and unpolluted

8. .....my village are still clean and unpolluted. The word **my refers to..**
   a. the reader
   b. the writer
   c. the factories
   d. the village

9. my village are still **clean** and unpolluted. What is the opposite of Clean?
   a. Neat
   b. Smells good
   c. Dirty
   d. Slippery

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10. What is the first paragraph talking about?
    a. the location of Amed
    b. the tourism places in amed
    c. the writer's activity in amed
    d. Amed is a beautiful place

Read the text and answer questions 11 to 20

Way Kambas National Park

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepit. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

11. ..... located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. What is the underlined word similar to?
    A. Honestly
    B. Consequently
    C. Frequently
    D. Accurately

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12. What does the word *Conservation* mean in that text?
    A. An action to save the Elephants' life
    B. An action to destroy the Environment
    C. An action to bring another animal
    D. An action to use elephant to make money

13. There are some endangered animals such as, The underlined word can be replaced by.....
    A. Threatened
    B. Safe
    C. Dangerous
    D. Cured

14. Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG). The word Named can be replaced by.....
    A. Seen
    B. Heard
    C. Called
    D. Read

15. What are endangered animals that we can see in Way Kambas National Park?
    A. Sumatran Rhinos, Sumatran elephant, Sumatran tiger
    B. Orang Utan, Rabbit, Pig
    C. Shark, Lion and Bull
    D. Elephant, Hamster, and Hedgehog

16. Where is Way Kambas Located?
    A. Banyumas Regency
    B. Labuhan Ratu sub district, East Lampung
    C. Labuhan Bajo
    D. West Lampung, Indonesia

17. How many Elephants trained by PKG?
    A. More than 1000 Elephants
    B. Less than 200 Elephants
    C. For about 300 Elephants
    D. Only some Elephants

18. What Is the main idea of Paragraph 2 ?
    A. The location of Way Kambas National Park
    B. What Way Kambas national park is called
    C. Kinds of Flora and Fauna which live there
    D. The description about Elephants

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19. What is the main idea of the first Paragraph?
    A. What Way Kambas National Park Is
    B. The history of Way Kambas
    C. The description of Elephant
    D. Kinds of Flora and Fauna which live there

20. What can be Infered from the text above?
    A. There are not some endangered animals
    B. Some endangered animals live there
    C. Elephant is the most dangerous animal
    D. Way Kambas is located on west Sumatra

Key Answer

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

No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	3,4,6,9,11,12,13,14	8	5	40
2	Main Idea	5,10,18,19	4	5	20
3	Specific Information	1,2,8,15,16,17	6	5	30
4	Inference / Conclution	7,20	2	5	10

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Appendix 4

RESEARCH AND JURNAL ACTIVITIES

Name : Oryza Eka Satifa

NIM : T20166005

Title : Improving Students' Reading Comprehension In Descriptive Text Through Collaborative Strategic Reading (CSR) At Eight Year Of Students Junior High School Of Nurul Islam Jember In Academic Year 2020/2021

Location : SMP Nurul Islam Jember

No	Day/Date	Activity	Initials
1	Monday, 12nd October 2020	The researcher give a "surat permohonan penelitian" to the school and discuss with english teacher	
2	Monday, 30th November 2020	The researcher implement the action (first meeting) in cycle one	
3	Tuesday, 1st Desember 2020	The researcher implement the action (second meeting) in cycle one	
4	Monday, 7th Desember 2020	The researcher implement the action (third meeting) in cycle one	
5	Tuesday, 8th Desember 2020	The researcher implement the action (fourth meeting) in cycle one	

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6	Monday, 14th Desember 2020	The researcher implement the action (first meeting) in cycle two	
7	Tuesday, 15th Desember 2020	The researcher implement the action (second meeting) in cycle two	
8	Friday, 15th January 2021	The researcher asks for a letter of research finishing	

Jember, 15th January 2020

Headmaster of Senior High School

Rahmatullah Rijal, S. Sos

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Picture 4, The students are doing post-test 1

Picture 4, The students and the researcher are giving conclusion

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Appendix 6

The Present List Of VIII F Class

No	Name
1	Afifah Widya Nur Zahidah
2	Aisyah Nur Fadilah
3	Alisya Qoritafiya
4	Amilia Fitriani
5	Ayesha Ainun Ria
6	Carissa Putri
7	Cerry Ika Vetra Novianti
8	Fadilah Akbariyah
9	Firda Savana
10	Firyal Zahro Salsabila
11	Gausila Chifti Marfela
12	Jihan Bilkis Ramadani
13	Lutifatul Nadhiva
14	Meilinda Fariziah Nur Humairoh
15	Meilinda Susanti
16	Nadifa Dwi Qirira Agustin
17	Nara Deswinda Rosana Dewi
18	Nilna Nisa Al Karima
19	Nur Dyana Firdausiyah
20	Nurina Syahira
21	Nurul Ma'rifatul Ilma Soleha
22	Ridatul Rizkiyah
23	Rini Huzaymah
24	Riva Amelia
25	Rizkiyah Maharani
26	Sabilah Dwi Amalia
27	Sofa Ningsih
28	Sveta Wahidah Mirana
29	Ulfatus Syafara
30	Wanda Ana Alfia Y
31	Winda Septiani
32	Zazkia Lailatul Hasanah

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Appendix 7

INSTRUMENT VALIDITY

INSTRUCTIONS

1. **Put a check mark (√) in the column according to your opinion**
2. **If there is a need to be revised, please write in the column**

	Aspek yang di nilai	Skala penilaian				Catatan
		1	2	3	4	
A.	**ISI**					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.7 dan 4.6			✓		
	2. Indikator soal sesuai dengan materi				✓	
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubric skor yang telah di tetapkan				✓	
	5. Kesesuaian lokasi waktu dengan soal yang telah disediakan			✓		
B.	**KONSTRUK**					
	1. Soal disusun menggunakan tes tulis untuk mengetahui kemampuan "*reading comprehension*" siswa				✓	
	2. Soal disusun sesuai dengan teori *simple present tense*				✓	

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	3. Soal *reading test* disusun sesuai dengan teori *reading* yang mana mengharuskan siswa untuk memahami bacaan			✓		
	4. Penilaian kemampuan *reading* siswa di adaptasi dari buku H. Douglas Brown				✓	
C.	**BAHASA**					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan *grammatical*				✓	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna				✓	
	3. Rumusan soal tidak mengundang kata-kata yang menyinggung peserta didik				✓	

Note :

4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat kurang

Jember, 01 Desember 2020

Nina Hayuningtyas, M.Pd

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Appendix 8

Blue Print of Reading Test

Sekolah : SMP Nurul Islam Jember

Mata pelajaran : Bahasa Inggris

Kelas : VIII F

Bentuk soal : Pilihan Ganda

These tests are aimed to :

1. Measure the ability of students in mastering vocabulariesof the descriptive text
2. Measure the ability of students in identifying main idea of the descriptive text
3. Measure the ability of students in identifying specific information of the descriptive text
4. Measure the ability of students in Understandinginference of the descriptive text

Reading test is used to measure the students' understanding about descriptive text. In reading test the students will be given some questions based on,

No	Criterias	Amount of the questions	Questions
1	Understanding new vocabulary based on the text given	8	1. "We do not forget to decorate our teacher's desk .....". The synonym of the uderlined word is.. A. Messy B. Beautify C. Tidy up D. Clear up 2. "The tables in my classroom is also very clean,..." What is the synonim of the

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			underline word ? A. Dissatisfied B. Pleased C. Content D. Spotless 5. "I miss <u>much</u> things in my classroom," . change the underlined word by using the correct word ! A. much B. a lot of C. a little D. many 6. what's on the teacher desk ? E. flower facades, table cloath, markers, and absences F. a glass of water, notebook, absences, and scissors G. bookshelves, textbooks, blankets, and laptops H. absences, markers, laptops, and textbooks
2	Understanding the main idea of each paragraph	6	7. What is mainly discussed in the second paragraph ? E. The condition of the class F. The situation of the school G. The historical of the

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			room H. The bustle activity of the writer 8. From first paragraph we know that ? E. The happyness of the class F. Whising of the writer G. The happyness of the writer school from home H. The writer miss her class so much 9. What kind of text is the text above? E. Recount F. Descriptive G. Narrative H. Report
3	Understanding the spesific information in the text	4	8. Why the writer can not go to school ? A. Because the writer happy school from home B. Because the writer affected by corona virus C. Because of the corona virus still endemic D. Because the writer dont have textbooks 9. What makes students learn confortably in story above ? A. The teacher explain clearly

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			B. The material very easy C. The student have a good environment D. The student is suported with the condition of the class
4	Understanding the inference of the text	2	10. What is mainly discussed in the second paragraph ? I. The condition of the class J. The situation of the school K. The historical of the room L. The bustle activity of the writer

The scoring of mutiple choice test will focus on right answer only. Meaning that the writer will only give mark on the right answer only. The right answer will have one (5) poin and the wrong answer will be zero(0) point.

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Appendix 8

Profile of SMP Nurul Islam Jember

SMP Nurul Islam Jember was established by the caretakers of the Nurul Islam Islamic boarding school, Antirogo Sumbersari Jember. SMP Nurul Islam Jember is located Street No 48 Pangandaran, Antirogo Sumbersari Jember. This school was built 1983 on land area of 13.434 m^2. Which consist 21 classrooms buildings, a science laboratory building, a computer laboratory building, a library, a prayer room, a teacher's office room, a canteen, 2 toilets of female, 2 toilets of male, and 2 toilets of teachers. This school has been accredited "A" and also applied 2013 curriculum.

1. **SMP Nurul Islam's Vision and Mission**

a. Vision

Creating generation which has anoble character, full of achievements, and showing islamic values

b. Mission

1. Increasing a profesionalism and guiding inovative teaching and learning activities
2. Habituating a good character and behaviour
3. Equipping the teaching and learning tools
4. Habituating the worship into daily life

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Appendix 9

Students Reading Score in Pre-Test

No	Students' Initial Name	Students'reading score				Total scores
		V	SI	MI	I	
1.	AWNZ	10	15	15	0	40
2.	ANF	35	15	20	5	75
3.	AQ	30	25	15	5	75
4.	AF	15	20	5	5	45
5.	AAR	35	30	15	0	80
6.	CP	20	15	15	10	60
7.	CIVN	10	20	20	10	60
8.	FA	30	20	15	10	75
9.	FS	25	20	20	5	70
10.	FZS	30	25	10	5	70
11.	GCM	35	25	15	5	80
12.	JBR	25	15	10	10	60
13.	LN	25	20	5	5	55
14.	MFNH	35	25	15	5	80
15.	MS	35	20	15	5	75
16.	NDQA	25	15	5	0	45
17.	NDRD	25	10	15	5	55
18.	NNAK	20	20	10	5	55
19.	NDF	30	20	15	10	75
20.	NS	25	20	15	5	60
21.	NMIS	35	20	15	5	75
22.	RR	15	10	10	5	40
23.	RH	20	20	15	5	60
24.	RA	35	25	15	5	80
25.	RM	35	25	10	10	80
26.	SDA	25	10	15	5	55
27.	SN	20	20	15	5	60
28.	SWM	25	30	15	5	75

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29.	US	30	25	15	5	75
30.	WAAY	20	10	10	5	45
31.	WS	20	10	15	5	50
32.	ZLH	35	25	10	5	75
Total						2060
Mean						64,375
Percentage						43,75%

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Appendix 10 (Research License Letter)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 0855/In.20/3.a/PP.00.9/11/2020 05 Nopember 2020
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Nurul Islam Jember
jln Pangandaran 48 Sumbersari, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Oryza Eka Satifa
NIM	:	T20166005
Semester	:	IX
Prodi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***Improving Students' Reading Comprehension in Descriptive text Through Colaborative Strategic Reading (CSR) at Eight Grade of Junior High School of Nurul Islam Jember in Academic Year 2019/2020*** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Gus Rahmatullah Rijal , S.Sos.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Guru bahasa Inggris SMP Nurul Islam Jember
Siswa-siswi kelas 8f SMP Nurul Islam Jember

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 05 Nopember 2020
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

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Appendix 11 (Research Finished Letter)

SEKOLAH MENENGAH PERTAMA NURIS JEMBER
(Terakreditasi " A ")
NSS : 204 052 403 156
Jl. Pangandaran 48 Antirogo - Sumbersari - Jember 68125 Telp. 0331 324946
Email : nurissmp@gmail.com

SURAT PERNYATAAN
Nomor: 389.3/SMP-U.NI.Jbr/P/I/2021

Yang bertanda tangan di bawah ini:

Nama	: H. Rahmatulloh Rijal, S.Sos.
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama	: Oryza Eka Satifa
NIM	: T20166005
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsi yang berjudul: "***Improving Students Reading Comperhension In Descriptive Text Through Collaborative Strategic Reading (CSR) At the Eighth Year Of Junior High School Nurul Islam Jember In Academic Year 2020/2021***" pada tanggal 26 Oktober – 14 Desember 2020, yang bersangkutan juga telah membahas materi hasil penelitiannya dengan kami.

Atas perhatiannya kami ucapkan terimakasih.

Jember, 15 Januari 2021
Kepala Sekolah

Rahmatulloh Rijal, S. Sos.

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Appendix 12

STRUKTUR KURIKULUM
SMP NURIS
TAHUN 2021/2022

NO	Komponen	KBM		
		Kelas		
	Mata Pelajaran	7	8	9
	Kelompok Umum			
A.	PAI	80	80	80
	Pendidikan Kewarganegaraan	75	76	77
	Bahasa Indonesia	75	76	76
	Matematika	75	75	75
	Ilmu Pengetahuan Alam	75	75	75
	Ilmu Pengetahuan Sosial	75	75	75
	Bahasa Inggris	75	75	75
B.	Muatan Lokal			
	Seni Budaya (Aswaja)	75	75	75
	Penjaskes	75	76	76
	Prakarya (Kematangan diri)	75	75	75
	Teknologi Informasi, dan Komunikasi	75	75	75
	Bahasa Daerah (BTTA)	80	80	80

Jember, 4 Januari 2022

Ur. Kurikulum

Ahmad Nahang Rasyid, S.Pd

Kepala Sekolah

H. Rahmatulloh Rijal ,S.Sos.

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Appendix 14

BIODATA

Name : Oryza Eka Satifa

Place, Date of Birth : Banyuwangi, 14th January 1998

Adress : Pesanggaran, Banyuwangi

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Educational Background

1. TK Pertiwi V (2004-2005)
2. SDN 2 Pesanggaran (2005-2010)
3. SMP N 1 Siliragung (2010-2013)
4. SMA N 1 Pesanggaran (2013-2016)

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IMPROVING STUDENTS' READING COMPREHENSION THROUGH DESCRIPTIVE TEXT BY USING COLLABORATIVE STRATEGIC READING (CSR) AT EIGHT YEAR STUDENTS OF JUNIOR HIGH SCHOOL OF NURUL ISLAM JEMBER IN ACADEMIC YEAR 2020/2021

THESIS

Presented to
Kiai Haji Achmad Siddiq State Islamic University of Jember
in partial fulfillment of the requirements
for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Tteacher Training
English Education Department

By:

Oryza Eka Satifa
SRN. T20166005

STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
TEACHER TRAINING AND EDUCATION FACULTY
DESEMBER 2021

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English Education Department

By:

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IMPROVING STUDENTS' READING COMPREHENSION THROUGH DESCRIPTIVE TEXT BY USING COLLABORATIVE STRATEGIC READING (CSR) AT EIGHT YEAR STUDENTS OF JUNIOR HIGH SCHOOL OF NURUL ISLAM JEMBER IN ACADEMIC YEAR 2020/2021

THESIS

Has been examined and approved as the requirements to obtain a bachelor degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Tteacher Training
English Education Department

Day : Tuesday
Date : 21th of December 2021

The Board of Examiners

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Dewi Nurul Q, S.S. M.PdI
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2. Nina Hayuningtyas, M.Pd ( )

Approved by
Dean Faculty of Tarbiyah and Teacher Training

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MOTTO

كُتِبَ عَلَيۡكُمُ ٱلۡقِتَالُ وَهُوَ كُرۡهٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تَكۡرَهُواْ شَيۡـٔٗا وَهُوَ خَيۡرٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تُحِبُّواْ شَيۡـٔٗا وَهُوَ شَرّٞ لَّكُمۡۗ وَٱللَّهُ يَعۡلَمُ وَأَنتُمۡ لَا تَعۡلَمُونَ ٢١٦

Meaning : " Jihad (holy fighting in Allah's Cause) is ordained for you (muslims) though you dislike it, and it may be that you dislike a thing which is good for you and that you like a thing which is bad for you. Allah knows but you do not know." (QS. Al Baqarah: 216)[1]

[1]Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an,* Terj (Medina Dar-us Salam Publication, 1996), *46.*

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DEDICATION

This thesis is dedicatedfor everyone who cares and love me. I proudly dedicate this thesis to :

1. *My beloved Parents, my dad Supinah and my Mom Sulastri who always give me endless love, the best prayers and haven give me the opportunity to receive education up to Bachelor Degree*
2. *My beloved young brother Rido Aldo Dwi Darmawanl, who always support me*
3. *My classmates of English Department (Extraordinary class), the big family of English Association IAIN Jember and the other friends who have accompanied me in the process of becoming a better person.*

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahi Rabbil ‘Alamin. Thanks to Allah SWT; the lord of the universe, the master of the day that has given the researcher His love and compassion to finish this thesis. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember. The undergraduate thesis entitled “Improving Students’ Reading comprehension Through Descriptive Text By Using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021”

I also fully aware that the undergraduate thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer express thankfully to honorable:

1. Prof. Babun Suharto, S.E, M.M as a Rector of UIN KH Achmad Siddiq Jember who has given opportunity to study in this institute
2. Prof. Dr. Hj. Mukni’ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
3. Mr. As’ari, M.Pd.I as the Head of English Department who has motivated me to study English
4. Mrs. Nina Hayuningtyas, M.Pd as my graduated advisor who always helped me to finish this thesis

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5. Ms. Anisa as my collaborator who helped me to finish my research in Junior High School
6. My beloved lecturers who have always been patient to teach me about English and general knowledge.
7. The Headmaster and teachers of SMP Nurul Islam Jember who allowed me to do my research.
8. My beloved students VIII F class of SMP Nurul Islam Jember who helped me to accomplish the process of research.
9. Mr Wahyungesthi Setyocahyono, M. Pd for all your goodness in helping me to finish this research.
10. Unforgettable, to all of my friends for the wonderful friendship and moment we have been through together.

I wish Allah SWT gives His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 10 December 2021
The Researcher,

Oryza Eka Satifa
NIM. T20166005

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ABSTRACT

Oryza Eka Satifa, 2021. *Improving Students' Reading comprehension Through Descriptive Text By Using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021*

Key Words: Collaborative Strategic Reading (CSR), reading skill

Reading is also one of the skills in English that must be learned continuously. This research focused on reading skill. It is related to the problem identification that students felt difficult in understanding reading such as finding the meaning of the word/vocabulary, finding the specific information, the main idea of paragraph, and giving conclusion The aim of this research was to improve students' reading comprehension by using Collaborative Strategic Reading (CSR).

This research was conducted at class VIII F of SMP Nurul Islam Jember. This research is Classroom Action Research (CAR) using Kemmish and Mc Taggart which consisted of four steps, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted two cycles. Each consisted of three meetings, two meetings to implement the action and one meeting students' reading test or post test. In planning the action, the researcher and collabolator prepared lesson plan based on the data from preliminary study which refers to the problem found. Furthemore, in implementing the action, the researcher taught the students by using Collaborative Strategic Reading (CSR). Next, observing was the process of collecting the data from the implementation, the researcher and collaborator observed all of the classroom activities during the implementation of the action. The last was reflecting, in this process the researcher and collaborator analyzed the data from observing the action and compared with the criteria of succes which 80% of students have to reach the target score that was 75. The subject of this research was the class VIII F of SMP Nurul Islam Jember that consisted of thirty-two students.

The result of this research showed that there was improvement of the students reading comprehensionl. It could be seen from the result of the post-test I and II that been improved. From 47,75 % students who achieved the minimum score in pre-test become 62,50% in post-test I then 84,37% in post-test II. It can be conclouded that Collaborative Strategic Reading (CSR) can make students' reading comprehension better then before.

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CHAPTER 1

INTRODUCTION

A. Research Background

In this millennial era, language is needed to get information. But not all information use Indonesian as the language to communicate. Precisely, the international language that is extensively used, namely English. In general, we can conclude that English as an international language refers to a paradigm for thinking research and practice.[1] On the other hand, English is widely used in various media, especially in print out media. Therefore, learning English is very necessary for students, including class 8F students of SMP Nurul Islam Jember.

There are four skills that must be mastered by students, such as listening, speaking, reading, and writing. From the fourth skills above, reading is a skill that is needed in looking for information. Reading is also one of the skills in English that must be learned continuously. Many information will be obtained from reading especially for students, because from reading, students will get a lot of knowledge from various fields. There is a verse that explains that the command that was sent down first to the Prophet Muhammad was to read.

[1] Farzad Sharifian, *English As An International Language: Perspectivs And Pedagogical Issues* (Britania Raya :MPG Books Ltd, 2009), 2.

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اَقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ

Iqra biismi rabbika allathee khalaqa

"Read! In the Name of your Lord, Who has created (all that exists),"(QR. Al 'Alaq:1)[2]

From this verse, God strongly commands us to read. Researcher assumes that reading is the ability that must be applied to find out the available information. Through reading, we can find many knowledge in this world.

The ability of reading comprehension is not always possessed by every student. The majority of class 8F of SMP Nurul Islam Jember were less interested in reading because reading English is very difficult to be understood. It could be proven when the researcher interviewed the students of class 8F of SMP Nurul Islam Jember on 21st of july 2020. Most of the students said that reading was difficult. Their English teacher also explained that 8F students of SMP Nurul Islam Jember needed guidance in understanding the text. It was also proven from the results of preliminary study that there were some students who could pass the minimum mastery level criterion (KKM) that is 75, the result showed that only 43,75 % of 32 students reached minimum mastery level criterion (KKM) (75). It means that only 14 of 32 students who achieved the minimum mastery level criterion (KKM). Meanwhile, 56,25 % of students got grades under the minimum mastery level criterion (KKM). It means that 18 of 32 students who could not

[2] Muhammad Taqi-Ud Din Al-Hilali And Mihammad Muslim Khan, *The Nobel Quran*,Terj (Medina Dar-Us Salam Publication, 1996)

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achieve the minimum mastery level criterion (KKM). From that number, it proved that 8F grade students of SMP Nurul Islam Jember had difficulty in reading comprehension.

From the observation done by the researcher, it was found that the students were difficult in understanding the text. The researcher found that there were some difficulties faced by the students while understanding reading such as, finding the meaning of the word/vocabulary, finding the specific information, the main idea of paragraph, and giving conclusion.

The first, the students had difficulty to find the words and they did not know the meaning. Means, in mastery vocabulary the student was still low. Vocabulary refers to list or set of words for a particular language or set of words that individual speaker of a language use.[3] Therefore, lack of vocabularies makes the students difficult to interpret each sentence and they were difficult to understand the contents of the text. Since, understanding a text should be started from word by word.

One of the aim of reading comprehension is to find some specific informations from the text. Specific information involved understanding what the information is or the information your are looking for, find it when reading a text. It was stated by Whother cited from Zahara Nur Rahmah, that specific information develops the topic sentence or main ideaby giving definition, example, fact, incident, comparison, analogy, cause and effect, statistic, and

[3] Evelyn hatch and cherly brown, *vocabulary,semantics and language education,*(cambridge: cambridge university press),1.

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quotation.[4] Easily, specific information was the important information that is available in the text. Besides, in every reading, the important parts were hidden in each paragraph. Students who have lack of vocabulary will find some difficulties to find the specific information. Most of students needed private tutoring to find some specific informations.

On the other hand, the students had difficulty in determining the subject matter of each paragraph. Each text consists of several paragraph, each paragraph has a main idea. As stated by Beers in journal that the reader are supposed to define and understand the main idea or the topic from the reading text. Main idea is central idea of the text.[5] By knowing the main idea students could predict the suporting senteces. However the student said that they had difficulty in identifying the main idea of the text.

From the result of interview and observation in preliminary study mentioned above, the researcher concluded that the students' problem was difficulty in concluding the content of reading. The conclusion itself could be the final message or the opinion of the researcher. In reading conclusions or messages was an important part. Since according to the Tarigan in the jurnal, reading is a process carried out and used by readers to obtain messages, that is the reader wants to convey through the media of words/ written language.[6]

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[4] Zahara Nur Rahmah,"improving Students Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (SCR) At The Second Grade Of Smp Muhammadiyah Bandar Lampung "(Thesis, University of Lampung, Bandar Lampung ,2017) 23.

[5] Ika Olviyanti, "An Analysis On The Ability Comprehending A Reading Text By The Sixth Year Students" FKIP Untan Pontianak : 3-4

[6]Edy Tandililing and Deden Ramdani."Artikel Penelitian." PGSD FKIP Universitas Tanjungpura (september , 2011):4.

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Knowing some problems faced by the students in reading comprehension, actually the teacher had already tried to overcome them. But the teacher had never taught the students by different strategies or techniques in her class. She used the media provided at school, such as : whiteboard, board marker, and sometime the teacher used LCD (Liquid Crysal Display) hopely the student could improve their reading comprehension. The teacher only used students' exercise book (LKS) to teach reading in every meeting. it made the students got bored and they could not improve their reading comprehension.

Actually, there were so many methods to teach reading, such as CORI (Concept Oriented Reading Instruction), it was a complex yet coherent instrucinal pocess for teaching students to use multiple comprehension strategies flexibly and interactively around the text to increase self regulated strategy use and the student engagement or motivation to foster the learning of content.[7] Next is KWL strategy, this strategy could improve student's reading comprehension. It could be activated prior knowladge of students in the K column the teacher and the students together brainstorm and write down all they know about the topic. W column, they generate some questions or issues they hope the text may answer (predicting, questioning, and seeking information), and L column students silently or as shared activity, the children

[7] Nurainun, "Improving The Student's Reading Comprehension In Narative Text By Using Concept Oriented Reading Instruction At Grade VII Priate Islamic Junior High School Ali Imron Medan"(Skripsi, UIN Sumatra Utara,2017),25.

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write ideas and summary of the main things they have leraned from the text.[8] In the other hand, as stated by Kligner and Vaughn that Collaborative Strategic Reading (CSR) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.[9] The researcher and teacher decided to use a collaborative strategic reading (CSR) strategy in overcoming the student problems that have been outlined above. Besides, it can improve student reading comprehension, this strategy has not ever used by the teacher. While the criterion of the success was 80% (eighty percen). As stated by Ikhwanudin in his research entitled "Improving Reading Comprehension By Using Collaborative Strategic Reading (CSR) to Seven Grade of MTs N Mantingan" it showed the improvement of students reading comprehension using Collaborative Strategic Reading (CSR). While Elyya Dwie Puspita under the title,"Improving Student's Reading Comprehension Using Collaborative Strategic Reading (CSR) (A classroom action research study at the eight grade student of SMP N 1 Ngadirojo in the academic year of 2011/2012)" also succeeded in increasing reading comprehension of students and several other researchers managed to improve student understanding by using the same strategy.

For those reasons, the researcher interested to conduct a Classroom Action Research with the title "**Improving Students' Reading comprehension Through Descriptive Text By Using Collaborative**

[8] Rusmiati,"Using KWL Strategy To Improve Student's Reading Comprehension," Tanjung Pura University Pontianak,2017, 3.

[9] Janette k. Klingner and sharon vaughn,*the council for exceptional children* (july/ August 1998),32.

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Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021"

B. Research Question

Based on the background described above, the research problem discussed in the research was:

"How teacher use Collaborative Strategic Reading (CSR) to Improve Students' Reading comprehension Through Descriptive Text at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021?"

C. Research Objective

Based on the research background, the objective of this Classroom Action Research was intended to Improve Students' Reading comprehension Through Descriptive Text by using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021

D. Significance of the Research

This research was expected to give contributions to the language teaching learning process as follow:

1. For English teacher

   The result of the research could be used for English teacher as a reference to increase students reading comprehension by using Collaborative Strategic Reading (CSR)

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2. For Student

The actions of the research were expected to be useful to improve student's reading comprehension. Since learning English by using Collaborative Strategic Reading (CSR)

3. For future researchers

Hopefully this research can be used as a reference for the other reseachers to conduct a further research with a similar topic by different research area, research design, and media.

E. Limitation of the Study

Based on the observation in SMP Nurul Islam Jember and interview English teacher, the reseacher focused on the strategy, that is Collaborative Strategic Reading (CSR) to improve student reading comprehension at the 8 grade of SMP Nurul Islam Jember especially in class 8F and the materia used in this research was descriptive text.

F. Definition of Key Term

1. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is one of strategy to improve reading comprehension. This strategy has some roles those are preview,click and clunk, get and gist, and wrap up. Firstly, preview, it will stimulate the student's mind. The second is click and clunk, it makes the students try to identify when they have breakdowns in understanding. Next is get and gist, the student identifying the important thing in the text. And

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the last is wrap up that is the students have knowladge, understand about what ware they read.

2. Reading comprehension

   Reading comprehension is the one of skill that should be had by each students. Reading comprehension means that the students have known what were they read. They can answer a question related to the text. The students should understand the content message in the text.

3. Descriptive text

   Descriptive text is a text that explained about person, animal, place, and things. It has language feature such as simple present tense, using action verb, and also using adjective. The structure of the descriptive text were identification and description.

4. CAR (Classroom Action Research)

   CAR (Classroom Action Research) is one of research methods that is an action research conducted by teacher in the classroom. Action research including qualitative research although the data collected may be qualitative research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The researcher chose three previous studies that relevant with this study. It can help the researcher look for some references. They are :

The first research was Naimatus Solikhah the students of Institute Agama Islam Negeri Jember (IAIN) Tulungagung.[10] The title was " improving students' reading comprehension by using Collaborative Strategic Reading (CSR) at the second grade of MTs Ma'arif Bakung Udanawu Blitar". The research aimed to know the students achievement in reading skill by using Collaborative Strategic Reading (CSR). The researcher took as many as 40 students as the subject. Based on the result of the research, students reading comprehension through Collaborative Strategic Reading (CSR) can be improved in test cycle II which 33 students passed the target score and 7 students did not reach the target score..

The second is thesis writen by Ikhwanudin from Surakarta.[11] The title is "Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) To Seventh Grade of MTs N Mantingan(A classroom action research at seventh grade students of MTs N Mantingan in academic year of

[10] Naimatus Solikhah," improving students' reading comprehension by using Collaborative Strategic Reading (CSR) at the second grade of MTs Ma'arif Bakung Udanawu Blitar" (Thesis, State Islamic Institute of Tulugagug)

[11] Ikhwanudin, "Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) To Seven Grade of MTsN Mantingan (A classroom action research at seventh grade students of MTs N Mantingan in academic year of 2018/2019)" (Thesis, State Islamic Institute Of Surakarta)

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

The method used in this study was Class Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research means that the researcher worked collaboratively with the English teacher in the class. The CAR (Classroom Action Research) was done based on Kemmis and Mc Taggarts design, it content of two cycles in each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students‟ reading score of pre-test and post-test. These data were compared and analyzed to get a conclusion as the result of this research. From the result of study, it can be seen that the students progress during the learning process by using and Collaborative Strategic Reading technique is well confirmed. The students reading comprehension in English can be improved. Then, the result of test showed significant improvement from the pre-test up to second cycle. The average score in the pre-test up to second as (60), (70), and (80). In the third cycle,

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there were 25 out of 30 student who achieved the individual mastery >70. It means that the target score has successfully achieved. Finally, based on the data, the researcher concludes that this method gives useful contribution to the learning process that this study recomended for the English teacher.

The last is thesis writen by Zahara Nur Rahmah from Bandar Lampung.[12] The title is "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung". This research was conducted at the second grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year 2016/2017. A quantitative research was used in this research by applying one-group pre-test and post-test design. There were two classes taken randomly used in this research; VIII C as the tryout class and VIII D as the experimental class. The data were collected using reading comprehension test in form of multiple choices with four alternative answers. The hypothesis was tested using repeated measure t-test.

The result showed that the students' mean score of pre-test was 58.94 and their score of post-test after the implementation of CSR was 71.53, in which the gain was 12.59. It means that there was a significant difference of students' reading comprehension ability after being taught through CSR. The highest improvement of reading aspect was identifying main idea with 30 points from 110 to 140. It was proven by the result of paired sample t-test, which showed that the value of two tails significance is (0.00) smaller than

[12] Zahara Nur Rahmah, "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung", (Thesis, University Of Lampung)

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alpha (0.00<0.05) and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that CSR can be used to improve students reading comprehension ability significantly, especially in identifying main idea.

Table 2.1
Similarities and differences of previous study

No	Title of research	Similarities	Differences
1	2	3	4
1	Naimatus Solikhah“ improving students’ reading comprehension by using Collaborative Strategic Reading (CSR) at the second grade of MTs Ma’arif Bakung Udanawu Blitar”	a. Both researchers fcused on reading comprehension b. Both researchers conducted at the second grade of junior high school.	a. The previous research recount text as the learning material b. this research used descriptive text as the learning material. a. The previous research used three meetings each cycle b. this research used two meetings each cycle.
2	Iikhwanudin, “Improving Reading Comprehension by Using Collaborative Strategic Reading (CSR) To Seventh Grade of MTs N Mantingan(A	a. Both researches focus on improving reading comprehension	a. The previous research used three meetings each cycle. b. This research used two meetings each cycle.

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1	2	3	4
	classroom action research at seventh grade students of MTs N Mantingan in academic year of 2018/2019)"	b. Both researches use Classroom Action Research (CAR)	
3	Zahara Nur Rahmah "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung"	a. Both researches used collaborative strategic reading to improve student reading comprehension	a. The previous research used narative text as the learning materal b. This research used descriptive text as the learning material.

The position of the research is to repeat the previous research but to develop previous research. Hence, this research is the use of Collaborative Strategic Reading (CSR) in improving students reading comprehension. The previous researcher only needed to use the steps in Collaborative Strategic Reading (CSR) without any other tools. So the researcher used fix up card as a tools so that the students wrote the important things in the text and it made them more easy in understanding the text. In addition the researcher also used some pictures in the second cycle to help students understand the text easily and all of this was proven to make the students easier in understanding the text and improve their reading skills.

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B. Theoretical Framework

1. Reading

a. The definition of reading

There are four skills in mastering English, one of them is reading. Some experts have defined what reading is. According to Khand, reading is one of language component that should be mastered smoothly in any language, everyone generally knows that reading is a skill that comes from experience and need to be constanly improved through different types of reading material.[13]

Another definiton of reading is proposed by Dechan, he concludes that reading is clearly a process which is complete only when comprehension is attained and reading requires a sign system in which messages are formulated, but the critical elements that he reader reconstruct the message encoded in the written language. [14]

Reading is one of process to comprehend some text. Consequently, Patel and Jain defined that reading is an active process which consists of recognition and comprehension skill. Readers need to be able to comprehend what they are reading that involves the process of acquiring grammatical structure and vocabulary and meaning. They will be able to benefit from the store of knowladge in

[13] Z Khand, "Teaching Reading Skills: Problem And Sugestion," *Language Learning* Vol.3 (2004), 1.
[14] Dechant, *Improving the Teaching of Reading* (United States of America: Prentice-Hall,1982),15.

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printed materials and ultimately to contribute to that knowladge. Good teaching anables students to learn to read and read to learn.[15]

According to Brown, in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire, basic, begining-level textbooks in a foreign language presuppose a student's reading ability if only because it's a *book* that is the medium.[16]

Armed with these deffinitons, reading skill is a process that caried out by someone to find out and comprehend the content of the text.

b. Models Of The Reading

According to Aebersold and Field they said that there are three main models of how reading occurs:

1) Bottom-Up Model

The reader constructs the text from the smallest units (letter to words to phrases to sentences, etc) and the process of the constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this person.

2) Top-Down Model

The readers bring a great deals of knowledge, expectation, assumtion, and question to the text and given a basic understanding

[15] Rizky Amalia, "Teaching Narative Reading Text By Using Self Directed Questioning Strategy To The Eight Grade Students Of SMP Muhammadiyah Palembang," (Thesis, Raden Fatah Palembang State University, 2015),23.

[16] H Douglas Brown, *Language Assessment Principle And Classroom Practice*,(Newyork: Longman, 2004), 185.

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of the vocabulary, the continue to read as long as the text confirms their ecpectation. The top-down school of reading theory argues that reader fit the text into knowladge (cultural, syntactic, linguistic, and historical) they already posses, then back when new or unexpected information appears.

3) The Interactive Model

Most researchers currently argue that both top-down and botom-up are occuring, either altenately or at the same time. This model describe a process that moves both buttom-up and top-down, depending on the type of test as well as the readers background knowledge, language proficiently level, motivation, strategy use, and culturally shaped beliefs about the reading.[17]

c. Type Of Reading

According to Brown, there are some types of reading, namely:[18]

1) Perceptive of reading

Perceptive reading tasks involve attending to the component of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied. Kinds of assessment task on perspective reading such as

[17] Elyya Dwie Puspita, "Imoproving Student Reading Comprehension Using Collaborative Strategic Reading (CSR) (A Classroom Action Research Study At The Eighth Grade Student Of Smp Negri A Ngadirojo In The Academic Year Of 2011/2012)" (thesis, sebelas maret university, surakarta, 2012), 10-11.

[18] Douglas Brown,"*language assessment : principle and classroom practice "* (california: longman,2003),187-216.

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reading aload, written response, multiple choice, picture-cued items.

2) Selective of reading

In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true or false, multiple choice, etc. Stumuli include sentences, brief pharagraph, and simple charts and graphs. Brief intended as well. A combination of buttom up and top-down processing may be used.

3) Interactive

The focus of an interactive task is to identify relevan feature (lexical, symbolic, grammatical, and discourse) within text of moderatly short langht with the objective of retaining information that is processed. Top-down processing is typical of such task, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading applies to texts of more than a page, up to and including profesional articles, essays, technical reports, short stories, and books. The purpose of the assessment usually are to tap into a learner's global understanding of text, as opposed to

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asking test-takers to "zoom in" on small details. Top-down processing is assumed for more extensive tasks.

2. Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension as an important aspect in English that makes the students inevitably have to master it. Reading comprehension indicates the student that has been understand with the text. As Grellet states in Elyya's that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. Grellet emphasizes the important of obtaining the required information in reading.[19]

According to Klingner cited from Nindya that reading comprehension is "the process of constracting the meaning by coordinating a number of complex process including word reading, word and world knowladge, and fluency." It is relating to the ability of the student, that they interpretate the words, understanding meaning and and get the point of the text.

In teaching reading, the teacher helps the students in reading comprehension, it also helps the student to add microskill in reading. That was in line with Brown, there are fourteen micro-skills that the students must do to reach their reading comprehension.

[19] Elyya Dwie Puspita, "Imoproving Student Reading Comprehension Using Collaborative Strategic Reading (CSR) (A Classroom Action Research Study At The Eighth Grade Student Of Smp Negri A Ngadirojo In The Academic Year Of 2011/2012)" (thesis, sebelas maret university, surakarta, 2012), 13.

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There are: (1) discriminate among the distinctive graphemes and orthograpic patterns of english, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc.), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8) distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts, (11) infer links and connection between events, ideas, etc. Deducate causes and effects, and delect such relations as main idea, suporting idea, new information, given information, generalization, and exemplefication, (12) distinguish between literal and implied

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meanings, (13) detect culturally specific references and interpret them in context of the appropriate cultural scemata, (14) develope and use battery of reading strategies such as scaning and skimming, detecting discourse makers guessing the meaning of words from context, and activating schematafor the interpretation of text.[20]

From those definitions the researcher take conclusion that reading comprehension is an activity when the student can steadily answer some questions from the teacher. Instead, the students are using some strategies while teaching and learning process.

b. Aspect of Reading Comprehension

As another skill, reading has aspect that should be mastered by the student. Nuttal as quoted Rahmahs'[21] there are five aspect that should be mastered by readers to comprehend the text deeply. These five aspects are: (1) main idea, (2) specific information, (3) inference, (4) reference, and (5) vocabulary.

1) Main idea

Main idea has same meaning with topic sentence. According to Whother in article by Kartika Wulandari said that

[20] H Douglas Brown, *teaching by principle : aqn interactive approach to language pedagogy*,(Newyork: Longman, 2001), 307.

[21] Zahara Nur Rahmah, "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung", (Thesis, University Of Lampung),16.

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main idea is called the topic sentence.[22] It tells the content of the pharagraph. Main idea as also the important idea that more explain in the sopporting pharagraph. Main idea is the important thing in some text. Without main idea, the reader will be confused to understand each paragraph. Some times the writer of the text will put the main idea in the first sentence in the paragraph or they will give some clues for more difficulty level of reading in the paragraph.

According to Segretto ceated from Zahara Nur Rahmah, main idea has some elements, they are main idea of the text and main idea of the paragraph. Those will explain as follow:

a) Main idea of the text

Basically, main idea of the text means that the main idea of the whole of content of the text. In the text, there is one main idea that located in the begining and at the end of the paragraph.

b) Main idea of the paragraph

A paragraph has stated main idea usually in a topic sentence; this means the paragraph says what the main idea is. A paragraph also does not have stated main idea, but has an implied main idea; this is means that you need to state the main

[22] Kartika wulandari, "5 aspec of reading comprehension: meaning and example," kuliah bahasa inggris.com, 17 agustus 2020/27 september 2020, https://www.kuliahbahasainggris.com/5-aspect-if-reading-comprehension-meaning-and-example/.

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idea in your own words because it does not actually say it in the paragraph. In every paragraph has main idea .

2) Specific information

Reading for specific information involves understanding what the information is, or what the type of information you are looking for, find, then read the relevant section carefully to get a complete and detailed understanding. In the same word, specific information is called by supporting idea. According to Kartika Wulandari in her article, specific information is developed from the main idea by giving the specific definition, examples, facts, comparison, cause and effect that is related to the topic sentence.[23]

According to Whother ceted from Zahara Nur Rahmah,[24] specific information has some elements, they are: specific information of the charater, specific information of the setting, specific information of plot, and specific information of cause effect. More explanation as follows:

a) Specific information of the character

Character is a figure who play a role in the story that depicted by writer. There are some charachers in the story such as, antagonis: a figure who depicted as a character who always

[23] Kartika wulandari, "5 aspec of reading comprehension: meaning and example," kuliah bahasa inggris.com, 17 agustus 2020/27 september 2020, https://www.kuliahbahasainggris.com/5-aspect-if-reading-comprehension-meaning-and-example/.

[24] Zahara Nur Rahmah, "Improving Students' Reading Comprehension In Narrative Text By Using Collaborative Strategic Reading (CSR) At The Second Grade Of Smp Muhammadiyah 3 Bandar Lampung", (Thesis, University Of Lampung),20.

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contradicts the protagonis, usally it calls bad character. Protagonis: is main character in the story.

b) Specific information of the setting

It is environment in which an event or a story take a place. Setting is describe of the time, place, and atmosphere of the events in the story.

c) Specific information of plot

Plot refers to what happens in the story events and thoughts which make up the story's basic structure. The plot is usualy consists of intruction, rising action, a climax, falling action, and ending.

d) Specific information of cause effect

Cause is an action that makes something else happen, effect is result of that action.

3) Inference

Inference is a conclution of the text. According to Zahara Nur Rahmah, naturally, inference is a good guess or conclution drawn based on logic of passage. Inference is the word that used by the reader to draw a certain conclution from fact, points in an argument etc. An inference is when the readers take clues from the text plus what they already know from their experience to decide what the text means.

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4) Reference

Reference is word or phrase used either before or after of reference in reading material. It is a relation between one subject to another object.

5) Vocabulary

Vocabulary is a word used to construct a sentence. Vocabulary consists of noun, adjective, verb, adverb, conjuction, preposition, interjection,and pronoun. According to Harmer, the elements of english vocabulary are the morphemes which combine to make majority of words in the english language.

c. Factor of reading comprehension

Dawson and Bamman cited from Elyya Dwi Puspita said that they are five factors which influence that comprehension ability. They are intelligence, experience, and mecanics of reading, interest of span, and skill of comprehending.

1) Intelligence

Every children have different background knowledge, it underline the intelligence of the student. So, it will be possible for them to produce different comprehension.

2) Experience

Student with limited experience may have difficulty in comprehending many of the ideas and activity with which other students are familiar before they come to school.

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3) Mechanics of reading

Comprehension will be easier for the students if they have mastered all the skills of word meaning and if they have learned to handle material books properly.

4) Interest span

It is truism what we are respond quickly to what we read are interested in the topic or at least familiar with it. The interest span releted to personality factors; a disturbed student who has countered many unfortunate experience at home or in the school may be unable to preserve when required for comprehending reading passages.

5) Skill of comprehending

Another obvious factor, which influences the amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.[25]

3. Collaborative Strategic Reading (CSR)

a. The Definition of Collaborative Strategic Reading (CSR)

Collaborative strategic reading (CSR) is an exelent strategy for students to improve their reading comprehension and build vocabulary

[25] Elyya Dwie Puspita, "Improving Student Reading Comprehension Using Collaborative Strategic Reading (CSR) (A Classroom Action Research Study At The Eighth Grade Student Of SMP Negri A Ngadirojo In The Academic Year Of 2011/2012)" (thesis, sebelas maret university, surakarta, 2012), 15-16.

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and work cooperatively it was proposed and developed by klingner and vaughn.[26] With collaborative strategic reading, student learn to use comprehension strategies that suport their understanding text.

Collaborative strategic reading (CSR) teaches students to use comprehensions strategy while working cooperatively. Klinger in a jurnal,[27] state that CSR is one of the saveral multicomponent reading comprehension instruction models that include strategies for summarizing information, asking and answering question, comprehending monitoring and peerdicussion.[28] In this statement, the students must play the role and the teacher think –aloud.

The concept of collaborative strategic reading is the student work in small cooperative group and applythe reading strategies. The four reading steps of CSR are preview , click and clunk, get the gist , and wrap up. The strategy decided into three times that is before reading, during reading, and after reading. These reading steps fasilitated the students to understanding some text.

b. Purpose of Collaborative Strategic Reading (CSR)

Basically the purpose of Collaborative Strategic Reading (CSR) is to enhance reading comprehension skills for students with learning disabilities and student at risk for reading diffiulties, CSR has also

[26] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets,* Ed.. (Austin:University Of Texas, 2014), 3

[27] klingner and Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets,* Ed. 2.

[28] Rayindra Mayang Puspita,"The Effect Of Collaborative Strategi Reading (CSR) On The Elevent Grade Students' Reading comprehension Achievement At SMA Negeri 2 Bondowoso," *pancaran 2,* no.2(mei, 2013): 3.

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yielded positive outcomes for average and high average achieving students.[29] That was define by Klinger and Vaughn in article with the title using collaborative strategic reading.

They was said that the goals of this strategy is to improve reading comprehension and increase conceptual learning in ways that maximize students involvement. It means that the aim of this strategy makes the students to be successful in comprehending of some texts. The way of this strategy fasilitates the students to get the point of the text, the purpose of the text, that called by comprehen the content of the text.

c. Procedure of Collaborative Strategic Reading (CSR)

According to Klinger and Vaughn Collaborative Strategic Reading (CSR) has four steps to applay the strategy, they are :

Before reading

1) Preview

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

[29] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1.

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Introduce previewing to student by asking them whether they have ever been to the movies and seen previews. Prompt student to tell you what they learn from previews by asking the question like the following :

a) Do you learn who is going to be in the movie ?
b) Do you learn during what historical period the movie will take place ?
c) Do you learn whether or not you might like the movie ?
d) Do you have question about what would you like to know about the movie ?

When the students preview before reading, they should look at headings; word that are bolded or underlined; and picture, tables, graphs, and other key information to help them to do two things: a) brainstorm what they know about the topic and b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas discuss their background knowledge and predictions.

During reading

2) Click and clunk

Students did clik and clunk section while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading omprehension and to identify when they have to breakdowns in understanding. Click

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refers to portions of the text that make sense to the reader: “ click, click, click”-comprehension clicks into place as the reader proceeds smoothly through the text. When the student comes to a word, concept, or idea that does not make a sense, clunk-comprehension breaks down. For example when the student do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they are understanding- or falling into uderstan- what they are reading or what is being read to them. The teacher asks, “is everything clicking ? who has clunk about the section we just read ?” student know what they will be asked this question and are aler to identify clunk during reading.

After students identify clunks, the class uses “fix-up” strategies to figure out the clunks. The teacher teaches their students to use “click cards” as prompts to remind them of various fix-up strategies. On teaching of the clunk cards is printed as different strategy for figuring out a clunk word, concept, or idea:

a) Reread the sentence without the word. Think about what information that is provided that would help you understand the mening of the word.

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b) Reread the sentence with the clunk and the sentences before and after the clunk looking for clues.
c) Look for prefix or suffix in the word
d) Break the word apart and look for smaller words you know.

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

3) Get the gist

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

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

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After reading

4) Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowladge, understanding, and memorise of what was read. Students generate question that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following questions starters to begin their question: what, who, when, where, why, and how (the 5 Wh and an H).

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

Teach students to ask some question is about information that is stated explicity in the passage and other questions that require an answer not right in the passage, not " im your head". Encourage student to ask question that involve higher-level thinking skill, rather than literal recall.

To facilitate students' ability to generate higher-level questions, you may provide question steams such as the following:

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a) How were..... and .....the same ? different ?

b) What do you think would happen if .....?

c) What do you think cause..... to happen ?

d) What other solution can you think of for the problem of ?

To review, students write down the most important ideas they learned from the day's reading asignment in their CSR learning logs. Then they take turns sharing what they learned with the class. Many students can share their best idea in a short periode of time, providing the teacher with valuable information about each students' level of understanding. [30]

d. The advantages and disadvantages of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading is strategy with some steps to improve students reading comprehension. Students who have difficulty while comprehending the context of the text will be helped with this strategy. Use this strategy as the habit when the students are reading, slowly help their diffculties in reading comprehension. Before that every strategy has advantages and disadvantages. According to Klingner in Ikhwanudin state his idea about CSR which it also can be concluded as the advantade of CSR. They are as follow:

1) Collaborative Strategic Reading (CSR) was a learning strategy designed to fasilitate reading comprehension for student with

[30] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1-4.

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reading, learning, and behavior problems included in general education classroom.

2) Construct the emotional of classmate

CSR stands for Collaborative strategic reading, it assumed that a strategy in teaching reading collaboratively. So this strategy can construct the emotional of the students when there are some students who are quiet.

3) Collaborative Strategic Reading (CSR) was designed to address three prevailing educational problems:
   a) How to adequately include struggling reader, English language lerners (ELL) and student with reading disabilities in text related learning.
   b) How to teach text comprehension strategies that improve students' reading comprehension.
   c) How to provide opportunities for struggling reader, English languege learner and students with reading dissabilities to ineract effectively with peer and enhance their achievement.

Besides, Collaborative Strategic Reading (CSR) also have the disadvantages, they are:

1) The student who have more diffiulty can't learn as quikly as the other.
2) This strategy will facilitate if applied in a group

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3) The students who have low self-confident when they are in a group will be a quite.[31]

4. Descriptie Text

a. Definition of Descriptive Text

Descriptive text is a text that is always in around us when we want to describe something or someone. It is learnt by Junior High School (SMP) in the first and second years. In general, descriptive means describe about particular person, place or thing details. Descriptive text should concentrate on action (verbs), rather than sensation (adverbs and adjectives).[32] Descriptive text has generic structures and language features. According to Gerot and Wignell cited from Ade Dwi Jayanti's jurnal "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". Basically, it provides detail information about characteristics of people, places, and things.

The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details. They add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe

[31] Ikhwanudin, "Imoproving Student Reading Comprehension by Using Collaborative Strategic Reading (CSR) to seventh Grade of MTs Negri Mantingan (A Classroom Action Research At The Seventh Grade Students of MTs Negeri Mantingan In The Academic Year of 2018/2019)" (Thesis, State Islamic Institute of Surakarta , Surakarta, 2019), 35-38.

[32] Ade Dwi Jayanti, " Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," English Franca 3,no1(2019):78

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specifically parts, qualities, and characteristics of an object that is being described.

Furthermore, they also explain about the grammatical features (language features (*simple present tense, action verb and adjective*), vocabulary, and mechanics) of descriptive text. Related to ideas above, there are some indicators of English descriptive text. First, generic structure (identification is to identify phenomenon be described, and description is to describe parts, qualities, and characteristics of subject). And secondly, the grammatical features (focus on language features (*simple present tense, action verb, adjective*), vocabulary and mechanics).

b. Generic Structures of Descriptive Text

Gerot and Wignell and Yusak in Ade Dwi Jayanti's jurnal add their opinion *about* generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

1) Identification

In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri in Ade Dwi Jayanti's jurnal adds that identification is a part of paragraph which introduces or identifies the character. If a student read an identification part clearly, he/she will develop the ideas easily in description part.

2) Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described.

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Masruri cited from Ade Dwi Jayanti's jurnal adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic. Then, the ideas should be good organized. In this case, each of idea has relationship and organized. So, the reader can comprehend well what the English descriptive text is about. It means that the reader will get a clear picture of the phenomenon or subject which is described in English descriptive text if the writer expresses the message clearly although the readers are not faced with the writer directly.

c. The Language Features of Descriptive Text

1) Simple present tense

In verbal sentence, the formula as follows;

(+) S + V1 (s/es) + O/C

(-) S + do/does + not + V1 + O/C

In nominal sentence, the formula as follows;

(+) S + Tobe (is, am, are) + Adjective /Adverb

(-) S + Tobe (is, am, are) + not + Adjective/Adverb

2) Focus on specific participants, use of attributive and identifying process, frequently use clasifiers in nominal groups.

3) Make use of adjectives and adverbs[33]

[33] Lailatul Husna, Zainil, And Yenni Rozimela," An Analysis Of Students Writing Skill In Descriptive Text At Grade XI IPA 1 Of Man 2 Padang," Jurnal English Language Teaching (ELT) 1, N0 2 (Juli 2013):5

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CHAPTER III

RESEARCH METHODOLOGY

A. Research design

The researcher used classroom action research for the design of the research. According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve the problems or to find the answer toward context-specific issues.[34] Action research is also defined by Kemmis and Mctaggart that classroom action research typically involves the use of qualitative, interpretive modes of inquiry and data collection by teachers (often with help from academic partners) with view to teachers making judgements about how to improve from their own practice.[35] From the explanations, the researcher can conclude that Classroom Action Research (CAR) is the research method that used by the researcher to solve the students' problem in classroom by using method, technique, or strategy. The researcher collected the data by using observation checklist and interview with the English teacher and the specific class.

The Classroom Action Research design used in this research was a collaborative classroom action research. It means that the researcher collaborated with the English teacher of SMP Nurul Islam Jember as observer and collaborator. In conducting the research, the researcher's role was as an English taught who teaches English especially reading, while the real English teacher's role was as an observer or collaborator who observed the action of

[34] Michael J. Wallace, *Action Research for Language Teachers* (Cambridge: Cambridge University Press, 2006), 5

[35] Stephen Kemmis and McTaggart, The Action Research Planner (Springer,2014),11

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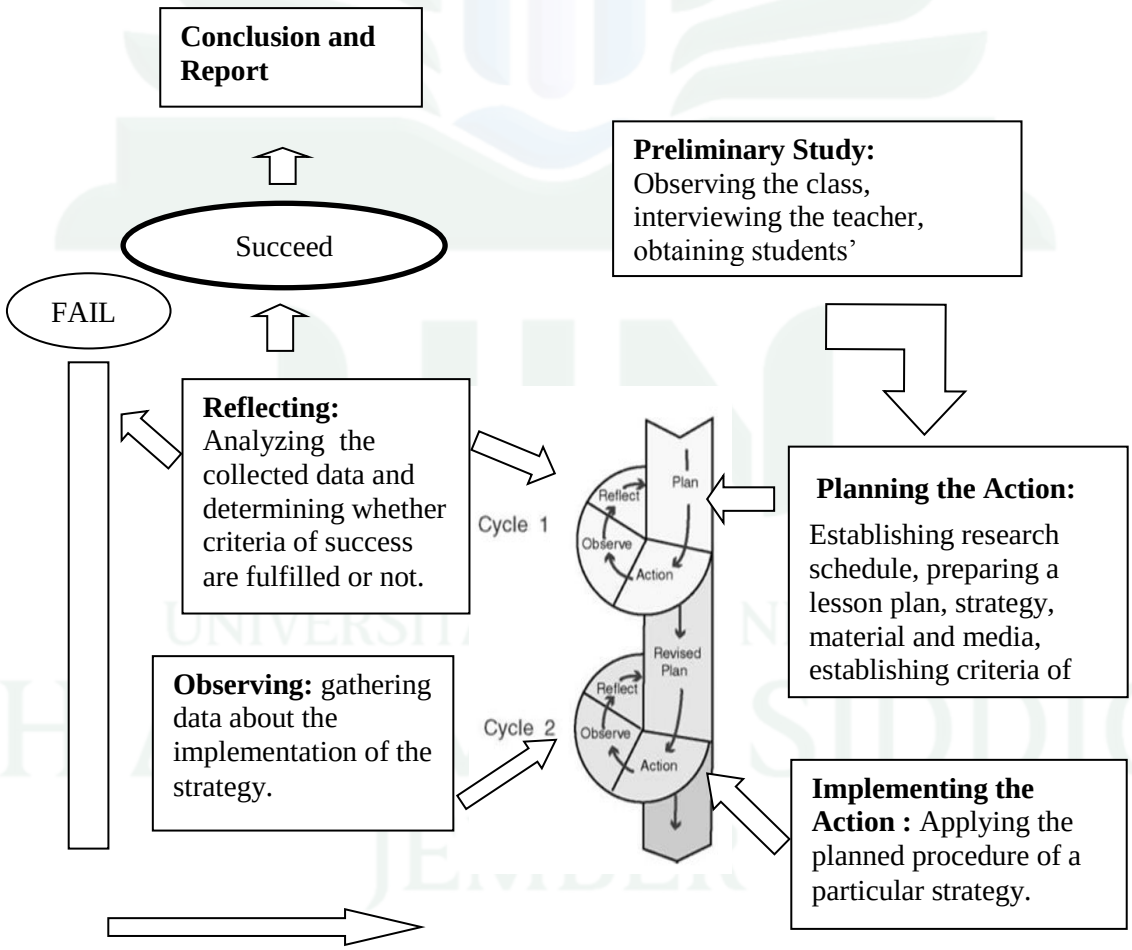
the research while teaching and learning activities happened in the classroom. Also she acted as collaborator to help the researcher in designing lesson plan and carrying out the reflection together with the researcher.

The researcher used some steps in this research. They were planning, acting, observing and reflecting. To make sure the explanation of CAR and the stages, the researcher adopted Classroom Action Research procedure by Kemmis and Taggart model, 2006. [36] The figure is below:

Picture 3.1
The model of action research of Kemmis and Mc. Taggart



[36] Prof. Dr. Rochiati Wiriatmadja, *Metode Peelitian Tindakan Kelas* (Bandung: Remaja Rosdakarya, 2006), 66

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The explanation about the steps as follow:

1. **Planning**

A planning is done after identifying and diagnosing students' reading problems occurred in the class proven by observing and interviewing the English teacher. In this phase the researcher should prepare a lesson to teach the students in order to improve their reading comprehension. Preparing lesson plan aimed to provide the teacher with the guideline of teaching. Besides, the researcher and the collaborator also prepared the material that used in the teaching learning process. While, the material was descriptive text. The observation sheet is also prepared before the researcher implementing the action.

2. **Acting**

Action means the act of the plan. The acting phase is a realization from an act which has been planned before, such as what the media to be used, what material to be taught and others.[37] In this phase the reseacher implemented the collaborative strategic reading. The researcher conducted the the teaching activities step by step by following the procedure. The students applied the strategy (Collaborative Strategic Reading) after the teacher expalining descriptive text (the definition, the function, generic structure, and language feature) as the material.

[37] Suharsini Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2009), 21-23

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3. Observing

In this scale was the time gathering data about the implementation of the Collaborative Strategic Reading as strategy. In this phase, researcher and collaborator observed the class situation and control the students activities in teaching reading comprehension through Collaborative Strategic Reading as a strategy during teaching and learning activity. The researcher and the collaborator observed the student is interaction, their response to the material that was explained by the reaseracher, entusiasthic partisipation in discussion. In the other hand the researcher and the collaborator made some notes about all of the activities in classroom, such as class condition, students' response etc.

4. Reflecting

This phase aimed to reflect or evaluate from the phase before. It was done by looking at the data that had been collected. In this phase, the researcher analyzed the result of students' reading comprehension test score based on the formula about average score and the class percentage which pass the minimal mastery level criterion (KKM) in part of data analysis and based on criteria of success. Next, the researcher evaluated the process and the result of the implementing of the strategy (Collaborative Strategic Reading) in the class. If the result had reached the target then the cycle is considered completed. If the result has not reached the target yet, the reseracher had to conduct the next cycle by revising the strategy. It means that the revised plan is conditional.

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B. Research setting

1. Place of the researh

This reserach was conducted in SMP Nurul Islam Jember, it was located at jln Pangandaran 48 Sumbersari, Jember. The reason why the researcher had chosen this school was because Collaborative Strategic Reading (CSR) never been applied by English teacher in teaching reading and also the headmaster of SMP Nurul Islam Jember had given permission to conduct this research. Then, the research decided to take a research in SMP Nurul Islam Jember.

2. Time of The Research

This research was implemented to improve student reading comprehension through Collaborative Strategic Reading. The students would implement the teaching and learning activity through Collaborative Strategic Reading in 4 meeting in one cycle, three meetings for treatment and one meeting for post test. It would be started from November up to Desember.

C. Research subject

The subject of this reseach was the students at eight grade of SMP Nurul Islam Jember in academic year 2020/2021 in class 8F. Based on the interview with the English teacher, the number of the student in this class consisted of 32 (thirty two) students and the students who passed the score in reading comprehension that was ≤ 75 were still 22% or (seven students). So, the reason why the researcher chose this subject was because the students

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needed an appropriate startegy to improve their reading comprehension as their reading comprehension was still low.

D. Technique of Collecting Data

In this classroom action research, the data were collected by using some techniques of collecting data as follows:

1. Reading test

The researcher applied the reading test because she wanted to know and measure the students' reading comprehension. The reading test was constructed by the researcher based on reading comprehension passage. The design of the test given was multiple choice. Notice that design convers the comprehension consisted of the features, such as main idea, vocabulary in context inference, and detail (specific information), supporting idea, expression/ idiom/ phrases in context, and etc.

Students reading test was in the form of multiple choice, which was consisted of 20 questions. The expected answers were A, B, C, and D. Each correct answer had 5 points and incorrect answer got 0 point. In this test, the aspects of reading comprehension that was evaluated were: main idea, specific information, inference, reference and vocabulary. The 4 aspects of the reading comprehension devided into 20 questions were, 8 questions for vocabulary, with the reason most of the students were still low in understanding the word, 6 questions for specific informations, by knowing the specific informations the students were easy to understand the sentence, since the problem of the students was to find out the specific

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information as well. Next, 4 questions for finding main idea because the students should know the main idea as one of reading comprehension aspects. It would make the students easier to predict the content of each paragraph. The last was 2 questions for inferent because in this section the students must package all the content of the text in a short and clear, so the students did not need to reread the whole text to know the content of the text. The teacher said that the students had more difficulties in understanding vocabulary and finding specific information. Therefore, in deciding the amount of each question, understanding vocabulary and specific information had more amount than finding main idea and inference. The purpose of the test conducted was to know the effectiveness of collaborative strategic reading to improve students' reading comprehension.

As state before that the researcher used multiple choice for reading test. Reading test was used to measure the students reading comprehension about descriptive text. In reading test, the students would be given some questions based on blue print of reading text.

Table 3.1
Blue Print of Reading Test

No	Criterias	Amount of the questions	Questions
1	Understanding new vocabulary based on the text given	8	1. "We do not forget to <u>decorate</u> our teacher's desk ....." . The synonym of the uderlined word is.. A. Messy B. Beautify

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			C. Tidy up D. Clear up 2. "The tables in my classroom are also very clean,..." What is the synonim of the underline word ? A. Dissatisfied B. Pleased C. Content D. Spotless 2. "I miss much things in my classroom," change the underlined word by using the correct word ! A. much B. a lot of C. a little D. many 3. what's on the teacher desk ? A. flower facades, table cloath, markers, and absences B. a glass of water, notebook, absences, and scissors C. bookshelves, textbooks, blankets, and laptops D. absences, markers, laptops, and textbooks
2	Understanding the main idea of each paragraph	6	6. What is mainly discussed in the second paragraph ? A. The condition of the class

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			B. The situation of the school C. The historical of the room D. The bustle activity of the writer 7. From first paragraph we know that ? A. The happyness of the class B. Whising of the writer C. The happyness of the writer school from home D. The writer miss her class so much 8. What kind of text is the text above? A. Recount B. Descriptive C. Narrative D. Report
3	Understanding the spesific information in the text	4	8. Why the writer can not go to school ? A. Because the writer happy school from home B. Because the writer affected by corona virus C. Because of the corona virus still endemic D. Because the writer dont have textbooks 9. What makes students learn confortably in story above ?

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			A. The teacher explain clearly B. The material very easy C. The student have a good environment D. The student is suported with the condition of the class
4	Understanding the inference of the text	2	10. From the text above we can conclude that Jember Regency is… A. One of beauty regency in Java Island B. Regency in West Java C. Regency that has a unique culture D. Jember is near enough from Bali Island

2. Observation

In this case, the researcher did observation to identify and find the problems faced by the students related to their reading comprehension. It was also done to know the strategy/ method used the teacher to overcome the problem and also to get information about the students reading comprehension.

3. Interview

Interview was used to collect data/information that could not obtain through observation. The researcher interviewed the teacher about the problems faced by the students and the teacher while teaching and learning process. Especially The students' problem in reading comprehension. Beside that, the researcher would ask to the student related to the method/ strategy applied in teaching learning reading.

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4. Document review

The researcher used document review to collect data, such as students' score, the number of the students, teacher's handbook, lesson plan, exercice of reading comprehension and school profiles.

E. Technique of Analyzing Data

In the technique of analysis data, the researcher used two forms of the data. In this research, there were qualitative data and quantitative data. The qualitative data consisted of field-note and observation checklist were obtained from observation during teaching and learning process from planning, acting, observing, and reflecting. The quantitative data consisted of reading comprehension score (obtained from pre-test and post-test).

In analyzing the data, first the researcher tried to get the average score of the students' reading comprehension score. It was to know how well the students' score in reading comprehension.

It used the formula:[38]

$$\bar{X} = \frac{\sum X}{n}$$

Notes:

$\bar{X}$ = means of the students before use the strategy

$\sum$x = total sore of students before use the strategy

n = number of the students

[38] Subana, Moersetyo Rahadi, Sudrajat. *Statistika Pendidikan, (Bandung: PT, Pustaka Setya, 2015), 63.*

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The last, the researcher tried to get the class presentages which passed the target score and the score must be attained considering reading subject was 75 (seventy five) which was adapted from the school agreement at SMP Nurul Islam Jember.

It is the formula:

$$P = \frac{F}{N} X\ 100\%$$

Notes :

P = the class presentage

F = total presentage score (the student who pass the score)

N = number of students

F. Validity of data

Validity is the most requirements for instrument of evaluation. It means that a test can be said valid if the test measures what it will be measured. According to Arthur Huges stated that a test is said to be valid if it accurately what it is intended to measure.[39] It means that every test and data can be said valid if it can be measured. Validity should be determined by the purpose will be raced by using test. Therefore, validity refers to the result of an evaluation procedure that uses for which they are intended.

In this research, the researcher used content validity. Brown stated that a test actually samples the subject matter about which conclusions were be drawn, and if required the test taker to perform the behavior that is being measured, it can claim content related evidence of validity, often popularly

[39]Arthur Hughes, *Testing for Language Teachers second edition*, (Cambridge: Caaambridge University Press, 1989),26

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referred to as content validity.[40] Simply, content validity is talk about the content of test. The test that would be given to the students must be made by people who expert or understand about the test. And then the test should be suitable with the curriculum. The content of the test should be suitable with the material and also saw the test according to the purpose.

G. Research procedure

The procedure of action research as follow:

1. Planing the Action

The reseracher prepare everything that related with the reserach as follow:

a. Establishing research schedule

Table 3.2
Research Schedule

No	Activity	Nov				Des				Jan			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Treatment 1 (cycle 1)												
2	Treatment 2 (cycle 1)												
3	Treatment 3 (cycle 1)												
4	Post-Test (cycle 1)												
5	Treatment 1 (cycle 2)												
6	Treatment 2 (cycle 2)												
7	Treatment 3 (cycle 2)												
8	Post-Test (cycle 2)												
9	Etc												

[40] H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Prentice Hall, 2001), 22-23

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b. Preparing lesson plan

c. Preparing the material that was used descriptive text.

d. Preparing the guidance of observation

e. Establishing criteria of success

In this research, the researcher would succed when there is 80% of students could pass the test score that is 75 based on the agreement of the researcher and the teacher and mastery level criterion (KKM) is 75 (seventy five)

f. Establishing research instruments

g. Establishing analytical scoring rubrics

The student test would be scored by using 20 question with reading comprehension passage by multiple-choice format. The scoring rubrics as follow:

Table 3.3
Scoring rubrics of reading test

Rated qualities	Number of questions	Point	Behavior statement
Vocabulary	8	5	The students' answer is true
		0	The students' answer is false
Specific information	6	5	The students' answer is true
		0	The students' answer is false
Main idea	4	5	The students' answer is true
		0	The students' answer is false
Inferen	2	5	The students' answer is true
		0	The students' answer is false

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2. Implementing the action

First step was preparing the material. Then, the second was grouping. The researcher divided the students into groups, each group consisted of two students. And then the researcher wrote the title of the text in the whiteboard and the researcher asked the student about the title of the text. The aim was to make sure that the students had some background about the text before reading the text, the name of this step was preview. After that the researcher gave the text to the students. The students were allowed to read the text to identify the words. The next was click and clunk, click means student knew the meaning of the words, and clunk was the student do not know the meaning of the words. The researcher asked the students " is everything clinking? " if the answer is "yes " go on to the next step. If the answer was "no" the researcher allowed the student to search the meaning on the dictionary. The next step was "get the gist", the researcher asked the students to underline the important things in the text. Then the last step was wrap up or do exercise of reading comprehension.

3. Observing the action

In this step the researcher and the teacher collaborated to write all events which was happened in the class, and also carried out observation toward implementation of the action using check list. When they observed the students they should notice and note all of activities in the teaching learning process.

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4. Reflecting the action

This step is aimed to reflect or evaluate from phase before. the teacher and researcher discussed about the learning process. Whether, the device successful or not. Also, it was done to find the weakness and the advantage of the device then find out the appropriate solution. If there still found some problems, it needed to move to the next cycle until it solved. In this step the researcher and the collaborator gave evaluation and reflection in every meeting.

H. The criterion of success

This research considered successful if the research objective indicator is reached. The researcher and the English teacher held a collaboration for determining the criteria used in the success of learning. The achievement indicator in this research was when the students reach the minimum score 75 are equal to higher that 80% of total student in the research.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research findings

Research findings were obtained from the beginning to the end of the teaching and learning process. The study was conducted at SMP Nurul Islam Jember in academic year 2020/2021 October, November and Desember 2020. The implementation of this action research was conducted in two cycles, each cycle consisted of two meetings and one post-test. It was conducted to find out the improvement of students' reading comprehension by using Collaborative Strategic Reading (CSR). The explanation could be seen below:

The implementation of collaborative strategic reading

The research consisted of two cycles. It was done in October, November and Desember 2020. After finishing the cycle, the researcher conducted post test to know the improvement of the students' reading comprehension. The description of implementation was explained as follows:

1. The first cycle

a. Planning in cycle 1

After knowing the condition of the students based on the discussion with the English teacher as the collaborator, the researcher and the English teacher prepared an observation check list, lesson plan, media, comprehension test, and materials in cycle one. The reseacher prepared the lesson plan that had been arranged with the collaborator. The researcher also arranged the lesson plan that

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included appropriate material that was descriptive text. The lesson plan was focused on answer the question based on the text using Collaborative Strategic Reading (CSR) as the strategy and the material was descriptive text about describing place entitled Borobudur temple. The researcher and the teacher designed two meetings for teaching descriptive text using Collaborative Strategic Reading (CSR) and one meeting for post test.

b. Acting in cycle 1

The researcher did teaching and learning process using Collaborative Strategic Reading (CSR) as the strategy to improve students' reading comprehension. The researcher acted as the teacher who did the action by teaching students at the second grade of SMP Nurul Islam Jember used Collaborative Strategic Reading (CSR) as the strategy. The researcher carried out the activities based on the lesson plan for implementing Collaborative Strategic Reading (CSR) in teaching reading. The activities in the class consisted of three activities they were pre-activity, main activity, and post-activity. The activities consisted of three meetings. The first and the second meetings were for teaching material, the third meeting was post-test. It was conducted on November 30th 2020 and December 1st 2020 for meeting. Whereas, the third meeting for post-test that was conducted on Monday, December 7th 2020. Each meeting was described as follows:

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1) First meeting

It was held on November 30th 2020 at 08.20 a.m. – 09.40 a.m, in the 8F class of SMP Nurul Islam Jember academic year 2020/2021. The lesson started at 08.20 a,m,, the researcher and the teacher came into the class, in this research the teacher acted as the observer. Before explaining the activities, the teacher started the class by greeting the students. The teacher introduced the researcher to the students and told them that the researcher would teach the students. The purpose of the teacher was to build a good relationship among the researcher and the students. Then, the teacher sat on the last row of the class. The teacher was an observer who observed the teaching and learning process by filling up the observation check list in order to get any information to what was going on in the class.

At 08.25 a.m., the researcher began the class after the teacher letting her to start the class. The researcher greeted the students, led the prayer and she checked the students' attendance list. The researcher asked the students about the previous material that related with the next material. Before the researcher taught the students, she explained to all students about the aims of the lesson, the material was going to teach and about the strategy that was going to use (Collaborative Strategic Reading (CSR). The researcher asked the students "have you ever heard about

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collaborative strategic reading? *pernahkah kalian menggetahui tentang collaborative strategic reading?* Mostly the students answered "*belum*". So the researcher explained the strategy more details to the students, each step of the strategy, and how to implement the strategy in reading process.

After explaining the strategy to the students, the researcher and the students went to the material that would be used during the research. The material was about descriptive text especially describing place which was chosen by relaying on the curriculum.

At 08.35 a.m, in the main activity, the researcher gave a text to the students entitled "Borobudur Tample". Some students were confused with the paper that the reseacher gave. Then, some students asked the researcher "*teks apa ini miss?*". After that the researcher explained what descriptive text is, the definition, generic structure, language feature, and the another example of the descriptive text. The researcher asked the students to read the title of the text, because that was the first step of the collaborative strategic reading namely preview. Previewing served to motivate the students to keep interesting in the topic and to engage them in active reading from the onset.

Then, the researcher gave the opportunity to the students to read the whole text without open dictionary. From this section, the students and the researcher would know how far the students

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understood each word. During reading the researcher asked to the students “is everything clicking?” if the answer is yes means that the student already understood but if the asnwer is clunk means that the students did not understand with some words. Most of the students answered clunk. Many students asked to the researcher about the meaning of the words. The words that students did not know were, located, needs, preserved, greatest, built, restoration, and foreign. Some students were still confused with click and clunk strategy. The researcher answered some questions and explained more how to implement click and clunk strategy to the students. Then, the researcher guided the students to answer the clunks with fix-up strategy. The students tried hard enough to do fix up strategy, as instead, the researcher let them to open dictionary. But, the researcher made a deal with the students that they could not open the dictionary on the next meeting

On the next step the reseacher asked the students to underline the important things on the text, called get the gist . In addition , the students were divided into groups which each group consisted of four students. After the students had finished in applying preview, click and clunk, and get the gist strategy of collaborative strategic reading, the researcher asked the students to stop their discussion. The researcher asked to each group to stand up and asked some of them to present the result of the

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discussion with their group to the whole class about the new vocabularies, the important things in the text, and the main idea of each paragraph in the text that had been found. The researcher chose three groups, the first groups presented vocabularies, the second group presented the important things in the text, and the last group presented the main idea of each paragraph. Then the researcher compared with the other groups what they found. The purpose was to construct the students' emotional with the other students and to make the students easier to do) the task from the researcher. In between the explanations, the researcher added the material related to descriptive text that should be known by the students that was about there is/ there are and quantifier much, many, and a lot of. The researcher checked the students' understanding about the material by asking the students "I have already explained to you about quantifier, so now, can you please read the text once more and we back to get the gist strategy. and try to find the quantifier on the text ?" then, one student answered " yes miss" the researcher made sure the student really found the quantifier " can you mention it ?" then the student mentioned " many". The researcher was not satisfied with the answer of the student, then the researcher asked the other students to answer in sentence "any one could mention with the full sentence?". In a few minutes the students were quite, then, the researcher gave

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them one point who could mention the sentence. Directly, the students focused on their text to find the sentence. Then, the students answered before rise the hand and answered again "it needed many river stones" and another student answered "Borobudur temple has many stupas and arca budha". Therefore, the researcher knew that the students had already understood.

After twenty five minutes for applying click and clunk and get the gist strategy, the students should answer the question below the text with their groups. In the Collaborative Strategic Reading (CSR) strategy that was called wrap up. Before closing the lesson, the researcher and the students concluded and reviewed the material of the day. Then the researcher asked the students to collect the assignment. The researcher closed the lesson by reciting hamdalah together and salam.

2) Second meeting in cycle 1

The second meeting was conducted on Tuesday, 1st December 2020 at 11:20 am - 12.40 pm. The researcher and the teacher entered the classroom and the teacher was sat on the backside of the class. The researcher opened the class by greeting, asked the leader to lead praying together, and checked the attendance list. In that day, there were two students who were absent. After that the researcher gave questions to the students orally to ensure that the students still remember about the material

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that had been given at the first meeting. The researcher asked the students about what descriptive text was, what the new vocabularies that had been got, what the title of the descriptive text.

In this second meeting, the researcher asked the students to make a group consisted of four students that was different group with the previous meeting. After all the students gathered with their own groups, the researcher gave the text that would be learned in this meeting. After few minutes the researcher asked the students to do the first step of collaborative strategic reading named preview. The students were given text entitled Boyolali regency. Besides, the researcher did brainstorming what already know by the students about how to do preview by asking and answering the students. While, the researcher was walking around to each group to monitor them, there was a group still confused to implement the strategy.

The time for applying preview strategy was over, next to second step that was click and clunk and get the gist. In this step the researcher gave more time than the first meeting, that was 30 minutes. Similar with the previous meeting, the students was asked by the researcher that they had to write down the difficult words that they found in every paragraph in click and clung. The researcher made sure that the students had or did not have

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difficulty in mastering vocabulary by asking them “is everything clicking?”. Most of students answered “clunk”. Then, the researcher let them to apply fix-up strategy to answer the clunk. The students applied fix-up strategy by discussing with their group. There were some students still asked to the researcher the meaning of the word such as, *“ miss artinya* “wonder” *apa miss?*”, “ *miss kalo artinya resemble apa miss ?*”. But, the researcher did not answer the students’ question. However, the researcher guided the students to do fix-up strategy. There were some clunck words found by the students, as wonder, statues, displayed, concrete, resemble, find, seeking, and easily. Next, for the get and gist step, the researcher asked the students to write the most important information such as the place, the person or the things that they found in every paragraph of the text. The students should write the difficult word and the important things on the card.

Before going to the next step, the researcher asked the students to submit the cards on the teacher desk. Then, the researcher checked the cards. While checking the cards, the researcher found that two groups did not write many difficult words. After that, the researcher discussed what they had written on cards together. Moreover, the researcher also explained the language feature related to the text given. The material was about

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quantifier a little and a few. Then the researcher asked the students about the material related to the text "ok now, back to the get the gist strategy, beside, we searched main idea and specific information, please mention the sentence that using quantifier a little or a few." Then, there were some students who rose their hand and said "*saya tau miss*". The researcher asked the students to write the sentence on the whiteboard in order to make the students could read together.

The next 30 minutes, the researcher moved to the next step called "wrap-up". In this step, the students were answering the question related to the text. In this case, the researcher explained that the question related to the text that had already discussed in the class. The researcher also told the students about the available time to finish the questions that was 20 minutes. Besides, the students had to finish the questions by themselves. If they had done, the assignment should submit at the teacher desk.

At last, before closing the meeting, the researcher asked to all students about the difficult words whether that was different or not from each students. According to the cards that had been submitted by the students, the researcher tried to write the difficult words on whiteboard and repeated to remind the students with the words. In addition, after memorizing difficult words the researcher pointed one student to conclude the material of the

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day. To close the meeting, the researcher asked the students to lead the praying in English. Then, the researcher said "*wassalamualaikum wr wb*" and "see you next week".

c. Observing the Action

In observing phase, the researcher and the collaborator observed the situation of the class while the teaching learning process, students' participation, the students' enthusiastic during the learning process and their courage in reading the lesson. The data were described as follows:

Table 4.1
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher			√			3
2.	Students interest in collaborative strategic reading			√			3
3.	Students answer teacher's question about quantifier				√		4
4.	Students ask question to clarify understanding				√		4
5.	Students enthusiasm in doing the task			√			3
Total							17

Note :

1 = Very bad (No attention or respond from the students)

2 = Bad (Only few attention and respond from the students)

3 = Fair / enough (some of students / half of students gave attention and respond)

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4 = Good (more than half of students gave attention and respond)

5 = Very Good (almost all of students gave attention and respond)

The score of the observation as follows:

P = $\frac{S}{N}$ x 100%

= $\frac{17}{25}$ x 100%

= 68 %

According to the observation checklist above, it was concluded that the students were not really pay attention to the researcher as the teacher. Only half of them were do the task well. Some of them still have a talk with others while answering the task. Some of them always asked to the researcher such as:" *miss tidak tau artinya miss"* when the researcher explained by English, *"miss ini apa artinya?*" when the students did wrap-up, almost students always asked *" miss apa artinya ini ?"*. It means that they were still confused with some new vocabularies and felt difficult to arouse their background knowledge for comprehending the text only used the title of the text. There were some students walked to another table, they asked to another group what they wanted to know and they bothered their friends. It made them were not focus on their task. But there were students could answer the researcher's question.

Based on the observation note that had been taken by the English teacher as the observer, the researcher was suggested by the observer that she had to control the class because there were students

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who disturbed the other students while the teaching learning process so the other students could not focus.

d. Evaluating and reflecting

In this phase the researcher and the teacher evaluated and reflected the action in cycle one. After giving the treatment in cycle one the researcher did post-test one. It was held on December 8th 2020 at 11:20 a.m - 12.40 p.m in eight F class of Senior high school Nurul Islam Jember. The test was done in order to know the improvement of students' reading comprehension. The post-test answered twenty multiple choice questions with two descriptive texts each text consisted of ten questions.

The data of students' reading comprehension post-test one could be seen as follow:

Table 4.2
The Students' Reading Achievement in Cycle One Test

No	Students' Initial name	V	S I	M I	I	Total of correct answer	Total score	Criterion of success	Fail /pass
1	AWNZ	30	20	10	5	13	65	75	Fail
2	ANF	35	25	10	10	16	80	75	Pass
3	AQ	30	20	20	5	15	75	75	Pass
4	AF	25	10	20	5	12	60	75	Fail

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5	AAR	35	25	15	10	17	85	75	Pass
6	CP	20	30	20	10	16	80	75	Pass
7	CIVN	35	25	10	5	15	75	75	Pass
8	FA	30	20	20	10	16	80	75	Pass
9	FS	30	30	10	5	14	70	75	Fail
10	FZS	20	20	15	5	12	60	75	Fail
11	GCM	30	20	20	10	16	80	75	Pass
12	JBR	25	25	10	-	12	60	75	Fail
13	LN	20	25	10	10	13	65	75	Fail
14	MFNH	35	30	15	5	17	85	75	Pass
15	MS	25	25	15	10	15	75	75	Pass
16	NDQA	30	15	20	10	15	75	75	Pass
17	NDRD	15	20	10	10	11	55	75	Fail
18	NNAK	25	15	10	10	12	60	75	Fail
19	NDF	30	20	15	10	15	75	75	Pass
20	NS	35	25	10	10	16	80	75	Pass
21	NMIS	35	20	15	10	16	80	75	Pass
22	RR	30	20	15	-	13	65	75	Fail
23	RH	25	25	15	10	15	75	75	Pass
24	RA	40	20	20	10	18	90	75	Pass

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25	RM	35	20	15	5	15	75	75	Pass
26	SDA	30	10	10	10	12	60	75	Fail
27	SN	25	25	15	-	13	65	75	Fail
28	SWM	35	30	10	10	17	85	75	Pass
29	US	30	25	20	10	17	85	75	Pass
30	WAAY	40	20	10	5	15	75	75	Pass
31	WS	20	30	20	-	14	70	75	Fail
32	ZLH	35	10	20	10	15	75	75	Pass
Total		940	700	470	235		2340		
Mean		29,37	21,87	14,68	8,37		73,12		
Percentage							62,50%		

Note :

V = vocabularies

SI = specific information

MI = mind idea

I = inference

In the post-test one, the total of the students' score was 2340 and the total of the students who did the test was 32, so mean of the students' score was:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{2340}{32}$$

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$$\bar{X} = 73{,}12$$

After knowing the students' average score, the researcher tried to know the students' percentage at posttest one, that was :

$$P = \frac{F}{N} X\ 100\%$$

$$P = \frac{20}{32} X\ 100\%$$

$$P = 62{,}50\ \%$$

The result of the first post-test shown the average score were 73, 12, it showed that the student was still had low average score in reading comprehension. Only 20 of 32 students who passed the target score, that was 75. The percentage of students who passed Standard Minimum Score (KKM) just only 62,50% under 80% of criterion of success.

From the result of the observation and the score of the post-test one, it was known that the students had not achieve the criterion of success yet. From the first cycle, it could be seen that the students still had difficulties in mastering vocabularies, confusing apply the strategy, and still could not understand what was the text tell about. From those reasons, the researcher as the teacher just gave the material with little example and gave explanation about the strategy without guiding and asking the students one by one. There were many students were still confused with the material given. It seemed that

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they needed more explanation deeply about the material and the strategy.

In the other hand, the observer suggested to the researcher as the teacher to give more attention to all students, and motivated the students to be more active in class. The observer also suggested to the researcher to give more explanations and guidances to the students, especially in understanding some new and difficult vocabularies. It has better to add a picture under the title to help the students to arouse their background knowledge for made them easily to understand the taxt. It was concluded that the researcher and the collaborator still needed more cycle to make the students' reading ability better than before.

From the result of the reflection above as the action in first cycle did not achieved the criteria of success yet, the researcher and the collaborator decided to conduct cycle 2.

2. The second cycle

a. Planning

In this second cycle, the researcher and the collaborator rearranged the lesson plan based on the reflecting phase in the first cycle. The researcher and the collaborator were sharing ideas about the lesson plan, the materials, and the students' worksheet. To get the maximum result in this research, the researcher and the collaborator solved the problems that found in the first cycle by adding the lesson

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plan with picture under the title to arouse their understanding in preview stage that was related to the material descriptive text through Collaborative Strategic Reading. The researcher as the teacher would give more attention to the students, and the researcher would give motivation to the students be more active in class. For this planning, the picture would be served in the text and the teacher gave the title before giving the text to the students. Besides, the researcher and the collaborator also prepared observation check list to get a note according to classroom activities.

b. Acting

This second cycle was divided into three meetings. The first and the second meeting was the material and the third meeting was used to conduct a post-test two. The action of the second cycle was conducted on Monday, December 14th 2020 and Tuesday, December 15th 2020. The researcher would teach the students with the same strategy that was Collaborative Strategic Reading. The activity in the teaching and learning process was still same with the previous activities they were pre-activity, main activity, and post-activity. The acting in this cycle would be described as follows:

1) First meeting in cycle 2

This meeting was held on Tuesday, December 8th 2020. The class was started at 11.20 a.m. until 12.40 p.m. in the 8F class of SMP Nurul Islam Jember academic year 2020/2021. In

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opening the class, the researcher and the collaborator entered the class, greeting, and asked one of the students to lead the prayer. Before that, the researcher made sure that the students could sit well. Then, the collaborator was sitting on the backside of the class. After that, the researcher checked the students' attendance in that day. All of the students were present. The researcher reviewed students' memorization about the previous material that the students had learned by giving some questions orally. Then, the researcher reviewed the strategy that was collaborative strategic reading.

In the main activity, the researcher asked the students to make a group consisted of 4 members but different member with the previous meeting. After the students found their own groups, the researcher asked each group to choose the leader to take the paper and note which related to the material, descriptive text. Then, the researcher asked the students "is there any title of the text?" the students answered together "yes miss". "what is the title of the text?" and several students answered loudly " Jember regency ". Then, the researcher wrote the title of the descriptive text that was going to learn on that day "Jember Regency" on the white board. Then, the researcher asked "what is the meaning of Jember regency?" some students answered "*kabupaten Jember*". Next, the researcher showed picture to the students on the paper.

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Then, the researcher made sure that the students had background about Jember Regency by asking “could you mention some things related to the title? “ some students answered “*kota*”, “*alun-alun*”, “JFC”. The researcher gave positive feedback to the students and asked them to write down what do they already know about the topic. Before going to the next step of the strategy, the researcher gave the descriptive text to them.

Next, during reading section, the researcher asked each group to implement click and clunk and get the gist. Dealing with click and clunk strategy, the researcher asked them to read the text and write the difficult words they found in each paragraph on the note or card. Sometimes the researcher asked the students “is everything clicking?” The answer of the students was still the same with the previous meeting in cycle one that was “clunk”. But, the difficult words that they found were not as much as the previous meeting. They were eastern most, island, strait, visit, annual, and acculturation. Then dealing with get the gist strategy, the researcher asked them to write the most important information, such as the place, the things they found in every paragraph of the text. The question were, “can you mention some public places in Jember regency and write down on the card?”, the researcher also asked “ can you give any information about Jember regency?” the students answer “ yes miss”. Then, any

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students asked the researcher "*miss, apakah ini mencari informasi tentang jember dari dalam bacaan miss*?","Yes, that's right" answered the researcher. After the time was up for click and clunk and get the gist step, the researcher asked the students to submit their card. Then the researcher discussed with the students about vocabularies and the important things that had been found by the students. Then, the researcher reminded the students about the generic structure. In addition, the researcher also explained the additional material. The material was about quantifier some, any, several and a number of. The researcher tried to check the students' understanding by asking them. Besides, the researcher also invited the students back to get the gist strategy. "Students, let's back to get the gist strategy, please find the sentence that included some, any, several and a number of!" the students answered "yes miss". "can you give me the sentence please ?" the researcher said. Then, one of student rose her hand and answered "beside some beautiful places and a famous carnival". The other student also rose her hand and answered, "several maduranese people live there". The researcher asked the students to give applouse to the students wo had given the example.

Next, the researcher asked the students to come back to their own chair and continued to the next step that was wrap-up strategy. Before that, the researcher discussed with the students

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about the difficult words that found by the students. Next the researcher gave the questions to the students and let them to answer 10 questions in 30 minutes. The questions contained of 4 questions for vocabularies such as “the word “famous” in line 7 is closest in meaning to which of the following? a.well-known b.exposed c. special d. excellent” , 3 questions for specific information such as “ how many culture in jember regency ? a. one b. two c. three d. four” , 2 questions for main idea such as “What is the main idea of the first paragraph ? a. Jember is a regency in East Java b. Jember is a beautiful place c. Jember has a unique culture d. Jember has a famous carnival”, and one question for inference such as “From the text above we can conclude that jember regency is.. . a. One of beauty regency in Java Island b. Regency in West Java c. Regency that has a unique culture d. Jember is near enought from Bali Island” . After that, the researcher asked the students to submit the paper at teacher desk.

After conducting wrap-up strategy, the researcher asked to the students whether there was any difficulty or not dealing with the topic they learned at that day. The topic was about quantifier some, any, saveral and a number of. The researcher asked “any question or problems with the topic?” and the whole class said “ no miss“. Next, the researcher made the summary about the

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lesson together with all the students. After that, the researcher closed the meeting by giving salam.

2) Second meeting in cycle 2

The second meeting was conducted on Monday, December 14th 2020 at 08.20 – 09.40. The researcher and the collaborator entered the classroom. To prepare the class, the researcher greeted the students, led a pray and checked the students' attendance. The researcher began the material by reviewing the last lesson that was given in the previous lesson.

Then, in the third meeting, the students studied in a group which the members were different with the previous one. This activity made the class situation became so crowded when the students looking for their new group. That made the researcher asked the students to count one until eight. Then, the students who had same number were in the same group. Every group consisted of four students. After the groups were arranged, the researcher gave the text and cards to the students.

After few minutes the researcher asked the students to implement preview step. The researcher wrote the title of the text," my wonderful class". The researcher asked the students to look at the picture on the paper, then the researcher asked the student "*apa yang kalian lihat di dalam gambar setelah membaca judul yang miss oryza tulis di papan?*". The students answered

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loudly "*papan tulis miss*", "*gambar presiden miss*", "*kelanya rapi miss*". After that, the researcher gave time to the students to read the text. As the preview activity was done, the students implemented click and clunk step. On the other hand, the researcher asked the student "is everything clicking?" almost a half of students answered clunk, it means that the students still had difficult words. For that reason, the researcher asked the students to write the difficult words that they found in the card. In this time, the students just found fewer difficult words than previous meeting, such as mop, pin mark, comfortable, illuminate, and maintaining. The students directly applied fix-up step without guiding. Then, the next strategy that should be applied by the students was get the gist. The researcher invited the students to underline the important things in the text as called get the gist strategy. After that, the researcher asked the students to submit their card on the teacher's desk. Then, the researcher discussed with the students about vocabularies and the important things together. In addition, the researcher also explained the material. Related to the text, the material was about preposition (above, behind, between, on, at, in, in front of, next to, under, on the left, and on the right). After that, the researcher invited the students back to get the gist strategy. "students, let's back to get the gist strategy, please find the sentence that include preposition

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above, behind, between, on, at, in, in front of, next to, under, on the left, and on the right!" the students answered " yes miss". The students were responsive to answer the researcher. They could found preposition in the text, that were, in, on, above, in front of.

After applying click and clunk and get the gist step, the researcher continued to the next strategy that was wrap up startegy. Before the students applied wrap up strategy the researcher explained to the students about the material related to descriptive text. The material was about preposition (above, behind, between, on, at, in, in front of, next to, under, on the left, and on the right). After explaining the material, the researcher gave the worksheet to the students. They should answer ten multiple choice questions related to the text by themselves in 30 minutes.

Five minutes before the time, there were six students could finish the questions. The others needed longer time to finish it. After applying every stages of collaborative strategic reading, the researcher asked the students to conclude the material of that day. One of the students delivered a good conclusion that made the other students got the point of the material. Furthermore, the students were informed that the next meeting they would have post-test 2. The test covered several reading competences, they

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were: determining vocabulary, main idea, specific information, and inference.

In closing stage, the researcher asked to the students whether or not they got any difficulties dealing with the material that they learned at that day. Some students answered that they could follow the lesson well. Then, the researcher also asked them about their feeling during reading class. Most of students answered that they were very happy. In the end of the class, the researcher asked the student to lead the prayer and close the class by salam.

c. Observing The Acting

Observing was conducted in order to get some information about the teaching learning reading process by using Collaborative Strategic Reading (CSR). The researcher and collaborator observed the situation, students' participation and responses, and the students' enthusiastic in the class while teaching learning process. The data was described as follows:

Table 4.3
Observation checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher					√	5
2.	Students interest in collaborative strategic reading					√	5

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3.	Students answer teacher's question				√		4
4.	Students ask question to clarify understanding				√		4
5.	Students enthusiasm in doing the task					√	5
Total							23

Note :

1 = Very bad (No attention or respond from the students)

2 = Bad (Only few attention and respond from the students)

3 = Fair / enough (some of students / half of students gave attention and respond)

4 = Good (more than half of students gave attention and respond)

5 = Very Good (almost all of students gave attention and respond)

The score of the observation as follows:

$$P = \frac{S}{N} \text{ x } 100\%$$

$$= \frac{23}{25} \text{ x } 100\%$$

$$= 92\ \%$$

According to the result of the observation checklist above, it was concluded that the students interested in doing learning activity by using collaborative strategic reading and they were enthusiastic in doing the task. The students could understand the difficult words and comprehend the text well. They focused on the material and followed the teacher instruction. There were no students walked to another table

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but focused on applying the strategy with their group. Most of the students understood well how to apply Collaborative Strategic Reading. Seemed that they enjoyed reading by applying Collaborative Strategic Reading (CSR) it was proved by their focus in doing activity and they less mistakes in understanding vocabularies. They felt easy in understanding the text after doing some stages of Collaborative Strategic Reading (CSR).

Based on the observation sheet that had been taken by the English teacher as the observer, the researcher had implemented collaborative strategic reading as a strategy better than previous performance in cycle 1. The students were active in the classroom and they were enthusiastic in doing the task. It could be seen on the score of the observation that was 92 %. It showed better improvement for the students' behavior related to the reading by applying CSR than the cycle 1.

d. Evaluating And Reflecting

In this phase the researcher and the collaborator evaluated and reflected the action and the result of observation and post-test in cycle 2. After having two meetings, the researcher did the post-test 2. It was held on Tuesday, December 15th 2020 at 11.20 a.m – 12.40 p.m in the eight F class of Junior High School Nurul Islam Jember in academic year 2020/2021. The test was done to know the improvement of students' reading comprehension.

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The result of the post-test 2 was as follow:

Table 4.4
The Students' Reading Achievement in Cycle Two

No	Students' Initial name	V	S I	M I	I	Total of correct answer	Total score	Criterion of success	Fail /pass
1	AWNZ	30	20	20	10	16	80	75	Pass
2	ANF	40	30	10	10	17	85	75	Pass
3	AQ	40	25	15	10	18	90	75	Pass
4	AF	30	20	20	5	15	75	75	Pass
5	AAR	30	30	15	10	17	85	75	Pass
6	CP	20	30	20	10	16	80	75	Pass
7	CIVN	40	30	10	10	18	90	75	Pass
8	FA	30	20	20	10	16	80	75	Pass
9	FS	35	30	15	10	19	95	75	Pass
10	FZS	35	20	15	5	15	75	75	Pass
11	GCM	40	25	20	10	19	95	75	Pass
12	JBR	30	25	25	10	18	90	75	Pass
13	LN	35	20	10	10	15	75	75	Pass
14	MFNH	35	30	10	10	17	85	75	Pass
15	MS	35	25	20	10	18	90	75	Pass
16	NDQA	40	25	20	10	19	95	75	Pass

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17	NDRD	35	20	10	10	14	70	75	Fail
18	NNAK	35	25	10	10	16	80	75	pass
19	NDF	30	25	20	10	17	85	75	Pass
20	NS	35	25	20	10	16	80	75	Pass
21	NMIS	40	25	15	10	18	90	75	Pass
22	RR	30	20	10	5	13	65	75	Fail
23	RH	30	20	15	10	15	75	75	Pass
24	RA	40	25	20	5	18	90	75	Pass
25	RM	35	25	10	10	16	80	75	Pass
26	SDA	30	10	20	10	14	70	75	Fail
27	SN	30	20	10	10	14	70	75	Fail
28	SWM	40	30	15	10	19	95	75	Pass
29	US	35	30	20	10	19	95	75	Pass
30	WAAY	40	25	15	5	17	85	75	Pass
31	WS	25	20	20	5	14	70	75	Fail
32	ZLH	30	20	20	10	16	80	75	Pass
Total		1085	770	515	290		2645		
Mean		33,90	24,06	16,09	9,06		82,65		
percentage							84, 37%		

Note :

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V = Vocabularies

SI = Specific Information

MI = Mind Idea

I = Inference

In the post-test 2, the total of students' score was 2645 and the total of the students who took the test was 32. So, the average score of the students' was:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{2645}{32}$$

$$\bar{X} = 82{,}65$$

The percentage of students who passed the post-test 2 was:

$$P = \frac{F}{N} X\ 100\%$$

$$P = \frac{27}{32} X\ 100\%$$

$$P = 84{,}37\ \%$$

The result of the second post-test shown the average score 82,65, it means that the students improved their reading comprehension in that school. The percentage of students who passed the standard minimum score (KKM) was 84,37%. It meant that they passed the criterion of success that was 80%. The researcher concluded that using collaborative strategic reading could make the students' reading comprehension better than before. In this second

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cycle the researcher and the collaborator were satisfied because of their hard work to improve the students reading comprehension in this case descriptive text using collaborative strategic reading had been reached. There were many improvements after applying the second cycle such as, the result of the students' participation in the learning reading descriptive text was better that the first cycle. It also could be seen that the behavior of the students while the researcher was explaining the strategy and discussing the text were changed, they followed the teacher instruction well, answered teacher questions correctly, and asked some question actively. Then in the classroom, the students felt easy to comprehend the text and felt enthusiastic in learning reading for instance the identification descriptive text by making note and underlining the text for the answer. As the result they can answer correctly.

Table 4.5
Students' score from pretest to post-test 2

No	Students' initial names	Pretest	Post-test 1	Post-test 2
1	AWNZ	40	65	80
2	ANF	75	80	85
3	AQ	75	75	90
4	AF	45	60	75
5	AAR	80	85	85
6	CP	60	80	80
7	CIVN	60	75	90

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8	FA	75	80	80
9	FS	70	70	95
10	FZS	70	60	75
11	GCM	80	80	95
12	JBR	60	60	90
13	LN	55	65	75
14	MFNH	80	85	85
15	MS	75	75	90
16	NDQA	45	75	95
17	NDRD	55	55	70
18	NNAK	55	60	80
19	NDF	75	75	85
20	NS	60	80	80
21	NMIS	75	80	90
22	RR	40	65	65
23	RH	60	75	75
24	RA	80	90	90
25	RM	80	75	80
26	SDA	55	60	70
27	SN	60	65	70
28	SWM	75	85	95
29	US	75	85	95
30	WAAY	45	75	85
31	WS	50	70	70
32	ZLH	75	75	80
Total		2060	2340	2645
Mean		64,37	73,12	82,65
Presentage		43,75%	62,50%	84 ,37%

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There was improvement of students' score in reading comprehension by using collaborative strategic reading. It also could be seen after comparing the result of the pretest, post-test1, and post-test 2. From the table above, in the pretest, the students' average score was 64,37 and the percentage of the students who passed the pretest was 43,75% it meant that there were 14 students who passed the pretest and 18 students did not pass the pretest. After the researcher conducted action research by applying the collaborative strategic reading then the researcher gained the score of the post-test 1 from the cycle 1. In post-test 1, the students' average score was 73,12 the percentage of the students who passed the post-test 1 was 62,50% , it meant that there were 20 students who passed the post-test 1 and 12 students did not pass the post-test 1. From that calculation, it meant that in first cycle of Classroom Action Research (CAR) there were some students who still low or under criteria of success. Furthermore, in post-test 2, the students' average score was 82,65 and the percentage of students who passed the post-test 2 was 84 ,37%. It means that, there were 27 students who passed the post-test 2 and 5 students did not pass the post-test 2. The percentage of the result of post-test 2 showed an improvement from the previous test.

The researcher analyzed the improvement of students' reading comprehension score from pre-test up to post-test 2 used this formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

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Note :

P = percentage of students' improvement

y^1 = pre-test

y = post-test 2 result

The improvement of reading comprehension score from pre-test to post-test 2 and the aspect of reading comprehension can be seen as follow:

The improvement of reading comprehension score

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{82{,}65 - 64{,}37}{64{,}37} \times 100\%$$

$$P = 0{,}283983222 \times 100\%$$

$$P = 28{,}39$$

At last, it was clear that the students reading comprehension improved optimally in the end of second cycle. In the other word, the implementation of collaborative strategic reading had improved students' reading comprehension which covered four indicators such as vocabulary, main idea, specific information, and inference.

B. Discussion

This section presented the discussion of the research finding which related to the theories. Improving students reading comprehension by using collaborative strategic reading as the strategy could help the students identified their difficulties in reading. It could be seen from the students' score which was gradually improved. From the data of preliminary study, the

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students average score was 64,37 and the percentage of the students who reached the standard minimum score was 43,75%. It proved that the students reading comprehension was still low. The researcher needed an appropriate strategy to solve the students' difficulty in reading comprehension. The researcher found a strategy that could solve the students' difficulty in reading comprehension that was collaborative strategic reading. Collaborative strategic reading (CSR) is a exelent strategy for students to improve their reading comprehension and building vocabulary and working together cooperatively.[41]

Collaborative Strategic Reading (CSR) had gained good response from the students. It could improve the students reading comprehension. Collaborative Strategic Reading (CSR) strategy created the different situation in the class because it could make the students more active in learning process. CSR is a reading comprehension strategy which engages students to work in small cooperative groups in applying the four steps of reading strategies which covered preview, click and clunk, get the gist, and wrap up strategy to facilitate reading comprehension for the students with reading, learning, and behavior problems included in general education classroom.[42] The students' response when applying Collaborative Strategic Reading (CSR) strategy indicated that students were really interactive in the class. This in in line with Janette K. Klingner and Sharon Vaughn, they said that the goals of

[41] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1.
[42] Elyya Dwi Puspita," Improving Students Reading Comprehension Using Collaborative Strategic Reading (CSR)", (Thesis, Sebelas Maret University), 125.

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CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement.[43] It also could be seen from the students score after the researcher implemented Collaborative Strategic Reading (CSR) strategy. The students average score in pretest was 64,37 and the percentage who achieved the minimum score was 43.75% (14 of 32 students). After the researcher implemented Collaborative Strategic Reading, the average score of the post-test 2 was 82,65 and the percentage who achieve the minimum score was 84,75% (27 of 32 students). It proved that there was improvement of the students reading comprehension. The improvements after applying the second cycle such as, the result of the students' participation in the learning reading descriptive text was better than the first cycle. It also could be seen from the students' behavior changing while the researcher was explaining the strategy and discussing the text. They followed the teacher instruction well, answered teacher questions correctly, and asked some question actively.

The researcher decided to stop the action since the result of the second cycle had shown a good improvement in students reading comprehension and reached the target of criterion of success. It could be seen from the research finding above. The result of the observation showed that the students were easy to catch the text by reading the title. As stated by one of the strategies on Collaborative strategic reading that was preview, preview was students thought what they already know about the topic and predicted what the

[43] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1.

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passage might be about. The students' vocabularies and comprehending text significantly increased. Since this strategy was easy to be implemented, the students felt enjoy in doing reading activity. They could read step by step and do the task in small cooperative groups. That was related with the procedure of the collaborative strategic reading state by Klinger and Voughn, 1. Preview: prior to reading, students recall what they already know about the topic and to predict what a passage might be about. 2. Click and Clunk: during reading, students monitor comprehension by identifying the difficult words and the concepts on the passage, and using fix-up strategy when the text does not make sense. 3. Get the Gist: during reading, students restate the most important idea in paragraph or section. 4. Wrap-up : after reading, students summarize what has been learned and generate questions that a teacher might asked on a test.[44] And based on Wendy Jollife's book, cooperative learning requires pupils to work together in a small group to support each other to improve their own learning and that of others.[45]

Concerning to their ability in reading, their reading comprehension was better. They could master vocabulary better than before applying the strategy. They knew what main idea and specific information were. They also knew to determine the general information such as, identification and descriptions. In the end, they could give conclusion from the text. The students began to know about comprehending the text because they could read the text step by step.

[44] Janette K. Klingner And Sharon Vaughn, "Using Collaborative Strategic Reading," On *Reading Rockets*, Ed. Sharon Vaughn (Austin:University Of Texas, 2014), 1-4

[45] Wendy Jollife, Cooperative Learning In The Classroom Putting It Into Practice, (London, Paul Chapman Publishing,2007), 3.

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When the students were divided in a group, the students were confidence to share their opinion or answer the question in the whole class after discussing together with their groups.

Teaching reading by using Collaborative Strategic Reading (CSR) also improved students' behavior toward teaching learning process. Cooperative learning in CSR made the students more active, communicative, and confident. Meaningful task had been assigned to all groups members also enabled the students to reduce useless activity they did and made them to spend greater time for interesting in their academic activity during teaching learning process occurred. M.J.Z. Abidin state that there are benefits of collaborative strategic reading (CSR) such as, promoting student and academic achievement, increasing students retention, enhancing students satisfaction with their learning experience, helping students develop skills in oral communication, developing students' social skills, promoting students self-esteem, and helping to promote positive race relation.[46] It could be concluded that the purpose of collaborative strategic reading (CSR) is to facilitate the students to improve their reading comprehension by working in groups and to better understand the material in their reading assignment.

Teaching reading by using Collaborative Strategic Reading (CSR) strategy in the class had advantaged for the students and researcher. The advantages by implementing Collaborative Strategic Reading (CSR), for the students, they had appropriate "think time", the quality of their responses improved, so that can improve the reading skill and get quick responses the

[46] M. J. Z. Abidin, "Collaborative Strategic Reading (Csr) Within Cognitive And Metacognitive Strategies Perspective", *Europian Journal Of Business And Managemen*, Vol 4.No.1, 2012, 62

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questions. The activity in strategy encouraged the students to get closer each other. So many students found it safer and easier to involve into a discussion with another classmate. For the researcher, collaborative strategic reading helped the researcher to provide opportunities for struggling reader, English language learner and students with reading dissabilities to interact effectively with peer and enhance their achievement.[47]

Concerning to the disadvantages of using Collaborative Strategic Reading (CSR) to teaching reading comprehension in the class, the researcher prepared the solution to control teaching learning process in the class because the students in groups tend to be busier. The researcher should prepare many materials that would be used in the class. Besides, the students who had more difficulty in reading can't learn as quickly as the other. Because every step of reading in collaborative strategic reading had time, so the students should on time while finishing each step, then it pushed them to do well and quickly. This encouraged the students to train themselves better in answering the questions based on reading text. In fact, the students had a high responsibility, motivation and discipline when they learnt reading by using collaborative strategic reading. This was supported by Refi Ranto Rozaq's statement that collaborative strategic reading (CSR) is effective to helps students to improve

[47] Ikhwanudin, "Imoproving Student Reading Comprehension by Using Collaborative Strategic Reading (CSR) to seventh Grade of MTs Negri Mantingan (A Classroom Action Research At The Seventh Grade Students of MTs Negeri Mantingan In The Academic Year of 2018/2019)" (Thesis, State Islamic Institute of Surakarta , Surakarta, 2019), 35-38.

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their content area reading comprehension. Content area reading is usually considered difficult by the learners.[48]

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[48] The Effectiveness Of Collaborative Strategic Reading (Csr) To Teach Content Area Reading Comprehension Viewed From Students' Intelligence (An Experimental Research At The Eleventh Year Students Of Rintisan Madrasah Bertaraf Internasional (RMBI) MAN 1 Bojonegoro In The Academic Year Of 2012/2013) ,154.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing the research, the researcher concluded that the implementation of Collaborative Strategic Reading (CSR) improved students' reading comprehension. . There were 84,37% students who achieved the minimum score (KKM). I post-test II that was increased from only 43,75% who achieved KKM in pre-test. The improvement of students' reading comprehension was supported by the result of their test score. The data showed that the average score of pre-test was 64,37 and it improved in to 73,12 in the post-test 1 and it also improved into 82,65 in the final post-test, post-test 2.

In addition, the students enjoyed reading by applying Collaborative Strategic Reading (CSR) it was proved by their focus in doing activity and the less mistakes in understanding vocabularies. They felt easy in understanding the text after doing some stages of Collaborative Strategic Reading (CSR). It means that, most of them answered the questions about vocabularies, specific information, main idea, and conclusion correctly.

In conclusion, it can be concluded that collaborative strategic reading (CSR) could improve the students' reading comprehension. Therefore, it can be an alternative effective strategy for teacher to teach reading comprehension in the class. The imprement culd be seen from the result of post-test. There

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were only 43,75% students who could achieve KKM in pre-test then improved become 84,37% in post-test II

B. Suggestion

After implementing this strategy and making conclusion, the researcher would like to give suggestion to the English teacher, students, and the next researcher in this chapter as follow:

1. For English teacher

   The researcher hopes that English teacher will applies Collaborative Strategic Reading (CSR) strategy as an alternative strategy in teaching reading as it made students' reading comprehension better than before and made the students more active and enjoy the lesson.

2. For the next researcher

   The researcher hopes this research can be a reference for the next researcher in order to have better strategy in teaching learning process.

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Appendix 13

DECLARATION OF AUTHORSHIP

The undersigned below :

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State that thesis entitled "Improving Students' Reading Comprehension In Descriptive Text Through Collaborative Strategic Reading (CSR) At Eight Grade Of Junior High School Of Nurul Islam Jember In Academic Year 2020/2021" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember,10th December 2021

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Appendix 1

Research Matrixs

Title	Variable	Indicator	Source of Data	Research Method	General Question
IMPROVING STUDENTS ' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH COLABORATIVE STRATEGIC READING (CSR) AT THE EIGHTH YEAR OF JUNIOR HIGH SCHOOL NURUL ISLAM ACADEMIC YEAR 2020/2021	COLLABORATIVE STRATEGIC READING (CSR) DESCRIPTIVE TEXT	1. The procedure of Collaborative Strategic Reading (CSR) as a strategy 2. The advantages of collaborative strategic reading as a strategy 1. The generic structure of descriptive text 2. Language feature	Students' reading comprehension score (pre-test and post-test)	1. Research Design Classroom Action Research 2. Data Collection method a. Obsevation b. Test (pre-test and post-test) c. Documentation 3. Data Analysis technique : a. Qualitative Stage of CAR : 1) Planning 2) Acting 3) Observing 4) Reflecting b. Quantitative Get the average of students reading comprehension score within before and after the action. The mean of pre-test and post-test are calculated with the	1. How can Collaborative Strategic Reading (CSR) improve the students' reading comprehension at class VIII F of Junior High School Nurul Islam Jember?

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	STUDENTS' READING COMPREHENSION	1. vocabulary 2. Specific information 3. Main idea 4. Inference		formula as follows: $\bar{X} = \frac{\Sigma X}{N}$ $\bar{X}$ = Means of the student score before the action Σx =the sum of the student score before the action N = number of students Then try to get the class precentages which pass the target score of the minimal mastery level criterion (KKM). P =$\frac{F}{N}$ x 100% P = the class percentage (students who pass the test) F = total percentage score N = Number of	

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				students The last, try to analyzes the students percentage reading comprehension score from pre test up to post test. it used to know whether students improve their score or not. P = $\frac{y1-y}{y}$ x 100% P = percentage of students' improvement y = pre-test result y1 = post-test 1 4. Criteria of Succes : 80%	

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Appendix 2

THE RESULT OF OBSERVATION

(Field Note)

Time and Place of interview

Day : Thursday

Date : 5th November 2020

Time : 08.00- finish

Respondent

1. English Teacher
2. Students of class VIII D

Note

R : Researcher

ET : English Teacher

S : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

***R** : bagaimana perkembangan Bahasa Inggris siswa kelas VIII F bu?*

***ET** : perkembangannya biasa saja mbak, tapi ada beberapa murid yang sudah bisa memahami bahasa inggris baik reading maupun speaking namun hanya beberapa saja*

***R** : apakah kemampuan siswa kelas VIII F rata-rata rendah di reading bu?*

***ET** : iya mbak, sekitar 75% siswa rendah di reading*

***R** : apa kesulitan ibu dalam mengajar bahasa inggris khususnya dalam mengajar reading ?*

***ET** : kesulitanya itu siswa malas mengartikan mbak. Mereka malas membawa kamus. Sedangkan kosa kata yang mereka kuasai masih sangat rendah.*

***R** : apakah pernah membuat kelompok dan dengan cara bertahap dalam pembelajaran reading, seperti Collaborative Strategic Reading (CSR) misalnya supaya siswa lebih aktif ?*

***ET** : belum mbak, saya belum pernah memakai strategy itu ataupun membuat kelompok ketika mengajar reading.*

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***R** : lalu strategi seperti apa yang biasa ibu gunakan untuk mengajar reading ?*

***ET**: biasanya saya memberi mereka teks lalu kit abaca bersama-sama, saya membaca terlebih dahulu lalu siswa menirukan, itu untuk melatih pronounciation mbak. Saya juga meminta siswa mengartikan teks tersebut mbak.*

***R** : bagaimana cara ibu mengetahui benar atau salahnya pronunciation mereka saat membaca ?apakah ibu meminta siswa satu persatu membaca teks nya ?*

***ET** : tidak mbak, saya biasanya hanya menunjuk salah satu siswa untuk membaca dan yang lannya hanya menyimak. Jika ada pronounciation yang salah saya benarkan. jika siswa saya minta baca satu persatu waktunya tidak cukup mbak.*

***R** : Ooo begitu nggeh bu,lalu setelah itu apakah mereka diberi exercise bu ?*

***ET** : iya mbak, pasti ada exercisenya, setelah membaca teks siswa akan mentranslate teksnya lalu menjawab soal mbak.*

***R** : apa mereka mentranslatenya secara individu bu ? lalu bagaimana saat mereka menemukan kata yang sulit namun tidak dapat menemukan artinya di dalam kamus karena kamusnya tidak lengkap ?*

***ET** : iya bak dikerjakan secara individu, kalau ada kata-kata yang tidak dimengerti nanti saya tulis di papan dan diberitahu artinya.*

***R** : berapa KKM untuk reading bu ?*

***ET** : 75 mbak*

***R** : lalu berapa nilai rata-rata siwa untuk reading bu ? Apakah sudah diatas KKM ?*

***ET** : belum mbak, hanya beberapa. Diantara 32 siswa yang diatas KKM hanya 43%.*

***R** : rencananya saya akan menggunakan Collaborative Strategic Reading (CSR) untuk mengajar reading bu, bagaimana jika saya menggunakan Collaborative Strategic Reading (CSR) di kelas VIII F bu?*

***ET** : iya mbak tidak apa-apa, boleh kok asalkan strategi yang mbak mau gunakan ini bisa meningkatkan reding siswa dan memudahkan saya juga nantinya*

***R** : baik bu,untuk jadawal mengajar di kelas VIII F di hari apa saja, dan waktuya jam berapa nggeh bu?*

***ET** : senin jam 08.00-09.30 dan hari selasa11.20-12.40 masing-masing 2 jam pealajaran mbak*

***R** : terimakasih bu atas waktunya, maaf sudah mengganggu waktunya, jika ada yang masih saya ingin saya tanyakan saya akan menghubungi jenengan kembali nggeh*

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***ET** : iya mbak sama-sama, samean bisa langsung WA saya saja nanti*

***R** : baik bu*

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

***R :**adik-adik bagaimana menurut kalianpelajaran Bahasa Inggris ?suka pelajaran atau tidak*

***S :** biasa aja miss*

***R :** kenapa kok biasa saja? Apa bahasa inggris itu sulit bagi kalian?*

***S :** iya miss, sulit sekali*

***R :** kalau belajar reading atau membaca dan mengerjakan soal yang berkaitan dengan bacaan bagaimana ?*

S1 : iya miss, itu juga susah miss, bikin pusing miss, jadi bingung mau memnjawab soalnya miss.

R : biasaya kalau di kelas bagaimana belajar readingnya ?

***S2 :** biasanya di suruh membaca teks gitu miss, mengartikan teks.*

S3 : iya miss, biasanya juga menjawab soal miss

***S4 :** iya miss, biasanya membaca bersana dulu sama buguru, lalu buguru menunjuk slah satu siswa untuk membaca sendiri.*

S1: iya miss setelah membaca baru menjawab soal sendiri-sendiri miss.

***R :** apa yang membuat kalian kesulitan dalam pelajaran reading ?*

S : kalau saya kesulitan ketika mengartikan miss

S3: iya miss, kalau sudah tidak tau artinya jadi susah untuk menjawab soal miss.

R : oo begitu , apakah ketika pelajaran reading kalian tidak pernah kelompok dan membaca bertahap, seperti memahami judulnya, lalu mecari kata-kata sulit, baru membaca keseluruhan teks dan mengerjakan soal bersama ?

S2: belum pernah miss.

***R :** nah, kalo miss oryza kasih kalian cara untuk lebih mudah dalam pelajaran reading bagaimana? apa kalian mau?*

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S :*mau banget miss*

R : *baik, nanti kita coba ya, tapi sebelumnya miss oryza ucapkan terimakasih karena kalian mau menjawab pertanyaan dari miss oryza, dan juga miss oryza minta kerjasamanya untuk penelitian saya ini supaya penelitiannya berjalan lancar*

S : *iya miss*

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Appendix 3

YAYASAN NURUL ISLAM JEMBER
SEKOLAH MENENGAH PERTAMA NURUL ISLAM JEMBER
"TERAKREDITASI A"
Jl. Pangandaran 48 Antirogo – Jember Kode Pos 68125

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

PERTEMUAN PERTAMA

A. **KOMPETENSI INTI**

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta

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informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang

3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.

4.6.2 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat memahami, menyimak dan membaca teks deskriptif sederhana dengan benar.
2. Siswa dapat mengidentifikasi isi teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan usur kebahasaan.
3. siswa dapat menjawab soal mengenai teks deskriptif dalam bentuk pilihan ganda.

E. MATERI PEMBELAJARAN

- Materi Pokok : teks deskriptif
- Fungsi sosial :
  - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Generic Structure :

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- Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.
- Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khsus atau sifat-sifat yang ada dalam benda, orang, tempat. Atau binatang yang sedang dijelaskan.

- Unsur Kebahasaan :
  - Ungkapan dengan *There is/are*
  - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: *in, on, under, in front of, between, above, behind,under, on the left, on the right and next to* .
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
- Input text

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is located in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its situation. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed many river stones, it were more than two million river stones. It is the biggest temple in the world. Borobudur tample has many stupas and arca budha. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire

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Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

F. STRATEGI, BAHAN, DAN SUMBER BELAJAR

a. Strategi : collaborative strategic reading
b. Bahan : kertas, papan tulis, spidol
c. Sumber Belajar : buku paket bahasa inggris ‘’bright an english kelas VII SMP, 2013”

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITASGURU	AKTIFITAS MURID	WAKTU
Pre-Activity	1. Memberi salam kepada siswa untuk mengawali pembelajaran. 2. Guru meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran 3. Menanyakan kabar kepada siswa. 4. Mengabsen siswa terlebih dahulu. 5. Membahas/ menanyakan materi sebelumnya. 6. Guru menyinggung materi yang akan di bahas selanjutnya. 7. Guru memberikan penjelasan tentang strategy yang akan digunakan	1. Siswa menjawab salam guru 2. Sisa berdoa yang di pimpin oleh ketua kelas 3. Siswa menjawab pertanyaan guru dan menanyakan kabar guru 4. Siswa menjawab absen guru dengan “present” 5. Siswa mendengarkan pejelasan guru 6. Siswa mengikuti arahan dari guru	15’
Whilst-Activity			
Observing (Stimulation)	1. Guru membagikan kertas yang berisi *descriptive text* 2. Guru memberikan gambaran tentang *descriptive text*	1. Siswa membaca dan memahami teks yang sudah di bagikan oleh guru 2. Siswa mendengarkan	10

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	3. Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan 4. Guru memberikan kesempatan siswa untuk membaca keseluruhan teks tanpa membuka kamus	penjelasan guru 3. Siswa membaca teks	
Questioning (Problem Statement)	1. Guru bertanya keada siswa "*is everything clicking* ?" 2. Guru meminta siswa untuk mencatat clunk (kosa kata baru) didalam kartu clunk	1. Jawaban siswa *yes*/ clunk (artinya *no*) 2. Siswa mendengarkan penjelasan guru.	10
Experimenting/Exploring (Data Collection)	1. Guru membagi siswa kedalam 4 kelompok 2. Guru mengajak siswa untuk menggaris bawahi hal-hal penting yang ada didalam teks.(*get the gist)* 3. Guru mempersilahkan siswa memngerjakan apa yang sudah guru jelaskan	1. Siswa mendengarkan penjelasan guru 2. Siswa menyiapkan media yang akan di gunakan dalam mengerjakan tugas yang di berikan guru. 3. Siswa mengerjakan apa yang gurusudah jelakan.	20
Associating (Data Processing)	1. Guru memberikan soal sesuai dengan teks 2. Guru guru meminta siswa mengerjakan soal yang telah diberikan(*Wrap up*)	1. Siswa berdiskusi dengan kelompok masing-masing. 2. Siswa mengerjakan soal yang di berikan oleh guru	20
verification/generalization)	1. Guru mengoreksi pekerjaan siswa dengan berkeliling dari meja ke meja siswa 2. Guru menjawab beberapa pertanyaan siswa	1. Siswa mengumpulkan tugas yang di berikan oleh guru.	5
Comunicating	1. Guru meminta siswa mempresentasikan	1. Siswa mempresentasikan hasil	10

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	/menyampaikan hasil kerja kelompok. 2. Guru menjelaskan materi yang berkaitan dengan deskriptif teks yang ada di dalam buku tentang *there is / there are* dan *quantifier much, many, and a lot of*	kerja kelompok. 2. Siswa mendengarkan penjelasan guru.	
Post-Activity Post-Activity	1. Guru meminta salah satu kelompok untuk memberikan kesimpulan 2. Guru meminta iswa untuk memimpin doa dalam bahasa inggris sebelum menutup pelajaran. 3. Guru mengakhiri pelajaran dengan salam .	1. Siswa memberikan kesimpulan 2. Siswa memimpin doa untuk menutup pelajaran.	5

H. Penilaian

Teknik : tes tulis
Bentuk : pilihan ganda
Pedoman penilaian :

Rated qualities	Number of questions	point	Behavior statement
Vocabulary	4	10	The students' answer is true
		0	The students' answer is false
Specific information	3	10	The students' answer is true
		0	The students' answer is false
Main idea	2	10	The students' answer is true
		0	The students' answer is false
Inferen	1	10	The students' answer is true
		0	The students' answer is false

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- Jawaban benar :10
- Jawaban salah :0
- Nilai maksimal :100
- Nilai perolehan : $\frac{\text{soal benar}}{banyak\ soal} \times 100$

I. Students exercise

Name :

Class : Eight (8)F

Subject : BahasaInggris

Chose the correct answer by crossing A, B, C or D

The text below is for question number 1 – 10

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is located in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its situation. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed many river stones, it were more than two million river stones. It is the biggest temple in the world. Borobudur tample has many stupas and arcabudha. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

1. When Borobudur Temple was built ?
   a. Four century
   b. Fourteen century
   c. Eight century
   d. Ten century

2. Where Borobudur Temple takes place ?
   a. West Java
   b. East Java
   c. Jakarta
   d. Central Java

3. Which of the following statement is not true about Borobudur Tample ?

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a. The second beautiful tourist resort in Indonesia
b. It was located in West Java
c. It was built by Syailendra Dynasty
d. Borobudur Temple is visited by a little tourist

4. According to first paragraph , we know that Borobudur Temple is ….
   a. the biggest temple in the world
   b. located in West Java
   c. one of the greatest art
   d. It was built by Syailendra Dynasty

5. What is the text mostly about?
   a. Borobudur Temple
   b. Prambanan Temple
   c. Borobudur's Stupa
   d. Around Borobudur Temple

6. "Borobudur temple is one of the seven wonders of the world which needs to be preserved its situation" The underlined phrase can be replaced by……
   a. Remove
   b. canned
   c. waste
   d. relieve

7. ". It is the biggest temple in the world"
   The antonym of the underlined phrase is …
   a. smallest
   b. bigger
   c. smaller
   d. little
8. …Borobudur is visited by more and more tourists,….
   The word tourists is similar to?
   a. foreigner
   b. traveler
   c. stranger
   d. Simple

9. It is the biggest temple in the world. (second line of second paragraph)
   The "it" word refers to ….
   a. Borobudur
   b. Tourists
   c. Syailendra Dynasty
   d. River stones

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10. What is the second paragraph talking about?
    a. Borobudur temple is one of the most beautiful tourist resorts in Indonesia
    b. Borobudur temple was built by Syailendra Dynasty during the eighth century
    c. Borobudur tample has many stupas and arcabudha
    d. Borobudur is visited by more and more tourists

Answer Key

1. **C**
2. **D**
3. **C**
4. **C**
5. **A**
6. **B**
7. **A**
8. **B**
9. **A**
10. **B**

No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	6,7,8,9	4	10	40
2	Main Idea	4,10	2	10	20
3	Specific Information	1,2,3	3	10	30
4	Inference / Conclution	5	1	10	10

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PERTEMUAN KEDUA

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial,

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struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang

3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.

4.6.2 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat memahami, menyimak dan membaca teks deskriptif sederhana dengan benar.
2. Siswa dapat mengidentifikasi isi teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan usur kebahasaan.
3. siswa dapat menjawab soal mengenai teks deskriptif dalam bentuk pilihan ganda.

E. MATERI PEMBELAJARAN

- Materi Pokok : teks deskriptif
- Fungsi sosial :
  - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Generic Structure :
  - Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.
  - Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khsus atau sifat-sifat yang ada dalam

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benda, orang, tempat. Atau binatang yang sedang dijelaskan.

- Unsur Kebahasaan :
  - Ungkapan dengan *There is/are*
  - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: Frasa kata depan: *in, on, under, in front of, between, above, behind,under, on the left, on the right and next to* .
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
- Input text

Boyolali Regency

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of a little fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are a few main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

F. STRATEGI, BAHAN, DAN SUMBER BELAJAR

1. Strategi : collaborative strategic reading
2. Bahan : kertas, papan tulis, spidol
3. Sumber Belajar : buku paket bahasa inggris ‘’bright an english kelas VII SMP, 2013”

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G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITASGURU	AKTIFITAS MURID	WAKTU
Pre-Activity	1. Memberi salam kepada siswa untuk mengawali pembelajaran. 2. Guru meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran 3. Menanyakan kabar kepada siswa. 4. Mengabsen siswa terlebih dahulu. 5. Membahas/ menanyakan materi sebelumnya. 6. Guru menanyakan apa yang siswa dapatkan dari materi sebelumnya	1. Siswa menjawab salam guru 2. Sisa berdoa yang di pimpin oleh ketua kelas 3. Siswa menjawab pertanyaan guru dan menanyakan kabar guru 4. Siswa menjawab absen guru dengan "present" 5. Siswa mendengarkan pejelasan guru 6. Siswa mengikuti arahan dari guru	5'
Whilst-Activity			
Observing (Stimulation)	1. Guru membagi siswa dalam 4 kelompok. 2. Guru membagikan kertas yang berisi *Descriptive text* 3. Guru memberikan gambaran tentang *Descriptive text* 4. Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan(*preview)* 5. Guru memerikan kesempatan siswa untuk membaca keseluruhan teks tanpa membuka kamus	1. Siswa membentuk kelompok 2. Siswa membaca dan memahami teks yang sudah di bagikan oleh guru 3. Siswa mendengarkan penjelasan guru 4. Siswa membaca teks	10

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Questioning (Problem Statement)	1. Guru bertanya keada siswa "*is everything clicking* ?" 2. Guru meminta siswa untuk mencatat clunk (kosa kata baru) didalam kartu clunk (*click and clunk*)	1. Jawaban siswa *yes*/ clunk (artinya *no*) 2. Siswa mendengarkan penjelasan guru. 3. Siswa menanyakan yang tidak mereka pahami dari perintah guru. 4. Siswa melakukan yang sudah dijelaskan oleh guru	10
Experimenting/Exploring (Data Collection)	1. Guru mengajak siswa untuk menggaris bawahi hal-hal penting yang ada didalam teks.(*get the gist*) 2. Guru mempersilahkan siswa memngerjakan apa yang sudah guru jelaskan	1. Siswa mendengarkan penjelasan guru 2. Siswa menyiapkan media yang akan di gunakan dalam mengerjakan tugas yang di berikan guru. 3. Siswa mengerjakan apa yang gurusudah jelakan.	15
Associating (Data Processing)	1. Guru meminta siswa mengumpulkan kartu yang ada di setiap grup ke meja guru. 2. Guru membahas kata-kata yang sulit dari kartu-kartu yang di kumpulkan siswa dan mengoreksi kata-kata penting yang ada di dalam teks. 3. Guru menjelaskan kebahasaan dalam teks deskriptif. 4. Guru memberikan soal sesuai dengan teks 1. Guru meminta siswa mengerjakan soal yang telah di berikan (*Wrap*	1. Siswa berdiskusi dengan kelompok masing-masing. 2. Siswa mengumpulkan kartu ke meja guru 3. Siswa menyimak penjelasan guru 4. Siswa mengerjakan soal yang di berikan oleh guru	25

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	up)		
verification/generalization)	A. Guru menanyakan kembali kata-kata yang sulit kepada siswa	1. Siswa menjawab pertanyaan guru	3
Comunicating	1. Guru meminta salah satu dari kelompok menyimpulkan materi yang telah disampaikan Guru menjelaskan materi yang berkaitan dengan deskriptif teks yang ada di dalam buku tentang *quantifier a little and a few*	1. Salah satu siswa dari satu kelompok menyimpulkan materi yang sudah disampaikan guru	4
Post-Activity Post-Activity	1. Guru meminta iswa untuk memimpin doa dalam bahasa inggris sebelum menutup pelajaran. 2. Guru mengakhiri pelajaran dengan salam .	1. Siswa memberikan kesimpulan 2. Siswa memimpin doa untuk menutup pelajaran.	3

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5 Penilaian

Teknik : tes tulis

Bentuk : pilihan ganda

Pedoman penilaian :

Rated qualities	Number of questions	point	Behavior statement
Vocabulary	4	10	The students' answer is true
		0	The students' answer is false
Specific information	3	10	The students' answer is true
		0	The students' answer is false
Main idea	2	10	The students' answer is true
		0	The students' answer is false
Inferen	1	10	The students' answer is true
		0	The students' answer is false

- Jawaban benar :10
- Jawaban salah :0
- Nilai maksimal :100
- Nilai perolehan : $\frac{\text{soal benar}}{banyak\ soal} \times 100$

Students Exercise

Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C or D

The text below is for question number 1 – 10

Boyolali Regency

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of a little fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

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There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

1. " ... <u>they</u> are seeking in Boyolali" (paragraph 3)
   What does the underlined word refer to?
   a. People from out town
   b. Places in Boyolali.
   c. Cow statues.
   d. Real cows.

2. What is the main idea of the last paragraph?
   a. The statues help people to find places easily.
   b. The statues decorate the town beautifully.
   c. The cow can get their way easily around the town.
   d. The people from out of town easily find the statues.

3. The text mainly tells us about ....
   a. the colour of the statues
   b. cow statues in Boyolali
   c. a town called Boyolali
   d. how to raise cows
4. How many main cow statues in boyolali?
   a. three
   b. four
   c. five
   d. Six

5. They are displayed in different places. The word “They” refers to. . . .
   a. Cow Statues
   b. the Writer
   c. Boyo Lali
   d. the town

6. What does the first line of the first paragraph talk about?
   a. The location of Solo
   b. The Location of Boyolali
   c. The Location of Merapi
   d. The location of Merbabu

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7. town to find places they are seeking in Boyolali. The word seeking can be replaced by?
    a. Starting
    b. Showing
    c. Searching
    d. Taking care

8. This regency has been known for its production of fresh milk for a long time. What does the sentence mean?
    a. Boyolali has been known by the production of milk
    b. Boyolali is the place of Merbabu Mountains
    c. Boyolali regency is located in north of Solo
    d. the cow statues adorn Boyolali town
9. They are displayed in different places. The word “Displayed” can be replaced by?
    a. Shown
    b. hidden
    c. broken
    d. cut

10. Besides decorating the town, the word “town” is closest meaning to?
    a. Village
    b. District
    c. City
    d. Residence

Key Answer

a. A
b. A
c. B
d. D
e. A
f. B
g. C
h. A
i. A
j. B

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No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	7,8,9,10	4	10	40
2	Main Idea	2,6	2	10	20
3	Specific Information	1,4,5	3	10	30
4	Inference / Conclution	3	1	10	10

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PERTEMUAN KETIGA

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial,

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struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang

3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.

2. Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat memahami, menyimak dan membaca teks deskriptif sederhana dengan benar.
2. Siswa dapat mengidentifikasi isi teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan usur kebahasaan.
3. siswa dapat menjawab soal mengenai teks deskriptif dalam bentuk pilihan ganda.

E. MATERI PEMBELAJARAN

- Materi Pokok : teks deskriptif
- Fungsi sosial :
  - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Generic Structure :
  - Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.
  - Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khsus atau sifat-sifat yang ada dalam

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benda, orang, tempat. Atau binatang yang sedang dijelaskan.

- Unsur Kebahasaan :
  - Ungkapan dengan *There is/are*
  - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: *in, on, under, in front of, between, above, behind,under, on the left, on the right and next to .*
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik
  - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

- Input text

Jember Regency

Jember is a regency in East Java. It is located in between Bondowoso and Banyuwangi. Banyuwangi is regency that is located at the easternmost end of Java Island, before Bali strait, so that we can know that Jember is near enought from Bali Island.

Jember is a beautiful place. In Jember, there are a lot of interesting places to visit, such as Papuma Beach, Watu Ulo Beach,

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Watu Ondo, Pancer Beach, Rembangan, and so on. Jember also has a famous carnival, named Jember Fashion Carnaval. It is an international annual fashion carnival which usually held in August. Beside some beautiful places and a famous carnival, Jember also has a unique culture. People usually called it as Pendhalungan. Pendhalungan is an acculturation culture between Javanese and Maduranese. Jember has a total area of 3,293.34 km^2. Because of that, it creates a different culture between North Jember and South Jember. In North Jember, there are a lot of Maduranese people and they usually speak Maduranese. On the other hand, In South Jember,just several Maduranese people live there. It is dominated with Javanese people. Because of that, it creates a new unique language which other regency do not have. The example is word "Cek" which means "very".

F. STRATEGI, BAHAN, DAN SUMBER BELAJAR

1. Strategi : collaborative strategic reading
2. Bahan : kertas, papan tulis, spidol
3. Sumber Belajar : buku paket bahasa inggris ''bright an english kelas VIII SMP, 2013"

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITASGURU	AKTIFITAS MURID	WAKTU
Pre-Activity	1. Memberi salam kepada siswa untuk mengawali pembelajaran. 2. Guru meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran 3. Menanyakan kabar kepada siswa. 4. Mengabsen siswa terlebih dahulu. 5. Membahas/ menanyakan materi sebelumnya. 6. Guru menanyakan apa yang siswa dapatkan dari materi	1. Siswa menjawab salam guru 2. Sisa berdoa yang di pimpin oleh ketua kelas 3. Siswa menjawab pertanyaan guru dan menanyakan kabar guru 4. Siswa menjawab absen guru dengan "present" 5. Siswa mendengarkan pejelasan guru 6. Siswa mengikuti arahan dari guru	5'

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	sebelumnya		
Whilst-Activity			
Observing (Stimulation)	1. Guru membagi siswa dalam 4 kelompok. 2. Guru meminta siswa memilih pemimpin kelompok 3. Guru menulis judul di papan tulis (Jember regency) dan membahas bersama dengan siswa 4. Guru membagikan kertas yang berisi *Descriptive text* 5. Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan (*Preview)* 6. Guru memerikan kesempatan siswa untuk membaca keseluruhan teks tanpa membuka kamus	1. Siswa membentuk kelompok 2. Siswa membaca dan memahami teks yang sudah di bagikan oleh guru 3. Siswa mendengarkan penjelasan guru 4. Siswa membaca teks	10
Questioning (Problem Statement)	1. Guru bertanya keada siswa "*is everything clicking* ?" 2. Guru meminta siswa untuk mencatat clunk (kosa kata baru) didalam kartu clunk (*click and clunk)*	1. Jawaban siswa *yes*/ clunk (artinya *no*) 2. Siswa mendengarkan penjelasan guru. 3. Siswa menanyakan yang tidak mereka pahami dari perintah guru. 4. Siswa melakukan yang sudah dijelaskan oleh guru	15
Experimenting/Exploring (Data Collection)	1. Guru mengajak siswa untuk menggaris bawahi hal-hal penting yang ada didalam teks.(*get the gist)*	1. Siswa mendengarkan penjelasan guru 2. Siswa menyiapkan media yang akan di	15

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	2. Guru mempersilahkan siswa memngerjakan apa yang sudah guru jelaskan 3. Guru meminta siswa mencatat hal-hal penting di dalam sebuat kartu (*Get the gist)*	gunakan dalam mengerjakan tugas yang di berikan guru. 3. Siswa mengerjakan apa yang guru sudah jelakan.	
Associating (Data Processing)	1. Guru meminta siswa mengumpulkan kartu yang ada di setiap grup ke meja guru. 2. Guru membahas kata-kata yang sulit dari kartu-kartu yang di kumpulkan siswa dan mengoreksi kata-kata penting yang ada di dalam teks. 3. Guru menjelaskan kebahasaan dalam teks deskriptif. 4. Guru memberikan soal sesuai dengan teks 5. Guru meminta siswa mengerjakan soal yang telah di berikan (*wrap up)*	1. Siswa berdiskusi dengan kelompok masing-masing. 2. Siswa mengumpulkan kartu ke meja guru 3. Siswa menyimak penjelasan guru 4. Siswa mengerjakan soal yang di berikan oleh guru	25
verification/generalization	1. Guru menanyakan kembali kata-kata yang sulit kepada siswa	1. Siswa menjawab pertanyaan guru	3
Comunicating	1. Guru meminta salah satu dari kelompok menyimpulkan materi yang telah disampaikan 2. Guru menjelaskan materi yang berkaitan dengan deskriptif teks yang ada di dalam buku tentang *quantifier some, any, several, and a number of*	1. Salah satu siswa dari satu kelompok menyimpulkan materi yang sudah disampaikan guru	4
Post-Activity Post-Activity	1. Guru mneginformasikan bahwa di pertemuan selanjutnya akan ada	1. Siswa memberikan kesimpulan 2. Siswa menjawab	3

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	post-test. 2. Guru menanyakan bagaimana perasaan siswa 3. Guru meminta iswa untuk memimpin doa dalam bahasa inggris sebelum menutup pelajaran. 4. Guru mengakhiri pelajaran dengan salam .	pertanyaan guru 3. Siswa memimpin doa untuk menutup pelajaran.	

H. Penilaian

Teknik : tes tulis

Bentuk : pilihan ganda

Pedoman penilaian :

Rated qualities	Number of questions	point	Behavior statement
Vocabulary	8	5	The students' answer is true
		0	The students' answer is false
Specific information	6	5	The students' answer is true
		0	The students' answer is false
Main idea	4	5	The students' answer is true
		0	The students' answer is false
Inferen	2	5	The students' answer is true
		0	The students' answer is false

- Jawaban benar :5
- Jawaban salah :0
- Nilai maksimal :100
- Nilai perolehan : $\frac{\text{soal benar}}{banyak\ soal} \times 100$

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Students Exercise

Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C, D or E

Read the following text and answer question 1-10

Jember Regency

Jember is a regency in East Java. It is located in between Bondowoso and Banyuwangi. Banyuwangi is regency that is located at the easternmost end of Java Island, before Bali strait, so that we can know that Jember is near enought from Bali Island.

Jember is a beautiful place. In Jember, there are a lot of interesting places to visit, such as Papuma Beach, Watu Ulo Beach, Watu Ondo, Pancer Beach, Rembangan, and so on. Jember also has a famous carnival, named Jember Fashion Carnaval. It is an international annual fashion carnival which usually held in August. Beside some beautiful places and a famous carnival, Jember also has a unique culture. People usually called it as Pendhalungan. Pendhalungan is an acculturation culture between Javanese and Maduranese. Jember has a total area of 3,293.34 km^2. Because of that, it creates a different culture between North Jember and South Jember. In North Jember, there are a lot of Maduranese people

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and they usually speak Maduranese. On the other hand, In South Jember,just several Maduranese people live there. It is dominated with Javanese people. Because of that, it creates a new unique language which other regency do not have. The example is word “Cek” which means “very”.

1. According to the passage, Jember Regency is located in..
   A. Easternmost of Java
   B. Bali Island
   C. Between Bondowoso and Banyuwangi
   D. Before Bali Strait

2. “It is an international annual fashion carnival,...”

   What is the synonim of the underline word ?

   A. Monthly
   B. Daily
   C. Horary
   D. Anniversary

3. Which of the following is NOT mentioned about Jember Regency ?
   A. Jember Regency has different culture called pandalungan
   B. located at the easternmost end of Java Island
   C. There are a lot of interesting places to visit
   D. has a famous carnival, named Jember Fashion Carnaval

4. From the text above we can conclude that jember regency is...
   A. One of beauty regency in Java Island
   B. Regency in West Java
   C. Regency that has a unique culture
   D. Jember is near enought from Bali Island

5. How many culture in Jember Regency ?
   A. One
   B. Two
   C. Three
   D. Four

6. “there are a lot of interesting places to visit.....“. The antonym of the uderlined word is..
   A. Appealing
   B. Fun

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C. Alluring
D. Featureless

7. What is the main idea of the first paragraph ?
   A. Jember is a regency in East Java
   B. Jember is a beautiful place
   C. Jember has a unique culture
   D. Jember has a famous carnival
8. What is the topic of seond paragraph ?
   A. Jember is a regency in East Java
   B. A bauty place in Jember Regency
   C. Jember has a unique culture
   D. Jember has a famous carnival
9. The pronoun ”it” in line 4 in second paragraph refers to...
   A. Javanese and Maduranese
   B. Jember Fashion Carnaval
   C. Pendhalungan
   D. Jember Regency

10. The word “famous” in line 7 is closest in meaning to which of the following ?
   A. Well-known
   B. Exposed
   C. Special
   D. Excellent

Key answer

1. **C**
2. **D**
3. **B**
4. **C**
5. **B**
6. **D**
7. **A**
8. **B**
9. **B**
10. **A**

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No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	2,6,9,10	4	10	40
2	Main Idea	7,8	2	10	20
3	Specific Information	1,3,5	3	10	30
4	Inference / Conclution	4	1	10	10

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PERTEMUAN KE EMPAT

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi

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sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang

3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.

4.6.2 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat memahami, menyimak dan membaca teks deskriptif sederhana dengan benar.
2. Siswa dapat mengidentifikasi isi teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan usur kebahasaan.
3. siswa dapat menjawab soal mengenai teks deskriptif dalam bentuk pilihan ganda.

E. MATERI PEMBELAJARAN

- Materi Pokok : teks deskriptif
- Fungsi sosial :
  - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Generic Structure :
  - Identification : bagian pembuka dan gambaran umum tentang suatu topik. Identifikasi berfungsi sebagai pengenalan dari apa yang sedang di jelaskan.
  - Description : pada bagian deskripsi ini menjelaskan ciri-ciri umum sampai khsus atau sifat-sifat yang ada dalam

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benda, orang, tempat. Atau binatang yang sedang dijelaskan.

- Unsur Kebahasaan :
  - Ungkapan dengan *There is/are*
  - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
  - Frasa kata depan: *in, on, under, in front of, between, above, behind,under, on the left, on the right and next to* .
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
- Input text

My wonderful class

I really miss my school. I miss much things in my classroom. I miss my classmates. I miss all activities I do in the school. When I studied in the class, did assignments, or played with my classmates. I have not attended the school for several months because of the corona virus become epidemic.

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A lot of walls hang in my classroom such as picket schedule that my friends and I decorate together, Hero's pictures, even decorated the clock on the wall. Sometimes we do our homework on the floor. Since, after the class we always mop the floor. The tables in my classroom are also very clean, there are no little pin marks on our table. There is a discipline that we make for the beauty of our class. We do not forget to decorate our teacher's desk with flower vase, table cloth, markers, and attendance list. Therefore, the teachers are comfortable teaching in our class. There are 4 lights that illuminate our classroom when the cloud comes. Our classroom windows close to the curtains. So that when the teacher teaches using a projector, we can see the screen clearly. It is not uncommon for our class to win the disciplined class at school because we are so disciplined in maintaining the class. I have so many memories overthere.

F. STRATEGI, BAHAN, DAN SUMBER BELAJAR

1. Strategi : collaborative strategic reading
2. Bahan : kertas, papan tulis, spidol
3. Sumber Belajar : buku paket bahasa inggris ‘’bright an english kelas VII SMP, 2013”

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITASGURU	AKTIFITAS MURID	WAKTU
Pre-Activity	1. Memberi salam kepada siswa untuk mengawali pembelajaran. 2. Guru meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran 3. Menanyakan kabar kepada siswa. 4. Mengabsen siswa terlebih dahulu. 5. Membahas/ menanyakan materi sebelumnya.	1. Siswa menjawab salam guru 2. Sisa berdoa yang di pimpin oleh ketua kelas 3. Siswa menjawab pertanyaan guru dan menanyakan kabar guru 4. Siswa menjawab absen guru dengan “present” 5. Siswa mendengarkan pejelasan guru 6. Siswa mengikuti arahan dari guru	5’

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	6. Guru menanyakan apa yang siswa dapatkan dari materi sebelumnya		
Whilst-Activity			
Observing (Stimulation)	1. Guru membagi siswa dalam 4 kelompok. 2. Guru membagikan kertas yang berisi *Descriptive text* 3. Guru memberikan gambaran tentang *Descriptive text* 4. Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan (*preview)* 5. Guru memerikan kesempatan siswa untuk membaca keseluruhan teks tanpa membuka kamus	4. Siswa membentuk kelompok 1. Siswa membaca dan memahami teks yang sudah di bagikan oleh guru 2. Siswa mendengarkan penjelasan guru 3. Siswa membaca teks	10
Questioning (Problem Statement)	1. Guru bertanya keada siswa "*is everything clicking* ?" 2. Guru meminta siswa untuk mencatat clunk (kosa kata baru) didalam kartu clunk (*Click and Clunk)*	1. Jawaban siswa *yes*/ clunk (artinya *no*) 2. Siswa mendengarkan penjelasan guru. 3. Siswa menanyakan yang tidak mereka pahami dari perintah guru. 4. Siswa melakukan yang sudah dijelaskan oleh guru	10

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Experimenting/Exploring (Data Collection)	1. Guru mengajak siswa untuk menggaris bawahi hal-hal penting yang ada didalam teks. (*get the gist)* 2. Guru mempersilahkan siswa memngerjakan apa yang sudah guru jelaskan	1. Siswa mendengarkan penjelasan guru 2. Siswa menyiapkan media yang akan di gunakan dalam mengerjakan tugas yang di berikan guru. 3. Siswa mengerjakan apa yang gurusudah jelakan.	15
Associating (Data Processing)	1. Guru meminta siswa mengumpulkan kartu yang ada di setiap grup ke meja guru. 2. Guru membahas kata-kata yang sulit dari kartu-kartu yang di kumpulkan siswa dan mengoreksi kata-kata penting yang ada di dalam teks. 3. Guru menjelaskan kebahasaan dalam teks deskriptif. 4. Guru memberikan soal sesuai dengan teks 5. Guru meminta siswa mengerjakan soal yang telah di berikan (*Wrap up)*	1. Siswa berdiskusi dengan kelompok masing-masing. 2. Siswa mengumpulkan kartu ke meja guru 3. Siswa menyimak penjelasan guru 4. Siswa mengerjakan soal yang di berikan oleh guru	25
verification/generalization	1. Guru menanyakan kembali kata-kata yang sulit kepada siswa	1. Siswa menjawab pertanyaan guru	3
Comunicating	1 Guru meminta salah satu dari kelompok menyimpulkan materi yang telah disampaikan 2 Guru menjelaskan materi yang berkaitan dengan deskriptif teks yang ada di dalam buku tentang *preposition (above, behind, between,*	1. Salah satu siswa dari satu kelompok menyimpulkan materi yang sudah disampaikan guru 2. Siswa mendengarkan penjellasan guru	4

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	on, at, in, in front of, next to, under, on the left, and on the right		
Post-Activity Post-Activity	1. Guru mneginformasikan bahwa di pertemuan selanjutnya akan ada post-test. 2. Guru menanyakan bagaimana perasaan siswa 3. Guru meminta iswa untuk memimpin doa dalam bahasa inggris sebelum menutup pelajaran. 4. Guru mengakhiri pelajaran dengan salam .	1. Siswa memberikan kesimpulan 2. Siswa menjawab pertanyaan guru 3. Siswa memimpin doa untuk menutup pelajaran.	3

6 Penilaian

Teknik : tes tulis
Bentuk : pilihan ganda
Pedoman penilaian :

Rated qualities	Number of questions	point	Behavior statement
Vocabulary	4	10	The students' answer is true
		0	The students' answer is false
Specific information	3	10	The students' answer is true
		0	The students' answer is false
Main idea	2	10	The students' answer is true
		0	The students' answer is false
Inferen	1	10	The students' answer is true
		0	The students' answer is false

- Jawaban benar :10
- Jawaban salah :0
- Nilai maksimal :100
- Nilai perolehan : $\frac{\text{soal benar}}{banyak\ soal} \times 100$

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Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C, D or E

Read the following text and answer question 1-10

My wonderful class

I really miss my school. I miss much things in my classroom. I miss my classmates. I miss all activities I do in the school. When I studied in the class, did assignments, or played with my classmates. I have not attended the school for several months because of the corona virus become epidemic.

A lot of walls hang in my classroom such as picket schedule that my friends and I decorate together, Hero's pictures, even decorated the clock on the wall. Sometimes we do our homework on the floor. Since, after the class we always mop the floor. The tables in my classroom are also very clean, there are no little pin marks on our table. There is a discipline that we make for the beauty of our class. We do not forget to decorate our teacher's desk with flower vase, table cloth, markers, and attendance list. Therefore, the teachers are comfortable teaching in our class. There are 4 lights that illuminate our classroom when the cloud comes. Our classroom windows close to the curtains. So that when the teacher teaches using a projector, we can see the screen clearly. It is not uncommon for our class to win the disciplined class at school because we are so disciplined in maintaining the class. I have so many memories overthere.

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1. “We do not forget to decorate our teacher's desk .....“. The synonym of the uderlined word is..

   A. Messy
   B. Beautify
   C. Tidy up
   D. Clear up

2. What is mainly discussed in the second paragraph ?

   A. The condition of the class
   B. The situation of the school
   C. The historical of the room
   D. The bustle activity of the writer

3. From the first paragraph we know that ?

   A. The happyness of the class
   B. Whising of the writer
   C. The happyness of the writer school from home
   D. The writer miss her class so much

4. “The tables in my classroom is also very clean,...”

   What is the synonim of the underline word ?

   A. Dissatisfied
   B. Pleased
   C. Content
   D. spotless

5. What is the main idea of the first pharagraph ?

   A. The happyness of the wtirter school from home
   B. The writer vocation
   C. The writer miss her class
   D. the writer visited her siblings and friends.

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6. What kind of text is the text above?

   A. Recount
   B. Descriptive
   C. Narrative
   D. Report

7. What makes teacher teach confortably in story above ?
   A. The teacher explain clearly
   B. The material very easy
   C. The student have a good environment
   D. The student is suported with the condition of the class

8. "I miss <u>much</u> things in my classroom,"

   change the underlined word by using the correct word !

   A. much
   B. a lot of
   C. a little
   D. many

9. what's on the teacher desk ?

   A. flower Vase, table cloath, markers, and attendance list
   B. a glass of water, notebook, absences, and scissors
   C. bookshelves, textbooks, blankets, and laptops
   D. absences, markers, laptops, and textbooks

10. Why the writer can not go to school ?

    A. Because the writer happy school from home
    B. Because the writer affected by corona virus
    C. Because of the corona virus still endemic
    D. Because the writer dont have textbooks

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Key Answer

1. **B**
2. **A**
3. **D**
4. **D**
5. **C**
6. **D**
7. **D**
8. **D**
9. **A**
10. **C**

No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	1,4,6,9	4	10	40
2	Main Idea	2,5	2	10	20
3	Specific Information	7,8,10	3	10	30
4	Inference / Conclution	3	1	10	10

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soal post test 1

Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C, D or E

The text below is for question number 1 – 10

MONAS

The National Monument (or Monumen National) is a 132 tower in the centre of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The Monument consist of a 117, 7 m obelisk on a 45 m square platform at a height of 17m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian Agricultural tradition.

The construction began in 1961 under the direction of President of Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is open daily from 8.00 – 15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

1. "It symbolizes the fight…" (paragraph 1)
The underlined word refers to….

   A. The opening day
   B. The construction
   C. The monument
   D. The gold oil

2. What does Monument mean?
   A. Historical Place of the Country
   B. Playing Area
   C. The place for having Fun
   D. The construction that has not been done

3. museum is open daily from 8.00 – 15.00 everyday. What is the word similar to?
   A. Close
   B. Build
   C. Placed
   D. Available

4. The towering monument symbolizes the philosophy of Lingga and Yoni. What is the synonim of the underlined word?
   A. Represents

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B. Constructs
C. Build
D. Destroys

5. When did the Construction Begin?
   A. When Sukarno Died
   B. The construction began in 1961
   C. Begun in 1945
   D. Every week

6. When will *Monas (*National Monument) Open?

   A. The monument and museum is open daily from 8.00 – 15.00 everyday throughout the week
   B. Saturday and Sunday
   C. It's Closed for Public
   D. 24 Hours

7. When was MONAS Opened fo Public?
   A. Every day 24 hours
   B. The monument was opened to the public in 1975
   C. The National Monument was not for Public
   D. the last Monday of the month

8. What is the main idea of paragraph one?
   A. The obelisk itself is a clad with Italian marble.
   B. The monument consists of a 117, 7 m obelisk.
   C. The National Monument is a 132 meter tower.
   D. It symbolized the fight for Indonesia's independence.

9. The text mainly tells us about….
   A. The construction of the National Monument
   B. The meaning of Lingga and Yoni
   C. The schedule of the visit
   D. The National Monument

10. What can you Infer from the text?
   A. Monas is located in Malaysia
   B. It was directed by Our First President Mr. Soekarno
   C. The construction began in 1965
   D. It will never be opened for Public

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Read the text and answer questions 11 to 20.

EIFFEL TOWER

Eiffel Tower, wrought-iron tower in Paris, is a landmark and an early example of wrought-iron construction on gigantic scale. It was designed and built by French civil engineer Alexandra-Gustave Eiffel for the Paris World's Fair of 1889. The Tower without its modern broadcasting antennas is 300 m high. The lower section consists of four immense arched legs set on masonry piers. The legs curve inward until they unite in a single tapered tower.

Platforms, each with an observation deck, are at three levels; on the first is also a restaurant. The tower, constructed of about 6300 metric tons (about 700 tons) of iron has stairs and elevators. A meteorological station, a radio communication station, and a television station transmission antenna, as well as a suite of rooms that were used by Eiffel, are located near the top of the tower.

11. What was Eiffel Tower built for?
    A. A landmark
    B. Wrought-iron tower in Paris
    C. The Paris World's Fair of 1889
    D. An early example of wrough-iron construction

12. Which of the following things cannot you find near the top of the tower?
    A. a suite room
    B. a restaurant
    C. a television antenna
    D. a meteorological station

13. What is the height of Eiffel Tower?
    A. 6300 matric tons
    B. 300 feet
    C. 984 feet
    D. 984 meters

14. “Eiffel Tower, wrought-iron tower in Paris, is a <u>landmark</u> and ....”
The underlined word is closest in meaning to ....
    A. venue
    B. evidence
    C. guidance
    D. breakthrough

15. What does the *French* mean?
    A. The People from France
    B. The people from Britain
    C. The people from Indonesia
    D. The people from China

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16. are located near the top of the tower. What is the synonim of The underlined word?
    A. Placed
    B. Changed
    C. Read
    D. Write

17. The Tower without its modern broadcasting antennas is 300 m high. What is the opposite of the underlined word?
    A. Short
    B. Low
    C. Tall
    D. Heavy

18. What is the main idea of the first Pargraph?
    A. The Description of What Eiffel Tower is
    B. The Legend of Eiffel Tower
    C. What we can do in Eiffel Tower
    D. The experience to see Eiffel tower

19. What does the second paraghraph talk about?
    A. How much money we need to have to go to Eiffel Tower
    B. What we can find in Eiffel Tower
    C. The procedure to see Eiffel Tower
    D. The description of Eiffel Tower

20. The following statements are true, Except ....
    A. The Eiffel tower is located on Brazil
    B. It was designed and built by French civil engineer
    C. The tower, constructed of about 6300 metric tons (about 700 tons) of iron
    D. The Tower without its modern broadcasting antennas is 300 m high

Key Answer

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

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No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	1,2,3,4, 14, 15, 16, 17,	8	5	40
2	Main Idea	8,9,18,19	4	5	20
3	Specific Information	5,6,7, 11,12,13	6	5	30
4	Inference / Conclution	10,20	2	5	10

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Soal Post Test 2

Name :

Class : Eight (8)F

Subject : Bahasa Inggris

Chose the corect answer by crossing A, B, C, or D

The following text is for questions number 1 to 10

Amed Village

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

1. What makes Amed different from other places in Bali?
   a. Amed is a place for scuba diving.
   b. It needs a lot of energy to get there.
   c. Amed is a calm and peaceful place.
   d. Amed has many star rated hotels.

2. Where can people enjoy beautiful scenery in Amed?
   a. From the top of the hill.
   b. From the top of the factory.
   c. From the beach of the village.
   d. From the roads of the village.

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3. "…. Because it is an exhausting trip." (paragraph 1)
   The underlined word has similar meaning to….
   a. Tiring
   b. Exciting
   c. Confusing
   d. Challenging

4. Unlike other places in Bali, Amed is a calm and peaceful place. The word **Calm** can be replaced by...
   a. Relaxing
   b. scarry
   c. Hot
   d. Dangerous

5. What is the second paragraph talking about?
   a. the condition of Amed Bali
   b. the writer's activity there
   c. how to go to amed bali
   d. the trip was very exhausting

6. What is **Jukung** according to the text?
   a. traditional fishing boats
   b. the living place of amed people
   c. traditional food of amed
   d. the beautiful scenery there

7. the following statements are true according to the text, except....
   a. Amed is a calm and peaceful place
   b. Amed in Bali, about a two-hour drive from Kuta
   c. The road is curved and there are little ups and downs too
   d. the village are still clean and unpolluted

8. .....my village are still clean and unpolluted. The word **my refers to..**
   a. the reader
   b. the writer
   c. the factories
   d. the village

9. my village are still **clean** and unpolluted. What is the opposite of Clean?
   a. Neat
   b. Smells good
   c. Dirty
   d. Slippery

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10. What is the first paragraph talking about?
    a. the location of Amed
    b. the tourism places in amed
    c. the writer's activity in amed
    d. Amed is a beautiful place

Read the text and answer questions 11 to 20

Way Kambas National Park

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepit. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

11. ..... located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. What is the underlined word similar to?
    A. Honestly
    B. Consequently
    C. Frequently
    D. Accurately

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12. What does the word *Conservation* mean in that text?
    A. An action to save the Elephants' life
    B. An action to destroy the Environment
    C. An action to bring another animal
    D. An action to use elephant to make money

13. There are some endangered animals such as, The underlined word can be replaced by.....
    A. Threatened
    B. Safe
    C. Dangerous
    D. Cured

14. Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG). The word Named can be replaced by.....
    A. Seen
    B. Heard
    C. Called
    D. Read

15. What are endangered animals that we can see in Way Kambas National Park?
    A. Sumatran Rhinos, Sumatran elephant, Sumatran tiger
    B. Orang Utan, Rabbit, Pig
    C. Shark, Lion and Bull
    D. Elephant, Hamster, and Hedgehog

16. Where is Way Kambas Located?
    A. Banyumas Regency
    B. Labuhan Ratu sub district, East Lampung
    C. Labuhan Bajo
    D. West Lampung, Indonesia

17. How many Elephants trained by PKG?
    A. More than 1000 Elephants
    B. Less than 200 Elephants
    C. For about 300 Elephants
    D. Only some Elephants

18. What Is the main idea of Paragraph 2 ?
    A. The location of Way Kambas National Park
    B. What Way Kambas national park is called
    C. Kinds of Flora and Fauna which live there
    D. The description about Elephants

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19. What is the main idea of the first Paragraph?
    A. What Way Kambas National Park Is
    B. The history of Way Kambas
    C. The description of Elephant
    D. Kinds of Flora and Fauna which live there

20. What can be Infered from the text above?
    A. There are not some endangered animals
    B. Some endangered animals live there
    C. Elephant is the most dangerous animal
    D. Way Kambas is located on west Sumatra

Key Answer

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

No	Indicators	Number Of Item	Total Item	Score each Item	Total Score
1	Vocabularies	3,4,6,9,11,12,13,14	8	5	40
2	Main Idea	5,10,18,19	4	5	20
3	Specific Information	1,2,8,15,16,17	6	5	30
4	Inference / Conclution	7,20	2	5	10

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Appendix 4

RESEARCH AND JURNAL ACTIVITIES

Name : Oryza Eka Satifa

NIM : T20166005

Title : Improving Students' Reading Comprehension In Descriptive Text Through Collaborative Strategic Reading (CSR) At Eight Year Of Students Junior High School Of Nurul Islam Jember In Academic Year 2020/2021

Location : SMP Nurul Islam Jember

No	Day/Date	Activity	Initials
1	Monday, 12nd October 2020	The researcher give a "surat permohonan penelitian" to the school and discuss with english teacher	
2	Monday, 30th November 2020	The researcher implement the action (first meeting) in cycle one	
3	Tuesday, 1st Desember 2020	The researcher implement the action (second meeting) in cycle one	
4	Monday, 7th Desember 2020	The researcher implement the action (third meeting) in cycle one	
5	Tuesday, 8th Desember 2020	The researcher implement the action (fourth meeting) in cycle one	

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6	Monday, 14th Desember 2020	The researcher implement the action (first meeting) in cycle two	
7	Tuesday, 15th Desember 2020	The researcher implement the action (second meeting) in cycle two	
8	Friday, 15th January 2021	The researcher asks for a letter of research finishing	

Jember, 15th January 2020

Headmaster of Senior High School

Rahmatullah Rijal, S. Sos

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Picture 4, The students are doing post-test 1

Picture 4, The students and the researcher are giving conclusion

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Appendix 6

The Present List Of VIII F Class

No	Name
1	Afifah Widya Nur Zahidah
2	Aisyah Nur Fadilah
3	Alisya Qoritafiya
4	Amilia Fitriani
5	Ayesha Ainun Ria
6	Carissa Putri
7	Cerry Ika Vetra Novianti
8	Fadilah Akbariyah
9	Firda Savana
10	Firyal Zahro Salsabila
11	Gausila Chifti Marfela
12	Jihan Bilkis Ramadani
13	Lutifatul Nadhiva
14	Meilinda Fariziah Nur Humairoh
15	Meilinda Susanti
16	Nadifa Dwi Qirira Agustin
17	Nara Deswinda Rosana Dewi
18	Nilna Nisa Al Karima
19	Nur Dyana Firdausiyah
20	Nurina Syahira
21	Nurul Ma'rifatul Ilma Soleha
22	Ridatul Rizkiyah
23	Rini Huzaymah
24	Riva Amelia
25	Rizkiyah Maharani
26	Sabilah Dwi Amalia
27	Sofa Ningsih
28	Sveta Wahidah Mirana
29	Ulfatus Syafara
30	Wanda Ana Alfia Y
31	Winda Septiani
32	Zazkia Lailatul Hasanah

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Appendix 7

INSTRUMENT VALIDITY

INSTRUCTIONS

1. **Put a check mark (√) in the column according to your opinion**
2. **If there is a need to be revised, please write in the column**

	Aspek yang di nilai	Skala penilaian				Catatan
		1	2	3	4	
A.	**ISI**					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.7 dan 4.6			✓		
	2. Indikator soal sesuai dengan materi				✓	
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubric skor yang telah di tetapkan				✓	
	5. Kesesuaian lokasi waktu dengan soal yang telah disediakan			✓		
B.	**KONSTRUK**					
	1. Soal disusun menggunakan tes tulis untuk mengetahui kemampuan "*reading comprehension*" siswa				✓	
	2. Soal disusun sesuai dengan teori *simple present tense*				✓	

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	3. Soal *reading test* disusun sesuai dengan teori *reading* yang mana mengharuskan siswa untuk memahami bacaan			✓		
	4. Penilaian kemampuan *reading* siswa di adaptasi dari buku H. Douglas Brown				✓	
C.	**BAHASA**					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan *grammatical*				✓	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna				✓	
	3. Rumusan soal tidak mengundang kata-kata yang menyinggung peserta didik				✓	

Note :

4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat kurang

Jember, 01 Desember 2020

Nina Hayuningtyas, M.Pd

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Appendix 8

Blue Print of Reading Test

Sekolah : SMP Nurul Islam Jember

Mata pelajaran : Bahasa Inggris

Kelas : VIII F

Bentuk soal : Pilihan Ganda

These tests are aimed to :

1. Measure the ability of students in mastering vocabulariesof the descriptive text
2. Measure the ability of students in identifying main idea of the descriptive text
3. Measure the ability of students in identifying specific information of the descriptive text
4. Measure the ability of students in Understandinginference of the descriptive text

Reading test is used to measure the students' understanding about descriptive text. In reading test the students will be given some questions based on,

No	Criterias	Amount of the questions	Questions
1	Understanding new vocabulary based on the text given	8	1. "We do not forget to decorate our teacher's desk .....". The synonym of the uderlined word is.. A. Messy B. Beautify C. Tidy up D. Clear up 2. "The tables in my classroom is also very clean,..." What is the synonim of the

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			underline word ? A. Dissatisfied B. Pleased C. Content D. Spotless 5. "I miss <u>much</u> things in my classroom," . change the underlined word by using the correct word ! A. much B. a lot of C. a little D. many 6. what's on the teacher desk ? E. flower facades, table cloath, markers, and absences F. a glass of water, notebook, absences, and scissors G. bookshelves, textbooks, blankets, and laptops H. absences, markers, laptops, and textbooks
2	Understanding the main idea of each paragraph	6	7. What is mainly discussed in the second paragraph ? E. The condition of the class F. The situation of the school G. The historical of the

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			room H. The bustle activity of the writer 8. From first paragraph we know that ? E. The happyness of the class F. Whising of the writer G. The happyness of the writer school from home H. The writer miss her class so much 9. What kind of text is the text above? E. Recount F. Descriptive G. Narrative H. Report
3	Understanding the spesific information in the text	4	8. Why the writer can not go to school ? A. Because the writer happy school from home B. Because the writer affected by corona virus C. Because of the corona virus still endemic D. Because the writer dont have textbooks 9. What makes students learn confortably in story above ? A. The teacher explain clearly

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			B. The material very easy C. The student have a good environment D. The student is suported with the condition of the class
4	Understanding the inference of the text	2	10. What is mainly discussed in the second paragraph ? I. The condition of the class J. The situation of the school K. The historical of the room L. The bustle activity of the writer

The scoring of mutiple choice test will focus on right answer only. Meaning that the writer will only give mark on the right answer only. The right answer will have one (5) poin and the wrong answer will be zero(0) point.

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Appendix 8

Profile of SMP Nurul Islam Jember

SMP Nurul Islam Jember was established by the caretakers of the Nurul Islam Islamic boarding school, Antirogo Sumbersari Jember. SMP Nurul Islam Jember is located Street No 48 Pangandaran, Antirogo Sumbersari Jember. This school was built 1983 on land area of 13.434 m^2. Which consist 21 classrooms buildings, a science laboratory building, a computer laboratory building, a library, a prayer room, a teacher's office room, a canteen, 2 toilets of female, 2 toilets of male, and 2 toilets of teachers. This school has been accredited "A" and also applied 2013 curriculum.

1. **SMP Nurul Islam's Vision and Mission**

a. Vision

Creating generation which has anoble character, full of achievements, and showing islamic values

b. Mission

1. Increasing a profesionalism and guiding inovative teaching and learning activities
2. Habituating a good character and behaviour
3. Equipping the teaching and learning tools
4. Habituating the worship into daily life

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Appendix 9

Students Reading Score in Pre-Test

No	Students' Initial Name	Students'reading score				Total scores
		V	SI	MI	I	
1.	AWNZ	10	15	15	0	40
2.	ANF	35	15	20	5	75
3.	AQ	30	25	15	5	75
4.	AF	15	20	5	5	45
5.	AAR	35	30	15	0	80
6.	CP	20	15	15	10	60
7.	CIVN	10	20	20	10	60
8.	FA	30	20	15	10	75
9.	FS	25	20	20	5	70
10.	FZS	30	25	10	5	70
11.	GCM	35	25	15	5	80
12.	JBR	25	15	10	10	60
13.	LN	25	20	5	5	55
14.	MFNH	35	25	15	5	80
15.	MS	35	20	15	5	75
16.	NDQA	25	15	5	0	45
17.	NDRD	25	10	15	5	55
18.	NNAK	20	20	10	5	55
19.	NDF	30	20	15	10	75
20.	NS	25	20	15	5	60
21.	NMIS	35	20	15	5	75
22.	RR	15	10	10	5	40
23.	RH	20	20	15	5	60
24.	RA	35	25	15	5	80
25.	RM	35	25	10	10	80
26.	SDA	25	10	15	5	55
27.	SN	20	20	15	5	60
28.	SWM	25	30	15	5	75

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29.	US	30	25	15	5	75
30.	WAAY	20	10	10	5	45
31.	WS	20	10	15	5	50
32.	ZLH	35	25	10	5	75
Total						2060
Mean						64,375
Percentage						43,75%

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Appendix 10 (Research License Letter)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 0855/In.20/3.a/PP.00.9/11/2020 05 Nopember 2020
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Nurul Islam Jember
jln Pangandaran 48 Sumbersari, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Oryza Eka Satifa
NIM	:	T20166005
Semester	:	IX
Prodi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***Improving Students' Reading Comprehension in Descriptive text Through Colaborative Strategic Reading (CSR) at Eight Grade of Junior High School of Nurul Islam Jember in Academic Year 2019/2020*** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Gus Rahmatullah Rijal , S.Sos.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Guru bahasa Inggris SMP Nurul Islam Jember
Siswa-siswi kelas 8f SMP Nurul Islam Jember

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 05 Nopember 2020
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

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Appendix 11 (Research Finished Letter)

SEKOLAH MENENGAH PERTAMA NURIS JEMBER
(Terakreditasi " A ")
NSS : 204 052 403 156
Jl. Pangandaran 48 Antirogo - Sumbersari - Jember 68125 Telp. 0331 324946
Email : nurissmp@gmail.com

SURAT PERNYATAAN
Nomor: 389.3/SMP-U.NI.Jbr/P/I/2021

Yang bertanda tangan di bawah ini:

Nama	: H. Rahmatulloh Rijal, S.Sos.
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama	: Oryza Eka Satifa
NIM	: T20166005
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsi yang berjudul: "***Improving Students Reading Comperhension In Descriptive Text Through Collaborative Strategic Reading (CSR) At the Eighth Year Of Junior High School Nurul Islam Jember In Academic Year 2020/2021***" pada tanggal 26 Oktober – 14 Desember 2020, yang bersangkutan juga telah membahas materi hasil penelitiannya dengan kami.

Atas perhatiannya kami ucapkan terimakasih.

Jember, 15 Januari 2021
Kepala Sekolah

Rahmatulloh Rijal, S. Sos.

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Appendix 12

STRUKTUR KURIKULUM
SMP NURIS
TAHUN 2021/2022

NO	Komponen	KBM		
		Kelas		
	Mata Pelajaran	7	8	9
	Kelompok Umum			
A.	PAI	80	80	80
	Pendidikan Kewarganegaraan	75	76	77
	Bahasa Indonesia	75	76	76
	Matematika	75	75	75
	Ilmu Pengetahuan Alam	75	75	75
	Ilmu Pengetahuan Sosial	75	75	75
	Bahasa Inggris	75	75	75
B.	Muatan Lokal			
	Seni Budaya (Aswaja)	75	75	75
	Penjaskes	75	76	76
	Prakarya (Kematangan diri)	75	75	75
	Teknologi Informasi, dan Komunikasi	75	75	75
	Bahasa Daerah (BTTA)	80	80	80

Jember, 4 Januari 2022

Ur. Kurikulum

Ahmad Nahang Rasyid, S.Pd

Kepala Sekolah

H. Rahmatulloh Rijal ,S.Sos.

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Appendix 14

BIODATA

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Educational Background

1. TK Pertiwi V (2004-2005)
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