

**THE EFFECTIVENESS  
OF COLLABORATIVE STRATEGIC READING (CSR)  
ON STUDENTS' READING COMPREHENSION**

**THESIS**

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirement to obtain  
a Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
By:  
Khusnul Khotimah  
SRN: T20196054

**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
JUNE 2023**

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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

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Thesis Examination

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## MOTTO

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ ﴿١٧﴾

*“And indeed We have made the Qur'an easy for learning, so is there anyone who learns?”*

*(Q.S Al-Qomar [54]:17)<sup>1</sup>*



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<sup>1</sup> Imam Ahmad Zikrullah Sawang, “MAKNA TIKRĀR DALAM AL-QUR’AN SURAT AL-QAMAR AYAT 17, 22, 32 Dan 40| Studi Atas Tafsir Al-Mishbāh Dan Tafsir Al-Azhār” (UIN SUNAN KALIJAGA YOGYAKARTA, 2021).

## DEDICATION

I proudly dedicate my first thesis to people who care for and love me and to people who helped me complete this thesis:

1. To my beloved dad Ngatedi and my mom Riami. Thank you for allowing me to get a bachelor's degree. For instance, thank you for being my primary motivation to complete this thesis as soon as possible. Also, thank you for all the encouragement, inspiration, enthusiasm, and greatest prayers that have always been offered to me during this undergraduate study.
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4. To my twin friends, Nur Hasanah and Nur Hasani, Thank you for your unwavering support and prayers while I completed this thesis.
5. To my classmate TBI 2, thank you for your unwavering support and motivation during the completion of this thesis.

Finally, I would like to thank everyone who assisted me in completing this thesis.

This thesis would not have been finished without your help and involvement.

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Alhamdulillah robbil álamín, all thanks to Allah Subhanahu wa ta' ala for His blessings and mercy in guiding me to figure out this finished thesis. Sholawat and Salam are conferred on our prophet Muhammad SAW, the one who guided us from darkness to brightness. This thesis is presented in order fulfills the final requirement for completing a bachelor's degree at the English Education Department of Kiai Haji Achmad Siddiq Jember State Islamic University. This undergraduate thesis entitled “The Effectiveness of Collaborative Strategic Reading (CSR) on Students’ Reading Comprehension”.

The researcher recognized that this thesis would not be completed without the assistance and advice of others. As a result, the writer wishes to offer her sincerest gratitude and appreciation to:

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The writer is mindful that this thesis is far from perfect. As a result, the writer would appreciate any criticisms, thoughts, and suggestions to make this paper even better. Hopefully, this research provide a positive contribution and beneficial to the writer, readers, and future researchers who will use it as a reference.

Jember, June 07<sup>th</sup> 2023

Khusnul Khotimah

## ABSTRACT

**Khusnul Khotimah, 2023:** *The effectiveness of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension*

**Key Word:** Collaborative Strategic Reading (CSR), Reading Comprehension

Reading is one of the skills that English learners need to acquire, while reading comprehension is a crucial skill that may influence their learning outcome for their language development. While various studies have examined students' reading comprehension, few findings were noted on the effect of Collaborative Strategic Reading (CSR) on EFL reading comprehension. Specifically, those studies did not address the Indonesian EFL context. Also, it still found difficulties for learners to understand the meaning of the text, find the main idea and specific information from the text, and a lack of understanding of grammatical features and text structure. Thus, this study aims to investigate the effect of CSR on reading comprehension among junior high school students.

This research was conducted in one of junior high schools in Jember, East Java, to investigate "Do students taught using Collaborative Strategic Reading (CSR) have better reading comprehension than students taught without CSR?". This research aims to measure the effect of collaborative strategic reading (CSR) on helping students have better reading comprehension.

The research method was a quantitative quasi-experimental design (non-equivalent control group design). This model consists of an experimental and a control group. The population in this research was the second grade students, which consists of 276 students. The researcher used purposive sampling techniques to select the sample for this research. The teacher selected two classes as the sample: the experimental class with 32 students and the control class with 31 students. The data collection technique used tests, which are pre-test and post-test. Then, for the hypothesis testing, the data was analyzed using the T-test formula.

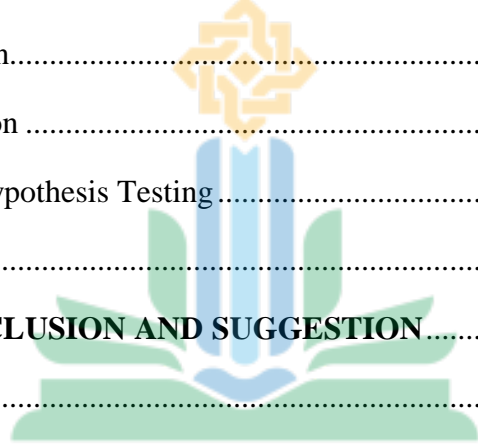
The result of this research showed the hypothesis testing score was  $0.001 < 0.05$ . It can be concluded that  $H_a$  was accepted and  $H_0$  was rejected. It indicates, the students taught by using Collaborative Strategic Reading have better reading comprehension. It is recommended that teachers should employed this strategy while teaching reading comprehension to help the students' difficulties while reading an English text.



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# CHAPTER I

## INTRODUCTION

### A. Research Background

Reading is a form for gaining information or knowledge, particularly in the education area. As cited from Brown, he stated that reading was a crucial ability for success in all educational contexts.<sup>2</sup> Reading was the primary task in any language lesson since it provided a repository of information and a way of developing knowledge that was unknown before. As well as in the Al-Qur'an surah Al-Alaq verse 1 until 5 there is a global explanation of the learning command, one way is by reading.

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: “1) Read by (mentioning) the name of your God who created. 2) He has created human from a clot of blood. 3) Read and your God is the most glorious. 4) Who teaches (humans) with a pen. 5) He taught human what he did not know.”<sup>3</sup> Through the interpretation of Al-mishbah and Al-‘Azim, surah Al-‘Alaq verses 1-5 can be described that Allah provides a basic description of educational values regarding reading, writing, researching, studying, studying something that is not yet known, and these works must always be preceded by including the name of God (bismillah).<sup>4</sup> As we know from the verse, reading

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<sup>2</sup> H Douglas Brown and Priyanvada Abeywickrama, “Language Assessment,” *Principles and Classroom Practices*. White Plains, NY: Pearson Education, 2004.

<sup>3</sup> Al-Qur'an, surah Al-Alaq 1-5 (96)

<sup>4</sup> Nita et al., ‘Kandungan Pemikiran Dalam Qs. Al-‘Alaq (96): 1-5 Tafsir Al-Mishbah Dan Al-‘azim (Tinjauan Pendidikan Islam)’, *Донну*, 5.December (2015), 118–38.

is one of the basic values of education whose activities can provide new information and knowledge.

Dealing with the verse above, reading has an important role for learner to get the information and knowledge. Reading begins with viewing, then progresses to information reception based on concentration and perception, and finally to brain processing of comprehension.<sup>5</sup> In other hand, reading is an activity in which some abilities are used to process reading text in order to understand the content of entire text.<sup>6</sup> Moreover, reading allows the students' to expand their knowledge of the language in terms of grammar, discourse structure, and vocabulary.<sup>7</sup>

Reading activity and comprehension are strongly continuous. To understand and decipher written symbols, it was crucial for the reader to understand the text well. According to Grabe and Stoller reading comprehension was defined as the ability to comprehend a text, analyze the information and correctly interpret what the writer means.<sup>8</sup> It concludes that the ultimate goal of any reading instruction was to assist the reader in comprehending the text.

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<sup>5</sup> Yasemin Kuşdemir and Pınar Bulut, 'The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation', *Journal of Education and Training Studies*, 6.12 (2018), 97.

<sup>6</sup> Ratna Sari Dewi, Uswatun Hasanah, and Apri Wahyudi, "Talent Development & Excellence Reading Interest And Reading Comprehension," *International Research Association for Talent Development and Excellence (Iratde)* 12, no. 1 (2020): 241–50, <http://www.iratde.com>.

<sup>7</sup> Hairus Salikin, et al, 'The Indonesian EFL Learners' Motivation in Reading.', *English Language Teaching*, 10.5 (2017), 81–90.

<sup>8</sup> Steve Mckee, "Reading Comprehension, What We Know: A Review of Research 1995 to 2011," *Language Testing in Asia* 2, no. 1 (2012): 1–14.

Based on the preliminary study had been conducted at SMPN 1 Jenggawah, the researcher discovered some problems in teaching and learning process, especially in teaching reading comprehension. It was visible during the learning activity as well as in the percentage of students' learning outcomes that fall below the KKM. The problems were students' difficulties in understanding the meaning of the English text, difficulties to find the main idea and specific information of the text, lack understanding of grammar feature and text structure. Actually, those problems were the basic competencies that must be achieved by the students'. Moreover, the other problem was come from the teacher while teaching reading. Generally, the teacher solely employed traditional methods, such as instructing students to read the text aloud then translating the text into Indonesia. It can be concluded, that the method used by the teacher make the students' less interest in learning English. In summary, rather than used a traditional method the teacher better prepare the teaching method that can help the students' in solving their reading English text problems.

Considering the problem previously mentioned, the researcher believed that it was necessary to provide a variety of teaching method that would assist the students' easily in comprehending the text.

According to Colombo, the method chosen to provide learning information to students' in a specific learning environment is known as a teaching strategy. It comprises the design, variety, and arrangement of



activities that might help students' learn new abilities.<sup>9</sup> Providing a good strategy was an essential tool must be prepared by the teacher to gain the teaching objectives in education. Audina Yesicha et.al defines a teaching strategy as a method that can assist the teacher in achieving the learning objectives. Moreover, the using teaching strategies can make the students' more active during the learning process.<sup>10</sup> It concluded that teacher should prepare an appropriate strategy to help the students' develop their skills during learning process.

The teaching and learning process involves more than just teachers and students, but also between students. Thus, the teachers must apply certain effective strategies to aid students to participate actively in the classroom. Because the problem in this case was students' reading skill, the researcher proposes Collaborative Strategic Reading (CSR) that was found and developed by Klinger & Vaughn (1987) to be implemented in order to help the students' have better reading comprehension.

Collaborative Strategy Reading (CSR) used to assist the students' understanding of a text. The students' in CSR are taught to accumulate prior knowledge, predict, monitor their comprehension difficulties, clarify information, restate important ideas based on the text, summarize the text, and

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<sup>9</sup> Roberto Maldonado Abarca, "An Analysis of Teacher Strategies in Teaching Reading," *Nuevos Sistemas de Comunicación e Información* 2, no. 1 (2021): 2013–15.

<sup>10</sup> Sri Ninta Tarigan Yesicha Audina, Nibenia Zega, Asima Simarmata, Kiki Velina Situmeang, "An Analysis of Teacher's Strategies in Teaching Reading Comprehension," *Lectura: Jurnal Pendidikan* 11, no. 1 (2020): 94–105.

form appropriate questions about the text in groups.<sup>11</sup> Muziatun & Maryam Katili stated that CSR was an excellent technique for teaching students' reading comprehension through collaborative work. Also, during cooperative learning the students' improve their oral communication and interpersonal skills. It occurs because all the students' have an opportunity to communicate during the learning process. At least, the students' share their ideas with the rest of the group, providing feedback and reporting the results. It makes learning more active and efficient.<sup>12</sup> As a result, Collaborative Strategic Reading (CSR) aims to improve reading comprehension and conceptual learning to maximize student participation.<sup>13</sup>

There are some previous research that was conducted Collaborative Strategy Reading (CSR) in teaching reading, but the researcher only included three examples of previous researches related to Collaborative Strategic Reading (CSR) as a reference that Collaborative Strategic Reading (CSR) was an appropriate strategy for teaching reading comprehension. The first research entitled "The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text" by Lisandy. N and Adijaya.N. The result of their research showed that the using Collaborative Strategic Reading (CSR) was effective on students' reading comprehension of

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<sup>11</sup> Rotua Parsaulian Aritonang and Ashari P Swondo, 'The Effect Of Using Collaborative Strategic Reading (Csr) On Students' reading Comprehension', *Journal MELT (Medium for English Language Teaching)*, 6.1 (2021), 31–53.

<sup>12</sup> Muziatun Muziatun and Maryam Katili, 'The Collaborative Strategic Reading (Csr) Through Students' reading Comprehension', *Indonesian Journal of Learning and Instruction*, 3.1 (2020).

<sup>13</sup> Doni Sudiby, Areski Wahid, and Ismail Suardi Wekke, "Collaborative Strategic Reading (CSR) to Improve Students' Achievement in Reading Comprehension," 2021.

narrative text.<sup>14</sup> The second research entitled “The Use of Collaborative Strategic Reading to Enhance Students’ Reading Comprehension” by Widya Husniati. The result of her research showed that Collaborative Strategic Reading can foster students’ enthusiasm for English lessons and improve students’ reading comprehension of English texts.<sup>15</sup> The third research entitled “The Use of Collaborative Strategic Reading (CSR) to improve students’ reading comprehension in the second grade students’ of SMP Negeri 2 Tarakan” by Era Sawitri. The result of her research showed that the Collaborative Strategic Reading technique was more effective than by using cooperative learning technique.<sup>16</sup> Based on the previous research above, the results showed that Collaborative Strategy Reading (CSR) was an effective strategy for teaching reading. As a result, it assumed that teaching reading using collaborative strategy can assist the students’ in develop their reading skills.

Furthermore, after considering the data and information, the researcher discovered limited previous research mentioned the crucial aspects of CSR strategy namely the division of students’ roles into groups. As a result, the researcher interest to investigate Collaborative Strategic Reading (CSR) by mentioning the division of students’ roles into groups. This research also

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<sup>14</sup> Narindia Lisandy and Nuryansyah Adijaya, ‘The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students’ Reading Comprehension of Narrative Text’, *English Language in Focus (ELIF)*, 2.1 (2019), 53.

<sup>15</sup> Widya Husniati, “The Use of Collaborative Strategic Reading to Enhance Students’ Reading Comprehension (A Study on the 7th Grade Students of SMPIT Ar-Risalah Cariu in Academic Year 2020/2021)” (Jakarta: FITK UIN Syarif Hidayatullah Jakarta, n.d.).

<sup>16</sup> Era Sawitri, “Students’ Reading Comprehension in the Second Grade Students of SMP Negeri 2 Tarakan” 1 (2019): 22–29.

intended to know the effectiveness of this CSR strategy to help the students in having better reading comprehension. That way, the researcher conducted the research entitled "The Effectiveness of Collaborative Strategy Reading (CSR) on Students' Reading Comprehension".

## **B. Research Question**

Do students taught using Collaborative Strategy Reading (CSR) have better reading comprehension than students taught without Collaborative Strategic Reading?

## **C. Research Objective**

The research objective of this research was to measure the effect of Collaborative Strategic Reading (CSR) on assisting students in having better reading comprehension

## **D. Research Significances**

### a. Theoretical Significance

The result of this study expected to give an understanding how social collaborative approach and teaching can impact students' reading comprehension.

### b. Practical Significance

#### 1) For teacher

The result of this study expected that the procedure of the Collaborative Strategy Reading (CSR) in this study can be adopted by the teacher to be implemented in his/her class

2) For the researcher

The result of this study expected that the study can be useful for the researcher to have background knowledge for teaching reading comprehension.

3) For other researcher

The result of this study expected to be reference for other researchers who conduct research with similar focus but in different research design

## E. Research Scope

### 1. Research Variables

This study includes two variables: the Collaborative Strategy Reading (CSR) as an independent variable and reading comprehension as dependent variable.

### 2. Variable Indicators

The indicators of the research were obtained from the grand theory of the variables. The indicators for the first variable, which was Collaborative Strategic Reading (CSR), were obtained from the preview, click and clunk, get the gist and wrap up. Meanwhile, the indicators for the second variable was reading comprehension which are identifying main idea, finding specific information, understanding the meaning of a word, identifying references, determining text structure, and making inference.

## **F. Definition of Key terms**

### **1. Collaborative Strategic Reading (CSR)**

Collaborative strategy Reading in this study refers to the teacher's strategy in teaching reading, in which the students were asked to work cooperatively to know the messages included in the text. There are several activities: pre-reading, while reading, and post-reading. In the pre-reading, there was a preview activity in which the students should know what they would read and what they knew about the topic. While reading, there were click-and-clunk and get-the-gist activities. During the click-and-clunk activities, the students monitoring their understanding and used fix-up strategy to solve the problem during reading such as find a difficult word. In the get the gist activity, the students should know the message or main idea included in the text. The last activity was post-reading. There was a wrap-up activity where the students were able to summarize and share everything that had been learned. In this strategy, the students' divided into small groups, and every student had a role. Every group provided a learning log to fulfill their activities while applying the strategy.

### **2. Reading Comprehension**

Reading Comprehension in this study was the process of create a meaning from text. The students' reading activity was identifying main idea, find specific information, understanding the meaning of word, identify reference, determining text structure, and making inference. The

reading material used in this study was recount text. From this text, the students' able to mention six components of reading comprehension that have been mentioned above.

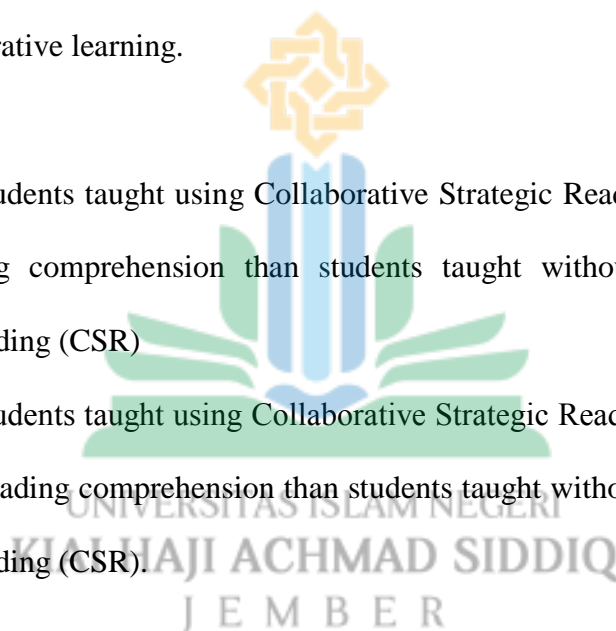
### **G. Research Assumption**

The researcher's assume that the Collaborative Strategy Reading (CSR) was an appropriate strategy for teaching reading comprehension. Through Collaborative Strategic Reading (CSR) the students' able be easier in comprehend the meaning of texts and enhance their cooperative social skill during cooperative learning.

### **H. Hypothesis**

H<sub>a</sub>: Students taught using Collaborative Strategic Reading (CSR) have better reading comprehension than students taught without Collaborative Strategic Reading (CSR)

H<sub>0</sub>: Students taught using Collaborative Strategic Reading (CSR) don't have better reading comprehension than students taught without Collaborative Strategic Reading (CSR).



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

The objective of the previous study was to identify comparisons ideas to avoid similarities for future research. The researcher lists the many findings of the past study relevant to the investigation in this part.

There are the following previous studies related to this research are follows:

1. The first research conducted by **Fatriadin** (2020), a quasi-experimental study at the eight grade of MTs Al- Badar entitled “**The using Collaborative Strategic Reading to Improve the Students’ Reading Comprehension at The Eight Grade of MTs Al- Badar**”. The research was conducted to find out if the use of CSR can improve the students’ reading comprehension of eighth-grade students’ of MTs. Al-Badar. The result of this research showed that Collaborative Strategic Reading was effective to encourage reading comprehension among the eight grade students of MTs. Al-Badar. The weaknesses of this study were the researcher does not explain clearly how to get the validation and the reliability of the tests. Moreover, the researcher also does not check the normality and homogeneity of the data before analyzing the data. And the



last weaknesses were the researcher skips to give the students' roles during the treatment which the students' roles were an important aspect of CSR.<sup>17</sup>

2. The second research conducted by **Leo Nardi Purnawan** a quantitative research at the eleventh grade of SMK Ganesha Sekampung entitled “**The Influence of Using Collaborative Strategic Reading (CSR) Technique on The Students' Reading Skill in Drawing Conclusion at The Eleventh Grade of Smk Ganesha Sekampung in The Academic Year of 2019/2020**”. The research was intended to know whether there was a significant influence of using Collaborative Strategic Reading (CSR) on students' reading comprehension. The result of this research showed there was a significant Influence of using the CSR Technique on the students' reading skills in drawing conclusion at SMK Ganesha Sekampung. The weaknesses of this study were the researcher unclearly explained how to get the reliability of the tests. Moreover, the researcher skips to giving the students' roles during the treatment which the students' roles were an essential aspect of CSR.<sup>18</sup>
3. The third research conducted by **Seto Sudarmo, Gatot Soetapa, Eni Rosnija** (2019), an action research at the eight grade of students MTs Negeri 1 Pontianak entitled “**Improving Students Reading Comprehension on Narrative Text Through Collaborative Strategic**

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<sup>17</sup> Fatriadin Fatriadin, “The Using Collaborative Strategic Reading to Improve Students' Reading Comprehension at Eighth Grade of MTs Al-Badar” (IAIN Parepare, 2020).

<sup>18</sup> Leo Nardi Purnawan, “The Influence of Using Collaborative Strategic Reading (CSR) Technique on The Students' Reading Skill in Drawing Conclusion at The Eleventh Grade of Smk Ganesha Sekampung in The Academic Year of 2019/2020” (IAIN Metro, 2020).

**Reading (CSR)**". The research was conducted to find out how well the use of Collaborative Strategic Reading improved students' reading comprehension. The result of this research showed that there was an improvement in students' reading comprehension through collaborative strategic reading (CSR). The weaknesses of this study are the researcher skipped to give the students' roles during the action which the students' roles are an essential aspect of CSR.<sup>19</sup>

4. The fourth research conducted by **Yon. A.E, Zainal Rafli, Nuruddin.** (2022), an action research at STKIP Panca Sakti Bekasi entitled "**Teacing Reading by Collaborative Strategic Reading: An Action Research**". The research was conducted to improve the students reading performance in four areas: literal, interpretation, application, and criticism. The result of this research showed that the implementation of collaborative strategic reading effectively improved the student's four dimensions of reading performance: literal, interpretation, application, and critical understanding. The weaknesses of this study were that there was an inconsistency between the action and the result of the study. Another inconsistency was between the research question and the research objective. And also, the researcher does not explain the instrument clearly. Moreover, the

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<sup>19</sup> **Eni Rosnija Seto Sudarmo, Gatot Soetapa, 'Improving Students' Reading Comprehension On Narrative Text Through Collaborative Strategic Reading (CSR)', Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK), 9.3 (2020).**

researcher skips over giving the students roles during the action, which was an essential aspect of CSR.<sup>20</sup>

5. The fifth research conducted by **Sulistiyani, Khoiriyah, Agung Wicaksono, Mahendra Puji Permana Aji** (2022), a pre-experimental research of SMK Pemuda Papar entitled **“Collaborative Strategic Reading (CSR) And Its Influence on Student’s Reading Comprehension”**. The research was conducted to investigate the effect of CSR on students' reading comprehension. The result of this research showed that "CSR" is appropriate and effective to be used and influences students' reading comprehension achievement. The weakness of this study was that there were five indicators of reading comprehension, but one of them does not explain the result of this study, namely identifying social function. There was inconsistency in choosing the sampling technique. There were two explanations regarding the sampling technique: the first was cluster sampling, and the second was purposive sampling. The researcher do not explain clearly the characteristics of the test instrument and the analysis data. Moreover, the researcher skips giving the students roles during the treatment, which is an important aspect of CSR.<sup>21</sup>

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<sup>20</sup> A E Yon, Zainal Rafli, and Nuruddin Nuruddin, ‘Teaching Reading By Collaborative Strategic Reading: An Action Research’, *English Review: Journal of English Education*, 10.2 (2022), 465–74.

<sup>21</sup> Sulistiyani Sulistiyani et al., “Collaborative Strategic Reading (CSR) and Its Influence on Students’ Reading Comprehension,” *Journal of English Education and Teaching* 6, no. 3 (2022): 367–78.

Table 2. 1 Similarities and Differences of the Studies

No	Researcher's Name and Title	Similarities	Differences
1	2	3	4
1	Fatriadin (2020) a quasi-experimental research entitled "The using Collaborative Strategic Reading to Improve the Students' Reading Comprehension at The Eight Grade of MTs Al- Badar"	a. Both researcher using Collaborative Reading (CSR) in teaching reading b. Both researcher using quasi-experimental	a. Previous research objective was to find out the use of CSR able to improve the students' reading comprehension at the eight grade students' of MTs. Al-Badar, while this research objective was to measure the effect of Collaborative Strategic Reading (CSR) to assist the student in having better reading comprehension b. Previous research focus on descriptive text as the material, while this research focus on recount text c. Previous research held in MTs. Al-Badar, while this research held in SMPN 1 Jenggawah
2	Leo Nardi Purnawan (2019) a quantitative research entitled "The Influence of Using Collaborative Strategic Reading (CSR) Technique on The Students' Reading Skill in Drawing Conclusion at The Eleventh Grade Of Smk Ganesha Sekampung in The Academic Year Of	a. Both researcher using Collaborative Reading (CSR) in teachingreading b. Both researcher using quantitative approach	a. Previous research objective was to know whether there was significant influence of using Collaborative Strategic Reading (CSR) on students' reading comprehension, while this research objective was to measure the effect of Collaborative Strategic Reading (CSR) to assist the student in having better reading comprehension b. Previous research focus on narrative text as the material, while this research focus on recount

	2019/2020”		text c. Previous research held in Smk Ganesha Sekampung, while this research held in SMPN 1 Jenggawah
3	Seto Sudarmo, Gatot Soetapa, Eni Rosnija (2020), an action research at the eight grade of students MTs Negeri 1 Pontianak entitled “Improving Students Reading Comprehension on Narrative Text Through Collaborative Strategic Reading (CSR)”	a. Both researcher using Collaborative Strategy Reading (CSR) in teaching reading	a. Previous research using action research, while this research using quantitative research b. Previous research objective was to find out how well the use of Collaborative Strategic Reading in improving students’ reading comprehension, while this research objective was to measure the effect of Collaborative Strategic Reading (CSR) to assist the student in having better reading comprehension c. Previous research focus on narrative text as the material, while this research focus on recount text d. Previous research held in MTs Negeri 1 Pontianak, while this research held in SMPN 1 Jenggawah
4	Yon A.E, Zainal Rafli, Nuruddin (2022) an action research entitled “Teaching reading by collaborative strategic reading: an Action Research”.	a. Both researcher using Collaborative Strategy Reading (CSR) in teaching reading	a. Previous research using Action Research, while this research using quantitative research b. Previous research objective was conducted to improve the students’ reading performance in four areas: literal, interpretation, application, and critics. While this research objective was to measure the effect of Collaborative Strategic Reading (CSR) to assist the student in having

			better reading comprehension c. Previous research held in STKIP Panca Sakti Bekasi, while this research held in SMPN 1 Jenggawah
5	Sulistiyani, Khoiriyah, Agung Wicaksono, Mahendra puji Permana aji. (2022) a pre-experimental design entitled “Collaborative Strategic Reading (CSR) and Its Influence On Students’ Reading Comprehension”	a. Both researcher using Collaborative Strategy Reading (CSR) in teaching reading	a. Previous research using quantitative design (pre-experimental), while this research using true-experimental design b. Previous research objective was intended to investigate the effect of CSR to the students’ reading comprehension, while this research objective was to measure the effect of Collaborative Strategic Reading (CSR) to assist the student in having better reading comprehension c. Previous research focus on descriptive text as the material, while this research focus on recount text d. Previous research held in SMK Pemuda Papar, while this research held in SMPN 1 Jenggawah

Depend on the previous research explanation above, the similarities of the research were focus on Collaborative Strategy Reading (CSR) in teaching reading comprehension. While the differences focus on the research subject and research objective. However, based on the previous research cited, there was one general deficiency in the CSR strategy that was not addressed by researchers, namely the division of student roles into groups. As a result, the researcher intends to do this research by mentioning components of the CSR

strategy that was not previously mentioned. And also in this research the researcher will use a different text type namely recount text.

## **B. Theoretical Framework**

### **1. Reading**

#### **a. Definition of reading**

Reading can be viewed as an interactive process between a reader and a text. Through dynamic engagement with the text, the reader aims to grasp the main essence of the text. Several definitions of reading were employed in this research based on the opinions of some expertise.

Ziauddin Khand stated that reading is the process of recognizing, interpreting, and perceiving written or printed materials. Reading ability is crucial for effectively and efficiently interpreting a written statement.<sup>22</sup>

Anderson proposed that reading is an active activity in which the readers interact with the text in order to construct meaning based on prior knowledge and experience.<sup>23</sup>

According to Christine Nuttal, reading is an interaction between the writer's and reader's minds, which the reader attempts to understand

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<sup>22</sup> Ziauddin Khand, "Teaching Reading Skills: Problems and Suggestions," *Journal of Research (Faculty of Languages and Islamic Studies)* 5 (2004): 43–56.

<sup>23</sup> Richard C Anderson et al., "Becoming a Nation of Readers: The Report of the Commission on Reading Washington," *DC: National Institute of Education*, 1985.

the writer's message or main point. During this process, the reader attempts to build the meanings designed by the writer.<sup>24</sup>

Other definition is from Grabe cited from Gilakjani, he stated that reading was described as a process of exchange between readers and texts, ultimately contribution to the development of reading fluency. Readers engage with texts to interpret meaning through the knowledge of reading process bottom-up and top-down processing.

Based on some of the theories described before, it concluded that reading was an activity that was usually carried out to obtain information or knowledge contained in the text. During the reading process, the reader interacts between their background knowledge and the text to create the main point that includes in the text.

b. Model of reading

According to Brown, he proposed three reading models for decoding the meaning of text.<sup>25</sup>

1. Bottom-up model

The reader in bottom-up model must perceive several linguistic indicators (letters, morpheme, syllables, words, phrases, grammatical clues, discourse makers) and then process them to understand the text's meaning.

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<sup>24</sup> Christine Nuttall, *Teaching Reading Skills in a Foreign Language* (ERIC, 1996).

<sup>25</sup> H. Douglas Brown, "[H. Douglas Brown] Teaching by Principles, Second (BookFi.Org).Pdf," *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.



## 2. Top down model

The reader in top-down model used their knowledge and experience in comprehend the text. Therefore, top-down processing occurs when the reader uses their world knowledge to understand the text.

## 3. The interactive model

The reader in interactive model constantly shifts from one focus to another. In this case, the top-down and bottom-up processes are interconnected. To estimate the probable message, a top-down approach was applied. Then the author's statements are verified using a bottom-up approach.

### c. Types of reading

According to brown, there are four types of reading.<sup>26</sup>

#### 1. Perceptive reading

Perceptive reading is a reading that attends on the elements of greater lengths of discourse such as letters, words, punctuation, and other graphemes symbols. Bottom-up reading processing was employed.

#### 2. Selective

Selective reading is a process of reading to identify language elements such as vocabulary, grammatical or discourse

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<sup>26</sup> Brown and Abeywickrama, "Language Assessment."

features within a concise portion of text. It combines both bottom-up and top-down processing.

### 3. Interactive

Interactive reading entails a process of collaborative understanding, in which the reader focuses on identifying pertinent elements (lexical, symbol, grammatical, and discourse) of the texts. The reading processing used is top-down, but some instances used bottom-up for the necessary performance.

### 4. Extensive

Extensive reading is reading a longer text than a page, with longer stretches of discourse, such as long articles, essay, technical reports, short story and books. The reading processing is assumed to use top-down process.

### d. The purpose of reading

According to Wolley the purpose of reading was to gained information and an understanding of the text contents. This required the students to move from understanding the vocabulary and individual statements to building their reading comprehension.<sup>27</sup> Therefore, Grabe and Stoller argue that reading purposes can be categorized into seven broad categories namely:

1. Reading with the objective of uncovering basic information
2. Rapidly skimming through the text

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<sup>27</sup> Gary Woolley, "Reading Comprehension," in *Reading Comprehension* (Springer, 2011), 15–34.

3. Reading with the intention of acquiring knowledge from the text
4. Reading with the goal of integrating information
5. Reading for the purpose of writing or conducting research for writing
6. Reading with the aim of evaluating text
7. Reading for general comprehension

## 2. Reading Comprehension

### a. Definition of reading comprehension

Reading comprehension is a crucial factor in determining a student's academic performance and an important skill to develop while learning languages, especially in second and foreign-language learning contexts. Reading comprehension strategies are tools that use by proficient learners to overcome their comprehension troubles.<sup>28</sup>

According to Block reading comprehension is a complex process in which readers plays a significant part in extracting meaning from text by applying prior knowledge.<sup>29</sup> Meanwhile, Pressley proposed that reading comprehension is defined as the ability to acquire meaning from text. In which, reading comprehension necessitates some abilities to receive information from the text, such as word recognition, fluency, lexical knowledge, and pre-existing information.<sup>30</sup> Koda further claimed that a number of variables influence learners' reading

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<sup>28</sup> Judi. Moreillon, *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Impact*, 2007.

<sup>29</sup> Cathy Collins Block, *Teaching Comprehension: The Comprehension Process Approach* (Allyn & Bacon, 2004).

<sup>30</sup> Michael Pressley, "Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon.," *Reading Online* 5, no. 2 (2001): n2.

comprehension, such as vocabulary knowledge, prior knowledge, metacognitive information, and reading strategies.<sup>31</sup>

Considering the definition provided before, the researcher determines that reading comprehension was a process of reading in which the reader connects with a text to determine the major point or message contained within it. As a result, to avoid misunderstandings and easily comprehend the meaning of the text, the reader must activate their background knowledge about the aspect and components of language.

b. Micro-skills of reading comprehension

Adapted from Brown theory, this research applied several micro-skills for reading comprehension that offered the students' to become efficient readers:<sup>32</sup> There are identifying main idea, finding specific information, understanding the meaning of word, identifying references, determining text structure, and making inference. The following explanation of each micro-skill are provided bellow:

1. Using prior knowledge, infer context that is not expressed. Simply stated, after reading the whole text, readers should be able to determine the main idea based on their understanding. It's in the first, middle, or last paragraph.

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<sup>31</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement," *International Journal of English Linguistics* 6, no. 5 (2016): 180–87.

<sup>32</sup> H. Douglas Brown, "[H.\_Douglas\_Brown]\_Teaching\_by\_Principles,\_Second\_(BookFi.Org).Pdf."

2. Recognizing written text's communicative function in terms of its form and purpose. It requires readers to scan certain parts of the text. It is commonly combined with a guessing question word. Finding specific information may contain specifics such as a person, location, event, or time.
3. Recognizing that particular meaning expressed in different grammatical form. That way can assist the reader to comprehend the meaning of words in the paragraph or sentence they have read.
4. Recognizing word classes, systems, patterns, rules, and elliptical forms in grammatical contexts. It means that the reader can identify references throughout the paragraph to help them understand the reading text.
5. Recognizing written text's rhetorical types based on form and function. In other words, readers can determine the structure of the text and purpose of each section of the text.
6. Making an inference, infer links and connections between events and ideas, deduce causes and consequences, and recognize such relationships as primary concept, supporting idea, new information, given information, generalization, and exemplification. It is intended to make it easier for readers to understand the message conveyed in a text.

Those micro-skills were used as the indicator of reading comprehension in this research, to determine the students reading comprehension ability.

### 3. Collaborative Strategic Reading (CSR)

#### a. Definition of Collaborative Strategy Reading (CSR)

According to Klingner and Vaughn, Collaborative Strategic Reading (CSR) is an excellent strategy for teaching students' reading comprehension, vocabulary development, and cooperative working.<sup>33</sup> It means that teaching through Collaborative Strategic Reading (CSR) can help the students increase their reading comprehension, expand their vocabulary, and also enhance their social cooperative skills during the reading activity.

Meanwhile, Robert also stated that collaborative learning is a learning strategy which employs interpersonal relationships to gain knowledge. He also stated that the strategy implies working in group of two or more to achieve a common goal while respecting each individual's contribution to the work. Collaborative learning encourages the students to know how to learn and work together in a group to solve the problems that occur in learning.<sup>34</sup>

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<sup>33</sup> Klinger & Vaughn, "Using Collaborative Strategic Reading," *Elementary School Journal*, 1998.

<sup>34</sup> Risma Rahajeng Lestari, Sherly Citra Putri, and Zumrotul Ainiyah, 'The Effect Of Collaborative Strategy Toward The Reading Comprehension', *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 2.1 (2021), 25–31.

Collaborative Strategic Reading (CSR) teaches the students a way to evaluate their understanding for clarifying ideas. Students additionally learn how the way to find the primary idea and questioning strategies that will help students recognize the text and facilitate group reactions during reading.<sup>35</sup>

Klingner and Vaughn developed CSR by combining modified reciprocal teaching and cooperative learning or student pairing.<sup>36</sup> In reciprocal teaching, to improve their reading comprehension, CSR employs metacognitive and cognitive skills. The metacognitive skills involved processing comprehension, remembering important things, and applying the learning strategies used. Meanwhile, in the cognitive skills, the students can know the previewing text, clarify unknown words, determine main ideas, generate questions, and summarize what they have read.<sup>37</sup> Furthermore, in the cooperative learning the students collaborate with their peers to read a text and use comprehension strategies in comprehending text that guided by their teacher.

Indicating from the definition before, it concluded that collaborative strategic reading (CSR) is a reading strategy that maximizes the student's participation in reading activities. As

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<sup>35</sup> Sharon Vaughn et al., "Efficacy of Collaborative Strategic Reading with Middle School Students," *American Educational Research Journal* 48, no. 4 (2011): 938–64.

<sup>36</sup> Christine D Bremer et al., "Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills. Research to Practice Brief: Improving Secondary Education and Transition Services through Research.," 2002.

<sup>37</sup> Sharon Vaughn et al., "Collaborative Strategic Reading: Findings from Experienced Implementers," *Journal of Research on Educational Effectiveness* 6, no. 2 (2013): 137–63.

previously stated, the activities included not only reading the text but also providing students with the opportunity to discuss, to exchange their comprehension of the content of the text, and to solve the problem they found while reading.

b. Component of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) has been modified, and now includes four activities of comprehension strategies. There are the following CSR activities: preview (pre-reading), click and clunk (while-reading), get the gist (while-reading), and wrap up (post-reading).<sup>38</sup>

1. Preview (pre-reading); the students explore their existing knowledge of the topic and make predictions about it. The objectives of previewing activity are; students able to understand about the topic in a brief time, able to linking their background knowledge to the topic, and assist the students to predict what the topic about. It indicates that reviewing helps to stimulate students' curiosity.
2. Click and Clunk (while-reading); the students' verify their comprehension while reading by classifying hard words or thoughts in the text, and utilizing fix-up strategies. The goal of click and clunk was to assist the students' mainly focus on their

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<sup>38</sup> Bremer et al., "Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills. Research to Practice Brief: Improving Secondary Education and Transition Services through Research."



reading comprehension and to notice any gaps in their understanding

3. Get the gist (while-reading); the students capable to recognize the greatest idea in each paragraph while reading. The objective of receiving the gist was to assist the students in identifying the key idea through their own words. This part intended help the students understand and remember what they have been learned.
4. Wrap-up (post-reading); the students' are trying to formulate questions and answers about the topic learned. The objectives of wrap-up were to broaden the students' understanding and knowledge of the topic.<sup>39</sup>

c. The implementation of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) can be implemented in two phases: teaching the strategies, and cooperative learning group activity or student pairing.

**Phase 1 (Teaching the strategies)**

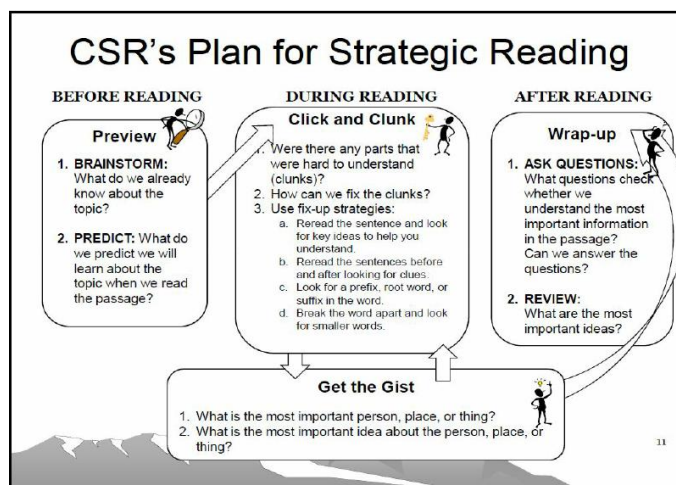
The teachers provide an explanation of four steps involved in implementing Collaborative Strategic Reading (CSR). Figure 1 describes the four steps of CSR.<sup>40</sup>

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<sup>39</sup> Janette K. Klingner and Sharon Vaughn, 'Using Collaborative Strategic Reading', *TEACHING Exceptional Children*, 30.6 (1998), 32–37

<sup>40</sup> Mania Nosratinia, Elaheh Mirzakhani, and Alireza Zaker, "Toward a Humanistic Instruction: Collaborative Strategic Reading Approach and EFL Learners' Reading Comprehension," *International Journal of Advanced Studies in Humanities and Social Science* 1 (December 1, 2013): 1119–38.

Figure 2.1 CSR's Plan for Strategic Reading



a) Preview

The teacher asks students to share their knowledge of the topic and then guides them to skim information such as headings, pictures, and words that are bolded or underlined to explore (1) what they know about the topic and (2) what they will learn about the topic by reading the text.

b) Click and clunk

The teacher describes the meaning of click and clunk. The clicks refer to something that "students understand" and clunks refer to something "when students do not know the meaning of a word". If the students have some clunks the teacher will ask the students' to write down their clunks, and then teaches fix-up strategy to figure out the clunks. The fix-up strategies included in the clunk cards are: (a) reread the sentence with the clunk and look for key ideas to help you figure out the word think about what makes sense, (b) reread the sentences

before and after the clunk looking for clues, (c) look for a prefix or suffix in the word that might help, and (d) break the word apart and look for smaller words that you know.

c) Get the gist

During the students' read each paragraph of the text, the teacher will ask them to identify the main idea, it could about person, place or thing. After identifying the main idea, the teacher will ask the students' to write down by their own words.

d) Wrap-up

Wrap up consists of two activities: (a) generating questions, and (b) reviewing. In this section, the teacher will teach the students to generate question from the text that have read and make a review an important thing that have learned.

**Phase 2 (Cooperative learning group activity)**

a) Set the stage

The teacher divided the students' into groups. Each group consists of 4-6 students' and each member will have roles. The possible roles as follows:

1. *Leader*: the student guides the member of group to read the material based on the strategy used.
2. *Clunk Expert*: the student remind the member of group to use clunk card to figure out the meaning of their clunk (s).

3. *Gist Expert*: the student guides the member to find the main idea and ensure that the idea include an important thing of the text.
4. *Announcer*: the student make sure every member to read or share to the class the main ideas that have learned
5. *Encourager*: the student encourages each member to participate the discussion to work together and gives suggestions for improvement.
6. *Time Keeper*: the student sets the time for each portion of CSR

From those roles, Collaborative Strategic Reading (CSR) can be understood as an approach aimed to aid pupils in comprehending the material, in which the entire class actively participates.<sup>41</sup>

b) Materials

The materials also being an important thing in assist the students to apply the Collaborative Strategic Reading and cooperative learning.

1. *Reading material*: when selecting reading material make sure that the material was appropriate for the students'. It also contains subjects, supporting details and consisting of several paragraphs.
2. *Clunk cards*: the clunk cards contain fix-up strategy. (see figure 2.2)

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<sup>41</sup> Janette K. Klingner and Sharon Vaughn, 'Using Collaborative Strategic Reading', *TEACHING Exceptional Children*, 30.6 (1998), 32–37

Figure 2. 2 Clunk Cards

Clunk Cards	
<p><b>CLUNK CARD #1</b></p> <p>Reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what makes sense.</p>	<p><b>CLUNK CARD #2</b></p> <p>Reread the sentences before and after the clunk, looking for clues.</p>
<p><b>CLUNK CARD #3</b></p> <p>Look for a prefix, root word, or suffix that might help.</p>	<p><b>CLUNK CARD #4</b></p> <p>Break the word apart and look for smaller words that you know.</p>

3. *Cue cards*: Cue cards were an overview of the CSR steps. (see figure 2.3)

Figure 2. 3 Cue Cards

Before Reading	During Reading	After Reading
<p><b>Preview</b></p> <p>Today's topic is _____.</p> <p>Let's brainstorm everything we already know about the topic and write it on your learning logs.</p> <p>Who would like to share their best ideas?</p> <p>Now let's predict. Look at the title, pictures, and headings and think about what you think we will learn today. Write your ideas in your learning logs.</p> <p>Who would like to share their best ideas?</p>	<p><b>Read</b></p> <p>Who would like to read the next section?</p> <p><b>Click and Clunk</b></p> <p>Did everyone understand what we read? If you did not, write your clunks in your learning logs.</p> <p>[If someone has a clunk] Clunk Expert, please help us out.</p> <p><b>Get the Gist</b></p> <p>It's time to Get the Gist. Gist Expert, please help us out.</p> <p>Go back and repeat all of the steps in this column over for each section that is read.</p>	<p><b>Wrap up</b></p> <p>Now let's generate some questions to check if we really understood what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone, write your questions in your learning logs.</p> <p>Who would like to share their best question?</p> <p>In your learning logs, let's write down as much as we can about what we learned today.</p> <p>Let's go around the group and each share something we learned.</p> <p><b>Compliments and Suggestions</b></p> <p>The Encourager has been watching carefully and will now tell us two things we did really well as a group today.</p> <p>Is there anything that would help us do even better next time?</p>

4. *Learning log*: learning log is a worksheet for write the documentation of learning and also guides the students to following the CSR activity. (see figure 2.4)

Figure 2. 4 Learning Log

**CSR Learning Log**

Topic: \_\_\_\_\_ Date: \_\_\_\_\_

BEFORE READING	Preview	1. What I already know about the topic: 2. What I think I will learn:		
DURING READING	Clunks & Gists	First section	Second section	Third section
		Clunks: Gist:	Clunks: Gist:	Clunks: Gist:
AFTER READING	Wrap Up	Questions about the important ideas in the passage: What I learned:		

Adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension, by J. K. Klingner, S. Vaughn, J. Dimino, & S. Johnston, 2002. © LIVEWORKSHEETS

5. *Timer (optional)*: timers which set by the students to help groups to remain on task.

c) Teacher role in monitoring group

1. The teacher monitoring the students' learning
2. The teacher assist the students' in clarifying clunks
3. Redirecting the students' to remain on task
4. Providing assistance.<sup>42</sup>

4. Teaching Reading through Collaborative Strategic Reading (CSR)

Teaching reading involves more than simply asking students to read the text to gain knowledge; it is also about assisting students in learning and motivating them. Providing an interactive strategy which encourages student participation will assist the students comprehend the text easily. One of them

<sup>42</sup> Bremer et al., "Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills. Research to Practice Brief: Improving Secondary Education and Transition Services through Research."

was Collaborative Strategic Reading (CSR) that maximizes student participation.<sup>43</sup>

The following procedures in teaching reading comprehension through collaborative strategic reading (CSR) as follow:

- a. Explain the material that will discuss, and then introduce the procedures of Collaborative Strategic Reading (CSR). The activity include pre-reading (preview activity), while-reading (click and clunk, and get the gist activity), and post-reading (wrap-up activity).
- b. Divide students into small groups. Each group consists of 4-6 students. In every group, the student has a role like leader, clunk expert, announcer, encourager, reporter, and timekeeper.
- c. Provide a learning log for students. Which the contents Include preview, click and clunk, get the gist and wrap-up activities.
- d. Controlling the students' activity during time discussion. Also, help the students if there are some problem.
- e. Students write down the result of their discussion in the learning log.
- f. The last activity, the students able to summarize the material and share everything that they have been learned.

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<sup>43</sup> Sudiby, Wahid, and Wekke, "Collaborative Strategic Reading (CSR) to Improve Students' Achievement in Reading Comprehension."

## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach and Design

The researcher employed a quantitative method in this study. This study employed experimental research to find out whether a particular treatment affects an outcome. The researcher provided a specific treatment to a certain group and a conventional treatment to the other. Then, comparing how the two groups perform on an outcome.<sup>44</sup>

The design of this study used a quasi-experimental, non-equivalent control-group design. This research design was used by the researcher since the investigation was conducted at school and making a random sample was impossible. As a result, the researcher used a quasi-experimental design which the samples were selected using an existing group rather than a random assignment. Additionally, the researcher selected a non-equivalent control group design model to figure out the cause and effect to the treatment. There were two groups: experimental and control class. The treatment only administered to the experimental group using Collaborative Strategic Reading (CSR). Meanwhile, the control group was treated with conventional treatment. To evaluate the cause and effect of the treatment, the researcher compared the results of the measurement of dependent variables. Each group took a pre-test and post-test. The pre-test was distributed before treatment, and the post-test

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<sup>44</sup> W John Creswell and J David Creswell, *Research Design: Qualitative, Quantitative Adn Mixed Methods Approaches*, Journal of Chemical Information and Modeling, 2018.



distributed following treatment. Here is the following description of the research designs:

*Table 3. 1 Research Design*

Group	Pre-test	Treatment	Post-test
Experimental group	O <sub>1</sub>	X	O <sub>2</sub>
Control group	O <sub>3</sub>	-	O <sub>4</sub>

Where:

O<sub>1</sub> = pre-test for experimental group

O<sub>2</sub> = post-test for experimental group

O<sub>3</sub> = pre-test for control group

O<sub>4</sub> = post-test for control group

X = Treatment “Collaborative Strategic Reading (CSR)”<sup>45</sup>

## **B. Population and Sample**

The researcher conducted the research at SMPN 1 Jenggawah. The researcher chooses this place because the researcher had previous teaching experience during PLP. So the researcher has easy access to conduct the research there. This study's population consisted of 276 second-grade students from SMPN 1 Jenggawah. The researcher utilized the purposive sampling technique to select participants to be sampled in this research, because this research conducted in school so making random assignment was imposible. The teacher gave the researcher acces to the two classes that have taught before during PLP activity. Moreover, according to the researcher experience the students' from those classes were having some difficulties in reading an English text. It means the sample selected suitable with this research objective.

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<sup>45</sup> W John Creswell and J David Creswell, *Research Design: Qualitative, Quantitative Adn Mixed Methods Approaches*, Journal of Chemical Information and Modeling, 2018.

Additionally, the purposive sampling was appropriate sampling technique for this research, which the purposive sampling chosen depend on the experience and knowledge of groups to be sampled.<sup>46</sup> The two classes were the experimental class and control class which consists of 63 students. The experimental class consist 32 students, while the control class consists of 31 students.

Table 3. 2 Sample of Second Grade of SMPN 1 Jenggawah

No	Group	Class	Students
1	Experimental group	VIII 1	32
2	Control group	VIII 2	31
Total			63

### C. Research Instrument and Data Collection Technique

This research instrument was a reading test. That was made by the researcher. The instrument included a 20-question multiple-choice (pre-test and post-test), with four answer choices (one correct answer and three distractor answers). Each group received the tests (the experimental and control groups). The pre-test assessed student's reading comprehension before the treatment and lasted 30 minutes, whereas the post-test assessed students' reading comprehension after treatment and lasted 30 minutes. The pre-test and post-test are based on the reading comprehension indicator, namely identifying the main idea, finding specific information, understanding the meaning of a word, identifying references, determining text structure, and making inferences. The scoring of the instrument was focused on the right answer only. The following pre-test and post-test were provided below:

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<sup>46</sup> Geoffrey E. Mills and Peter Airasian Gay, L. R., *Educational Research: Competencies for Analysis and Applications*, Library of Congress Cataloging, vol. 4, 2012.

Table 3. 3 List of pre-test question

No	Indicator Reading Comprehension	Pre test	
		Question Number	Question
1	Identifying main idea	1, 9, 15	<ul style="list-style-type: none"> <li>- What is the main idea of the text?</li> <li>- What is the main idea of the text?</li> <li>- What is the main idea of the text?</li> </ul>
2	Finding specific information	2, 5,8, 10, 16	<ul style="list-style-type: none"> <li>- Why did Putri join the traditional dance festival?</li> <li>- What did Putri do before she joined the festival?</li> <li>- What is the purpose of the recount text?</li> <li>- "There are three big temples". What are they?</li> <li>- How did the author go to the audition?</li> </ul>
3	Understanding the meaning of word	3, 11, 19, 20	<ul style="list-style-type: none"> <li>- "It was the first and <u>biggest</u> festival for me". What does the underlined word mean?</li> <li>- "They are really <u>amazing</u>". What does the underlined word mean?</li> <li>- "We were very <u>desperate</u>". What does the underlined word mean?</li> <li>- "That was our first <u>terrible</u> experience in that year". What does the underlined word mean?</li> </ul>
4	Identifying reference	4, 14, 18	<ul style="list-style-type: none"> <li>- "I did not feel <b>confident</b>". What is the antonym of <b>confident</b>?</li> <li>- What is the tense that usually use to write a recount text?</li> <li>- "The committee told us that it.....". What does us in the second paragraph refer to?</li> </ul>
5	Determining text structure	6, 12	<ul style="list-style-type: none"> <li>- Which paragraph that shows the event of the text?</li> <li>- Which paragraph that shows the orientation and re-orientation?</li> </ul>
6	Making inference	7, 13, 17	<ul style="list-style-type: none"> <li>- Which of the following statements those are suitable with the text?</li> <li>- Which the following statement that suitable with the text?</li> <li>- What happened in the second paragraph?</li> </ul>

Table 3. 4 List of post-test question

No	Indicator Reading Comprehension	Post-test	
		Question Number	Question
1	Identifying main idea	1, 8,	<ul style="list-style-type: none"> <li>- What is the main idea of the text?</li> <li>- What is the main idea of the text?</li> </ul>
2	Finding specific information	2, 4, 9, 10, 15, 16	<ul style="list-style-type: none"> <li>- When did the author and author's uncle go fishing?</li> <li>- What did the author put on the mat?</li> <li>- Where did the author stay?</li> <li>- How did the author feel when rode on horseback?</li> <li>- What is the purpose of the text above?</li> <li>- Where did the author go on the first day?</li> </ul>
3	Understanding the meaning of word	3, 14, 19	<ul style="list-style-type: none"> <li>- "We looked for a convenient place under a tree. What does the underlined word mean?</li> <li>- "We were very tired". What does the underlined word mean?</li> <li>- "My trip was fun and memorable". What does the underlined word mean?</li> </ul>
4	Identifying reference	5, 11, 18	<ul style="list-style-type: none"> <li>- "He helped me reach the ground". What does he refer to?</li> <li>- What kind of the tense used in the text above?</li> <li>- "...the mountains to the south coast". What is the synonym of coast?</li> </ul>
5	Determining text structure	6, 13, 20	<ul style="list-style-type: none"> <li>- Which paragraph that shows the re-orientation of the text?</li> <li>- Which paragraph that shows the orientation and the event of the text?</li> <li>- Which paragraph that shows the event of the text?</li> </ul>
6	Making inference	7, 12, 17	<ul style="list-style-type: none"> <li>- What happen in the third paragraph?</li> <li>- What happened in the second paragraph?</li> <li>- What did the writer think about his holiday?</li> <li>- Which of the following statements</li> </ul>

			those are suitable according to the text?
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An excellent instrument must meet the standards of validity and reliability. Therefore, the researcher must guarantee that the instrument was accurate and reliable. To know this, the researcher must check the validity and reliability of the instrument first.

a. Validity Test

The researcher analyzed the validity test through content and face validity. The researcher obtained the content validity by created reading tests depend on the material in the syllabus for the second grade of SMPN 1 Jenggawah. To make sure the content validity was good. The researcher created the blueprint first and then arranged the tests. Besides, there was face validity. This term was occasionally used to define the content validity of tests. The amount to which a test can assess what will be measured was referred as face validity. To obtain face validity, the researcher created multiple-choice tests which appropriate to measure the student's reading comprehension. Then the test instrument was tested by the validation expert.

The researcher conducted a validity test on two media experts, namely; Miss. Praptika Septi Femilia the English lecturer of UIN KHAS University and Mr. Alfian Ghafur the English teacher at SMPN 1 Jenggawah. The result of the validity test instrument received several revisions, namely in the form of question preparation, grammatical questions, question indicators, and the time duration. The researcher re-

revised the instrument and revalidated it to the media expert. The final result proposed that the instrument was declared valid and ready to be tested for reliability (see appendix 9).

b. Reliability Test

The researcher used the Kuder-Richardson approach to analyze the instrument's reliability. The instrument that could be tested for reliability using KR was an instrument with only one correct answer, such as a multiple choice test in this research. The researcher conducted a try-out of the instrument on several students in the second grade of SMPN 1 Jenggawah. The students who were selected not come from the experimental or control class. Then, the test results are analyzed using KR 20 formula. The following formula of KR20 was provided bellow:

$$\frac{K}{K-1} \left[ 1 - \frac{\sum pq}{s^2} \right]$$

Where:

K = the number of items in the test

p = the proportion of the examinees who got the item correct

q = the proportion of the examinees who got the item incorrect

$s^2$  = the variance (var) of the scores

$\sum pq$  = the summation of the product of p and q

According to Miller, Linn, and Gronlund, the reliability index category rated as follows:<sup>47</sup>

*Table 3. 5 Reability Index Category*

Reability Index	Criteria
0.81 – 1.00	Very Good
0.61 – 0.80	Good
0.41 – 0.60	Quite
0.21 – 0.40	Poor
0.00 – 0.20	Very Poor

The researcher employed reliability test through ten second grade students at SMPN 1 Jenggawah. The instruments of pre-test and post-test were given to students selected. The result of the reliability test was 0.79 for pre-test and 0.78 for post-test. Based on reliability index indicated the instrument of pre-test and post-test have good reliability (see appendix 10).

The researcher collected the data following three procedures. Firstly, the researcher took a pre-test, that carried out on each group which was the experimental and control groups lasted 30 minutes. The pre-test was determined to indicate that the students have low reading comprehension ability. Secondly, the researcher conducted the treatment which was four meeting lasted 45 minutes for each meeting. The treatment given was different for each class. Collaborative Strategic Reading (CSR) for experimental class and Translation Method for control class. And for the last procedure was the researcher took a a post-test, that carried out on each group which was the experimental and control groups lasted 30

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<sup>47</sup> Norman E. Gronlund M. David Miller, Robert L. Linn, *Measurement and Assessment in Teaching*, 10th ed. (Pearson Education India, 2009).

minutes to measure the students reading comprehension following the treatment. Then, the experimental class's post-test results were compared to those of the control class to examine if students who taught Collaborative Strategic Reading (CSR) had better reading comprehension than students who had not taught CSR.

#### D. Data Analysis

##### 1. Normality

A normality test was tests that determine if the distribution of data on a group of data or variables normally distributed or not. The researcher utilized the Shapiro-wilk test to examine the normality of the data, because this formula was one of the most efficient normality test used on samples with a size  $\leq 50$ .<sup>48</sup>

##### 2. Homogeneity

The homogeneity test was a statistical test procedure used to determine whether two or more groups of sample data are homogeneous or have the same variance from the same population. The researcher employed the Levene test to determine the homogeneity of the data.

##### 3. T-test

The T-test was one of the most often used statistical hypothesis tests, since it was a statistical test used to compare the means of two groups. The researcher used T-test formula to compare the mean post-test

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<sup>48</sup> Nornadiah Mohd Razali and Yap Bee Wah, "Power Comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling Tests," *Journal of Statistical Modeling and Analytics* 2, no. 1 (2011): 21–33.



results between the experimental and control groups of students, to see if Collaborative Strategic Reading (CSR) can help students increase their reading comprehension. The means from two distinct samples were compared using an independent sample t-test. The researcher computes the data analysis using SPSS. If the significant value of (2-tailed) was less than 0.05,  $H_a$  was approved and  $H_0$  was rejected.



## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Data Description**

The researcher examined the effectiveness of Collaborative Strategic Reading (CSR) on the reading comprehension of students' at SMPN 1 Jenggawah. The study included an experimental group consisting of 32 students, while a control consisting 31 students. The research activities were carried out in three stages. Firstly before conducted the treatment the researcher was given a pre-test to both classes (experimental and control class) to assess the students reading comprehension ability. Secondly, the researcher carried out the treatment. The researcher provided different treatments for each class. The Collaborative Strategic Reading (CSR) for the experimental class. Meanwhile, the control class was taught using Translation Method. In the final stage, the researcher conducted a post-test to both classes (experimental and control class) to determine the effect of each treatments. The researcher began conducted research at SMPN 1 Jenggawah on February 27, 2023, until March 28, 2023.

#### **B. Data Presentation**

The researcher presented data on students' reading comprehension that was acquired before and following treatment. The experimental class received the Collaborative Strategic Reading (CSR) treatment, while the control class

received the Translation Method treatment. The data presented includes the pre-test and post-test scores from the experimental and control class.

1. The data of pre-test and post-test score for experimental class

In this part, researcher presented the results of pre-test and post-test data obtained from experimental class. The pre-test data were collected on February 28, 2023, while the post-test data were collected on March 28, 2023. This class has 32 students, with an average pre-test score of 43.6. The smallest score recorded was 20, while the highest score reached 65. The average post-test score for this class was 73.3. The smallest score was 55, while the highest score was 85. The table below summarizes the pre-test and post-test scores of the experimental class. For the complete scores, see appendix 12.

*Table 4. 1 Summary Score of Pre-test and Post-test Experimental Class*

Class	Student	Lowest Score		Highest Score		Average Score	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Experimental Class	32	20	55	65	85	43.6	73.3

From the data describe in table 4.1, it was possible to conclude that students in the experimental class demonstrated a distinguished improvement in their average scores, rising from 43.6 in the pre-test to 73.3 in the post-test.

2. The data of pre-test and post-test score for control class

In this part, researcher presented the results of pre-test and post-test data obtained from control class. The pre-test data were collected on

February 28, 2023, while the post-test data were collected on March 28, 2023. This class has 31 students, with an average pre-test score of 45.2. The smallest score recorded was 20, while the highest score reached was 85. The average post-test score for this class was 61.5. The smallest score was 35, while the highest score was 85. The table below summarizes the pre-test and post-test scores of the control class. For the complete scores, see appendix 13.

*Table 4. 2 Summary Score of Pre-test and Post-test Control Class*

Class	Student	Lowest Score		Highest Score		Average Score	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control Class	31	20	85	35	85	45.2	61.5

From the data describe in table 4.2, it was possible to conclude that students in the experimental class demonstrated a distinguished improvement in their average scores, rising from 45.2 in the pre-test to 61.5 in the post-test.

### **C. Analysis and Hypothesis Testing**

In this part, the researcher analyzes the post-test data collected from both classes (the experimental and control class). The post-test data was used to address the research hypothesis, which aimed to determine whether students taught using Collaborative Strategic Reading (CSR) have better reading comprehension or not. The post-test results from the experimental and control classes were compared to assess the students' reading comprehension after gave the treatment. However, before conducted the hypothesis testing, the

researcher performed tests to check the normality and homogeneity of data, ensuring they were normally distributed and comes from homogenous groups. Afterward, the hypothesis testing was conducted using T-test formula, and the data analysis was performed using IBM SPSS 29.0.

### 1. Normality Test

The normality test was calculated using SPSS application with the Shapiro-Wilk formula. The results of the normality tests were provided below.

Table 4. 3 The Result of Normality Test from the Experimental and Control Class

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Score Reading Test	Pre-Test Experiment Class	.961	32	.286
	Pre-Test Control Class	.946	31	.118
	Post-Test Experiment Class	.953	32	.180
	Post-Test Control Class	.951	31	.170

#### a. Lilliefors Significance Correction

The normality test conducted on the experimental and control classes yielded results that indicating normal distribution of the data. As known, if the significant value is higher than 0.05, the data can be considered normally distributed; if it is lower than 0.05, the data is not normally distributed. From Table 4.3, the normality test results for the pre-test data from the experimental class was 0.286, while for the control class, it was 0.118, which means that the pre-test data from both classes followed a normal distribution. Similarly, the normality test results for the post-test data in the experimental class was 0.180, and for the control class, it was 0.170, which means that the post-test data from both classes were

normally distributed as well. It indicated the data were accurate and can be utilized for parametric statistical tests intended to determine the differences between groups.

## 2. Homogeneity Test

The homogeneity test was calculated using SPSS application through Levene formula. The results of the homogeneity tests were provided bellow.

*Table 4. 4 Homogeneity Test (Experimental and Control Class)*

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
Pre_Test_Score	Based on Mean	.015	1	61	.902
	Based on Median	.000	1	61	.990
	Based on Median and with adjusted df	.000	1	59.078	.990
	Based on trimmed mean	.012	1	61	.914

The homogeneity test conducted on the experimental and control classes indicated that the data have the same variant or homogenous. As known if the significance values greater than 0.05, the data is considered homogenous; if is less than 0.05, the data is not homogenous. The homogeneity test analyzed pre-test data from the experimental and control classes. Referring to the table 4.4 above, the homogeneity test yielded a result of 0.902, it indicate that the experimental and control classes were indeed homogenous.

### 3. Hypothesis Testing

In this part, the researcher analyzes the hypothesis testing to determine the comparability between the experimental and control class.

The hypotheses under investigation are as follows:

- a.  $H_a$ : Students taught by Collaborative Strategy Reading (CSR) have better reading comprehension than students taught without Collaborative Strategic Reading (CSR).
- b.  $H_0$ : Students taught by Collaborative Strategy Reading (CSR) don't have better reading comprehension than students taught without Collaborative Strategic Reading (CSR).

The independent T-test formula was employed in this study to determine the differences in mean scores between the experimental and control classes. Moreover, this test aimed to determine whether the implementation of Collaborative Strategic Reading (CSR) assisted the students in having better reading comprehension. The result of the hypothesis testing, calculated using the SPSS application was provided below:

*Table 4. 5 The Result of Independent T-test*

		Independent Samples Test							
		T-test for Equality of Means						95% Confidence Interval of the Difference	
		T	df	Significance 2-tailed One-Sided p Two-Sided p	Mean Differ ence	Std. Error Diffe rence	Lower		
Score Reading Test	Equal variances assumed						4.265	61	<.001

The results of the hypothesis testing above indicated a significance value (*2-tailed*) was 0.001. As known that if the significance value (*2-tailed*) is less than 0.05,  $H_a$  approved and  $H_0$  is rejected, and if the significance value (*2-tailed*) greater than 0.05,  $H_a$  rejected and  $H_0$  approved. Since the significance value (*2-tailed*) of 0.001 was less than 0.05,  $H_a$  was accepted. It reflects a significant difference in students' performance between the experimental and control classes. In other words, it implies that the students in the experimental class have better reading comprehension after being taught using Collaborative Strategic Reading (CSR).

#### **D. Discussion**

This study intended to determine whether the impact of implementing Collaborative Strategic Reading (CSR) can assist the students' in having better reading comprehension. There were six meetings in this research lasted 45 minutes for each meeting. Four meetings dedicated to the treatment and two meetings designated for conducting the tests (pre-test post-test). In the first meeting, the researcher conducted the pre-test to assess the students reading comprehension abilities. Subsequently, the treatment phase involving Collaborative Strategic Reading (CSR) was conducted across the second to fifth meetings. The evaluation from the first treatment, the students were still confused about how to apply the strategy during the learning process because this was the first time for them learn in a group. Also the students were asked to choose the group member by themselves, it made the class crowded.



Sometimes, the students asked how to fill out the learning log that was gave to every group to following the CSR activity. The evaluation of the second treatment, the students learned through the CSR with the same group as in the first treatment. The students were more conducive and conditioned than in the first treatment. The students' have begun to understand the process of applying the strategy. In the evaluation from the third meeting, the researcher re-divided the groups and assigned different roles to students from the previous group. And for evaluation in the last treatment, the students have adapted to the learning strategy used, so the learning process was conducive.

After implementing the treatment and conducting post-test, data analysis was done. It can be seen that the collected data showed the significant different in the scores of students between the experimental and control classes. This supported by the significance value (2-tailed) of 0.001, which was less than 0.05. It indicated that  $H_a$  was approved and  $H_0$  was rejected. Even though the average score from both classes has increased, the average data from experimental class revealed greater than control class. It indicated that the implementation of Collaborative Strategic Reading (CSR) assist students in having better reading comprehension. As well as in the theory proposed by Klinger and Vaughn, highlighting that Collaborative Strategic Reading (CSR) serves as a highly active teaching strategy for enhancing student's reading comprehension, vocabulary development and constructing their social cooperative abilities while reading.<sup>49</sup>

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<sup>49</sup> Klinger & Vaughn, "Using Collaborative Strategic Reading."

Thus, the findings of this study support the theory that Collaborative Strategic Reading (CSR) has significant effects on student reading comprehension. It is in accordance with earlier research of this study. Yolanda Aulia Rahmi found that there was significant effect of Collaborative Strategic Reading (CSR) towards students' reading comprehension. The students in experimental class that treated by the CSR were more active in class specially in learning reading comprehension and the students were more care to participate in class and interacted with each their groups.<sup>50</sup>

Furthermore, the finding of this research showed that students able to understand texts starting from knowing the main idea of the text, finding the meaning of difficult word, identifying the important things in each paragraph, knowing the text structure and starting to conclude from the information obtained in the text. Thus finding also in accordance with the research conducted by Putri et.al, the findings of their research showed that the students are able to understand the text, to find main idea and to create summary that reviews the material. Additionally, this strategy brought positive effect in foster motivation and interest in learning English.<sup>51</sup> Moreover, all activities in this strategy were carried out in groups. So, it provided opportunities for them to exchange information with each other during reading activities. It is also in line with Muhabibah et.al that stated that through the Collaborative Strategic

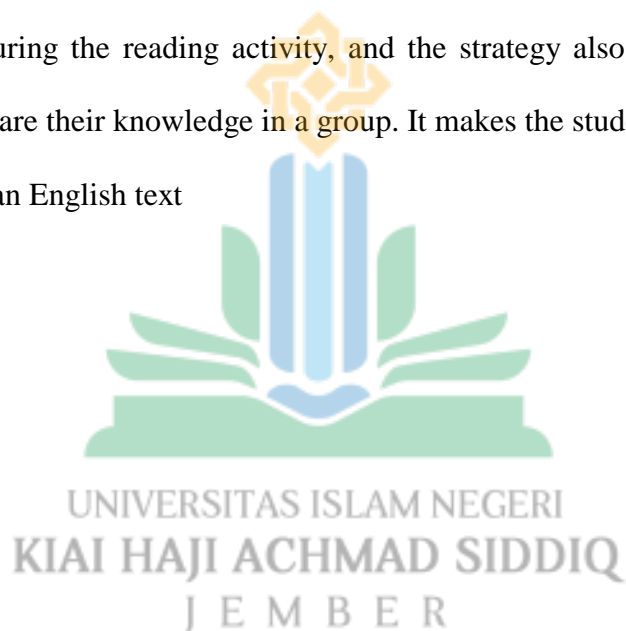
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<sup>50</sup> Yolanda Aulia Rahmi, "The Effect of Collaborative Strategic Reading (CSR) Towards Students' Reading Comprehension of Report Texts on The Second Grade of SMA YLPI Pekanbaru" (2019).

<sup>51</sup> Putri. A.K., Ohoiwutun. J.E., and Wahyudin, "Using Collaborative Strateic Reading ( CSR ) To Develop Reading Comprehension of The Second Year," *E-Journal of English Language Teaching Society (ELTS)* 3, no. 2 (2015): 1–9.

Reading (CSR) the students learn more enthusiastically and leading to increased active participation in the process of reading and developing a deeper comprehension of the text.<sup>52</sup>

Based on the discussion above, it can be concluded that Collaborative Strategic Reading (CSR) can assist students in increasing their reading comprehension. Furthermore, this Collaborative Strategic Reading (CSR) allows the students to maximize their participation during learning activities. The students' roles in this strategy give the students responsibility for finishing their work during the reading activity, and the strategy also encourages the students to share their knowledge in a group. It makes the students more easily comprehend an English text



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<sup>52</sup> Muhabibah Nur Reformista and Zanubah Arifah Khofshoh, "Collaborative Strategic Reading (Csr) in the Effectiveness of Teaching Reading Comprehension," *Karangan: Jurnal Bidang Kependidikan, Pembelajaran, Dan Pengembangan* 4, no. 1 (2022): 49–57, <https://doi.org/10.55273/karangan.v4i1.142>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings of this study, the experimental class witnessed a noteworthy improvement in the average score, rising from 43.6 to 73.3. Moreover, the hypothesis testing indicated a significant finding with a significant value of 0.001 less than 0.05. This implies that the alternative hypothesis ( $H_a$ ) was approved, while the null hypothesis ( $H_0$ ) was rejected. It indicated that the findings support the proposal of Collaborative Strategic Reading (CSR) can assist the students in having better reading comprehension.

#### B. Suggestion

Based on the following conclusion in this research, the researcher gave some suggestion as follow:

1. For Teacher

The researcher suggests that English teachers apply Collaborative Strategic Reading (CSR) as an alternative teaching strategy, which has proven that Collaborative Strategic Reading (CSR) effectively increases students' reading comprehension.

2. For Further Researcher

The researcher suggests that future researcher use this study as an example or source of information for the same research problems, related to the

implementation of Collaborative Strategic Reading (CSR) in the context of teaching reading comprehension. This study serves insights for researcher interested in exploring the effectiveness of CSR on students' reading comprehension.



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## Appendix 1 Research Matrix

## Research Matrix

Title	Variable	Indicator	Source of Data	Research Method	Research Question
The Effectiveness of Collaborative Strategy Reading (CSR) on Students' Reading Comprehension	Collaborative reading strategy	<ul style="list-style-type: none"> <li>• Preview               <ol style="list-style-type: none"> <li>1. Brainstorm (students' brainstorm what they know about the topic)</li> <li>2. Predict (students' predict what they will learn about the topic)</li> </ol> </li> <li>• Click and clunk               <ol style="list-style-type: none"> <li>1. Click (students' monitor their comprehension during reading)</li> <li>2. Clunk (students' identifying clunks (difficult word then use fix-up strategies))</li> </ol> </li> <li>• Get the gist (Students' able to identify the main idea in a paragraph during reading)</li> <li>• Wrap up (Students' able to summarize and share everything that they have learned)</li> </ul>	Score pre-test and post-test of second grade of junior high school at SMPN 1 Jenggawah	<ol style="list-style-type: none"> <li>1. Approach and kinds of research:               <ul style="list-style-type: none"> <li>• Quantitative Research</li> <li>• Quasi-experimental</li> </ul> </li> <li>2. Data Collection:               <ul style="list-style-type: none"> <li>• Tests (pre-test and post-test)</li> </ul> </li> <li>3. Validation of data:               <ul style="list-style-type: none"> <li>• Validity Test (Content and face validity. Then test to the validation expert)</li> <li>• Reliability Test (Using KR-20)</li> </ul> </li> <li>4. Data Analysis               <ul style="list-style-type: none"> <li>• Normality Test (Shapiro-wilk formula)</li> <li>• Homogeneity Test (Levene test)</li> <li>• Hypothesis Testing (Using T-test formula)</li> </ul> </li> </ol>	1. Do students taught using collaborative strategic reading have better reading comprehension than students taught without collaborative strategy reading?
	Reading Comprehension	<ul style="list-style-type: none"> <li>• Identifying main idea</li> <li>• Find specific information</li> <li>• Understand the meaning of word</li> <li>• Identifying reference</li> <li>• Determining text structure</li> <li>• Making inference</li> </ul>			

## Appendix 2 Blueprint Pre-test

### KISI-KISI INSTRUMENT READING COMPREHENSION PRE-TEST

Mata Pelajaran : Bahasa Inggris

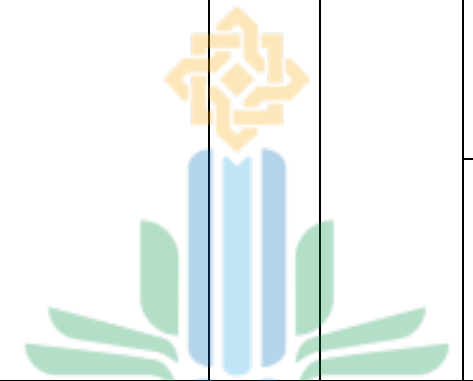
Waktu : 30 menit

Kelas/Semester : VIII/2

Jumlah Soal : 20

Penyusun Kisi-Kisi : Khusnul Khotimah

No.	Kompetensi Dasar	Kelas/ Smt.	Materi	Indikator Reading Comprehension	Indikator Soal	Bentuk Tes	No. Soal
1	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	2	Recount Text	Identifying reference	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan unsur kebahasaan yang terdapat dalam teks recount	PG	4, 14, 18
				Determining text structure	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan struktur teks yang terdapat dalam teks recount	PG	6, 12
				Finding specific information	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan informasi spesifik yang terdapat dalam teks recount	PG	2, 5,8, 10,1 6
2	4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau	2	Recount Text	Identifying main idea	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan gagasan utama yang terdapat dalam teks recount	PG	1, 9, 15

	(personal recount)			Understanding the meaning of word	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan makna kosakata tertentu yang terdapat dalam teks recount	PG	3, 11, 19, 20
				Making inference	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan kesimpulan yang terdapat dalam teks recount	PG	7, 13, 17

## PENILAIAN

Nomor Soal	Bobot Soal
1-20	5
Jumlah Skor Maksimal	100

Jika benar mendapatkan skor 5

Jika salah mendapatkan skor 0

Penentuan Nilai:  $N = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

## KUNCI JAWABAN

1. A

2. C

3. B

4. A

5. B

6. A

7. D

8. B

9. A

10. C

11. A

12. C

13. A

14. C

15. B

16. D

17. B

18. C

19. C

20. B

### Appendix 3 Blueprint Post-test

#### KISI-KISI INSTRUMENT READING COMPREHENSION POST-TEST

Mata Pelajaran : Bahasa Inggris

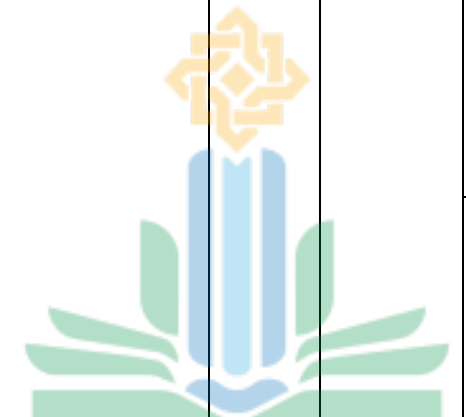
Waktu : 30 menit

Kelas/Semester : VIII/2

Jumlah Soal : 20

Penyusun Kisi-Kisi : Khusnul Khotimah

No.	Kompetensi Dasar	Kelas/ Smt.	Materi	Indikator Reading Comprehension	Indikator Soal	Bentuk Tes	No. Soal
1	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	2	Recount Text	Identify reference	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan unsur kebahasaan yang terdapat dalam teks recount	PG	5,11, 18
				Determining text structure	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan struktur teks yang terdapat dalam teks recount	PG	6, 13, 20
				Finding specific information	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan informasi spesifik yang terdapat dalam teks recount	PG	2, 4, 9, 10,15, 16
2	4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait	2	Recount Text	Identifying main idea	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan gagasan utama yang terdapat dalam	PG	1, 8

	pengalaman pribadi di waktu lampau ( <i>personal recount</i> )				teks recount		
				Understanding the meaning of word	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan makna kosakata tertentu yang terdapat dalam teks recount	PG	3, 14, 19
				Making inference	Disajikan teks recount sederhana tentang pengalaman personal, siswa dapat menentukan kesimpulan yang terdapat dalam teks recount	PG	7, 12, 17

## PENILAIAN

Nomor Soal	Bobot Soal
1-20	5
Jumlah Skor Maksimal	100

UNIVERSITAS ISLAM NEGERI  
HAI HAJI ACHMAD SIDDIQ  
J E M B E R

Jika benar mendapatkan skor 5

Jika salah mendapatkan skor 0

Penentuan Nilai:  $N = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

## KUNCI JAWABAN

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

## Appendix 4 Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos 68136  
 Website [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-0842/In.20/3.a/PP.009/02/2023  
 Sifat : Biasa  
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 1 Jenggawah  
 Jl. Tempurejo No.63, Wedan Gn., Wonojati, Kec. Jenggawah, Kabupaten Jember, Jawa Timur

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

NIM : T20196054  
 Nama : KHUSNUL KHOTIMAH  
 Semester : Semester delapan  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effectiveness of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension" selama 30 (tiga puluh) hari dilingkungan lembaga wewenang Ibu Eny Rusmiati, S.pd.

Demikian atas permohonan dan kerjasamanya disampaikan terima kasih.

Jember, 27 Februari 2023

an. Dekan,

Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER



MASHUDI

## Appendix 5 Research Completion Letters



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
UPTD SATUAN PENDIDIKAN  
**SMP NEGERI 1 JENGGAWAH**  
Jalan Tempurejo 63 ☎ (0331) 7591398 Jenggawah Jember  
KECAMATAN JENGGAWAH  
email : [smpnegerisatujenggawah@gmail.com](mailto:smpnegerisatujenggawah@gmail.com)



### SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor 070/069/310.19.20523866/2023

Yang bertanda tanda tangan dibawah ini:

Nama : **ENY RUSMIATI, S.Pd.**  
NIP. : 19680518 199303 2 009  
Pangkat/Gol. : Pembina Tk. I, IV/b  
Jabatan : Kepala Sekolah  
Unit Kerja : UPTD SATDIK SMPN I Jenggawah

Menerangkan dengan sesungguhnya bahwa :

Nama : **KHUSNUL KHOTIMAH**  
NIM : T20196054  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris Bahasa Inggris  
Perguruan Tinggi : UIN KHAS Jember

Mahasiswa tersebut telah melaksanakan penelitian selama 30 (tiga puluh) hari untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul "*The Effectiveness of Collaborative Strategic Reoding (CSR) on Students' Reading Comprehension*"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Jember, 8 April 2023

Kepala Sekolah,















**ENY RUSMIATI, S.Pd.**

NIP. 19680518 199303 2 009




## Appendix 6 Research Journal Activities

Journal of Research

No	Time	Research Subject	Activity	Signature
1	27 <sup>th</sup> February 2023	Headmaster of SMPN 1 Jenggawah	Submission of research permit	
2	28 <sup>th</sup> February 2023	Students (Control Class)	Pre-Test	
3	28 <sup>th</sup> February 2023	Students (Experimental Class)	Pre-test	
4	03 <sup>rd</sup> March 2023	Students (Experimental Class)	Treatment	
5	04 <sup>th</sup> March 2023	Students (Control Class)	Treatment	
6	14 <sup>th</sup> March 2023	Students (Control Class)	Treatment	
7	14 <sup>th</sup> March 2023	Students (Experimental Class)	Treatment	
8	17 <sup>th</sup> March 2023	Students (Experimental Class)	Treatment	
9	18 <sup>th</sup> March 2023	Students (Control Class)	Treatment	
10	21 <sup>st</sup> March 2023	Students (Control Class)	Treatment	
11	21 <sup>st</sup> March 2023	Students (Experimental Class)	Treatment	
12	28 <sup>th</sup> March 2023	Students (Control Class)	Post-test	
13	28 <sup>th</sup> March 2023	Students (Experimental Class)	Post-test	

UNIVERSITAS ISLAM NEGERI  
Jember, 04<sup>th</sup> April 2023  
KIAI HAJI ACHMAD SIDDIQ  
Headmaster of SMPN 1 Jenggawah Building

  
 S Pd  
 8199303 2 009

## Appendix 7 Pre-test

### Pre-test Instrument (Reading Comprehension Test)

Name:

Class:

**Choose the correct answer by circle the options between a, b, c or d!**

*Read the following text carefully! The text is for question number 1-7.*

#### Traditional Dance Festival

My name is Putri. I was chosen by my teacher to join the traditional dance festival. It was the first and biggest festival for me. At first, I did not feel *confident*. However, my teacher told me that I could do it. After wards, I practiced dancing diligently.

On Wednesday, August 29, 2007, my parents took me to the festival. *They* did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought.

Finally, I did it. The result was better than I expected. I won and I was given the chance to go to japan the following month. I was very happy.

*(Adopted from Scaffolding, English for Junior High School Students)*

1. What is the main idea of the text?
  - a. The authors experience in traditional dance festival
  - b. Dance Festival
  - c. Dance event on Wednesday, August 29, 2007
  - d. Biggest traditional dance festival
2. Why did Putri join the traditional dance festival?
  - a. Because her hobby is dancing
  - b. Because that is the biggest traditional dance festival
  - c. Because her teacher chose Putri to join the traditional dance festival
  - d. Because she wanted to join the traditional dance festival
3. “It was the first and biggest festival for me”. What does the underlined word mean?
  - a. Terhebat
  - b. Terbesar
  - c. Menakjubkan
  - d. Meriah
4. “I did not feel *confident*”. What is the antonym of *confident*?
  - a. Nervous
  - b. Excited

- c. Happy
  - d. Sad
5. What did Putri do before she joined the festival?
    - a. She registered the festival with her teacher
    - b. She practiced dancing diligently
    - c. She prepared the festival with her teacher
    - d. She practiced dancing with her teacher
  6. Which paragraph that shows the event of the text?
    - a. The second paragraph
    - b. The first paragraph
    - c. The third paragraph
    - d. The fourth paragraph
  7. Which of the following statements that are suitable with the text?
    - a. The author joined the dancing festival by herself. She was confident and tried by practicing dancing diligently. She went to the festival with her parents. The result was better than what she expected and finally she won the festival.
    - b. The author joined the dancing festival after being chosen by her parents. She did not feel confident, but she tried by practicing dancing diligently. She went to the festival with her teacher.
    - c. The author joined the dancing festival after being chosen by her teacher. She felt confident and tried by practicing dancing every day. She went to the festival with her teacher. The result was better than what she expected and finally she won the festival.
    - d. The author joined the dancing festival after being chosen by her teacher. She did not confident, but she tried by practicing dancing diligently. She went to the festival with her parents. The result was better than what she expected and finally she won the festival.
  8. What is the purpose of the recount text?
    - a. To tell someone's experience
    - b. To tell someone's past experience
    - c. To persuade someone's experience
    - d. To inform someone's holiday activity

*Read the following text carefully! The text is for question number 9-13.*

#### Went to Yogyakarta

Last month, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

We visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples because Wisnu temple is being renovated. In the next day, we went to Yogyakarta Keraton. We spent about two hours there. We

were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at 4 p.m. At 5 p.m. We heard an announcement that Borobudur gate was closed.

Finally, in the evening, we left for Jakarta by Wisata Bus. We had a great holiday experience while in the Yogyakarta.

*(Adopted from buku penunjang bahasa inggris kelas VIII)*

9. What is the main idea of the text?
  - a. The author and the students' experience in Yogyakarta
  - b. The students' experience in Yogyakarta
  - c. The author and the teachers' experience in Yogyakarta
  - d. Experience in Yogyakarta
10. "There are three big temples". What are they?
  - a. Syiwa, Mahabrata and Brahmana temples
  - b. Wisnu, Krisna and Syiwa temples
  - c. Brahmana, Syiwa and Wisnu temples
  - d. Brahmana, Syiwa and Krisna temples
11. "They are really amazing". What does the underlined word mean?
  - a. Menakjubkan
  - b. Menarik
  - c. Bagus
  - d. Mengagetkan
12. Which paragraph that shows the orientation and re-orientation of the text?
  - a. The first and second paragraph
  - b. The second and third paragraph
  - c. The first and third paragraph
  - d. The first, second, and third paragraph
13. Which of the following statements that are suitable with the text?
  - a. The author and the students went to Yogyakarta. They stayed at Hotel for few days. They visited Prambanan temple. They visited only Brahmana and Syiwa temples because Wisnu temple is being renovated. They also wanted to visit Borobudur but the Borobudur gate was closed.
  - b. The author and the students went to Jakarta. They stayed at Hotel for two days. They visited Prambanan temple. They also wanted to visit Borobudur.
  - c. The author and the students went to Yogyakarta. They stayed at Hotel for few days. They visited Prambanan temple and Borobudur.
  - d. The author and the students went to Jakarta. They stayed at Hotel for few days. They visited Borobudur temple. They also wanted to visit Prambanan but the Prambanan gate was closed.
14. What is the tense that usually use to write a recount text?
  - a. Simple present tense

- b. Simple continuous tense
- c. Simple past tense
- d. Simple future

*Read the following text carefully! The text is for question number 15-20*

### Wrong Costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We know about this Audition from our neighbour a week before.

At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It was 2 hours to get there. When we arrived, we saw many people who also the contents. After we examined more carefully, we realized that all of the contestants wore red and white costumes. The committee told **us** that it was the major requirement to join the contest. Meanwhile, my friend and I wore the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown.

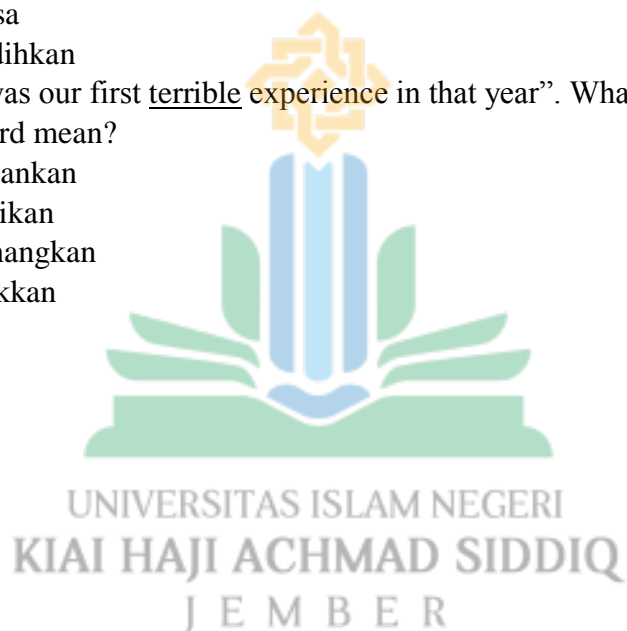
We were very desperate because we cannot join the audition. Afterwards, we went home sadly. That was our first terrible experience in that year.

*(Adapted from Scaffolding, English for Junior High School Students)*

15. What is the main idea of the text?
  - a. The author and her boyfriend's experience on Calendar Girl Audition
  - b. The author and her friend's experience on Calendar Girl Audition
  - c. The author and her friend's experience on Dance Girl Audition
  - d. The author's experience on Singing Audition
16. How did the author go to the audition?
  - a. By bicycle
  - b. By plane
  - c. By train
  - d. By bus
17. What happened in the second paragraph?
  - a. The author and her friend joined the audition. They wore right costumes. The author wore a long blue gown, while her friend wore a colorful gown.
  - b. The author and her friend could not join the audition, since the major requirement to join the contest was wore a red and white costumes. They wore wrong costumes. The author wore a long blue gown, while her friend wore a colorful gown.
  - c. The author and her friend could not join the audition, since the major requirement to join the contest was wore a blue and black costumes.

They wore wrong costumes. The author wore a long blue gown, while her friend wore a colorful gown.

- d. The author and her friend joined the audition, since they wore wrong costumes. The author wore a long blue gown, while her friend wore a colorful gown.
18. "The committee told **us** that it.....". What does **us** in the second paragraph refer to?
- The authors and her teacher
  - The girls and the boys
  - The authors and her friend
  - The authors and the audition contestant
19. "We were very desperate". What does the underlined word mean?
- Bahagia
  - Kesal
  - Putus asa
  - Menyedihkan
20. "That was our first terrible experience in that year". What does the underlined word mean?
- Mengesankan
  - Mengerikan
  - Menyenangkan
  - Menjijikkan



## Appendix 8 Post-test

### Post-test Instrument (Reading Comprehension Test)

Name:

Class:

**Choose the correct answer by circle the options between a, b, c or d!**

*Read the following text carefully! The text is for question number 1-7*

#### Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. Afterwards, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. **He** helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

Finally, I went home with embarrassed feeling. However, I did not regret following my uncle fishing in the river for the first time. I am also known what should prepare before fishing and how to do it better.

*(Adapted from Scaffolding, English for Junior High School Students)*

1. What is the main idea of the text?
  - a. The authors second fishing experience
  - b. The authors habit fishing experience
  - c. The authors fishing experience
  - d. The authors first fishing experience
2. When did the author and author's uncle go fishing?
  - a. They went fishing in the evening
  - b. They went fishing in the afternoon
  - c. They went fishing in the morning
  - d. They went fishing in the middle night
3. "We looked for a convenient place under a tree. What does the underlined word mean?
  - a. Tempat yang nyaman
  - b. Tempat yang bersih

- c. Tempat yang dekat
  - d. Berteduh
4. What did the author put on the mat?
    - a. Fishing equipment and sounds
    - b. Lunch box
    - c. Fishing equipment
    - d. Fishing equipment and lunch box
  5. “**He** helped me reach the ground”. What does **he** refer to?
    - a. Author
    - b. Author’s uncle
    - c. Father
    - d. Writer
  6. Which paragraph that shows the re-orientation of the text?
    - a. The first paragraph
    - b. The second paragraph
    - c. The third paragraph
    - d. The fourth paragraph
  7. What happened in the third paragraph?
    - a. The author slipped and fell into the river, because the grass was hard. The author reached the ground, being helped by the author’s uncle. The author felt embarrassed, because there was much mud over the face.
    - b. The author slipped and fell into the ground, because the grass was slippery. The author reached the ground, being helped by the author’s uncle. The author felt embarrassed, because there was much mud over the face.
    - c. The author slipped and fell into the river, because the grass was slippery. The author reached the ground, being helped by the author’s uncle. The author felt embarrassed, because there was much mud over the face.
    - d. All the statement is true

*Read the following text carefully! The text is for question number 8-14*

### My Holiday

Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer looking at the mountain. We took pictures of the beautiful scenery there. Afterwards, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.



We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

*(Adopted from Scaffolding, English for Junior High School Students)*

8. What is the main idea of the text?
  - a. The author's holidays experience
  - b. The author's experience in his friend house
  - c. The author's experience in garden
  - d. The author's experience holiday in Semeru
9. Where did the author stay?
  - a. In the Bromo hotel
  - b. In the Villa
  - c. In his friend's house
  - d. At Wonokromo
10. How did the author feel when riding on horseback?
  - a. Happy
  - b. Scary
  - c. Laugh
  - d. Sad
11. What kind of the tense used in the text above?
  - a. Simple continuous tense
  - b. Past continuous tense
  - c. Future continuous tense
  - d. Simple past tense
12. What happened in the second paragraph?
  - a. The author and his friend saw Mount Batok. They enjoyed the scenery, then riding a car. They also moved closer to the mountain for taking a picture. They took a rest and had lunch. Before go home they went to the zoo at Wonokromo
  - b. The author and his friend saw Mount Batok. They enjoyed the scenery, then riding bicycle. They also moved closer to the mountain for taking a picture. They took a rest and had lunch. Before go home they went to the zoo at Wonosobo
  - c. The author and his friend saw Mount Batok. They enjoyed the scenery, then riding on horseback. They also moved closer to the mountain for taking a picture. They took a rest and had lunch. Before go home they went to the zoo at Wonokromo
  - d. The author and his friend saw Mount Batok. They enjoyed the scenery, then riding a car. They also moved closer to the mountain for taking a picture. They took a rest and had lunch. Before go home they went to the zoo at Wonosobo
13. Which paragraph that shows the orientation and the event of the text?
  - a. The first and second paragraph

- b. The first and third paragraph
  - c. The third and second paragraph
  - d. The second and third paragraph
14. “We were very tired”. What does the underlined word mean?
- a. Lelah
  - b. Senang
  - c. Sedih
  - d. Terkejut

*Read the following text carefully! The text is for question number 15-20*

### My Holiday in Flores

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

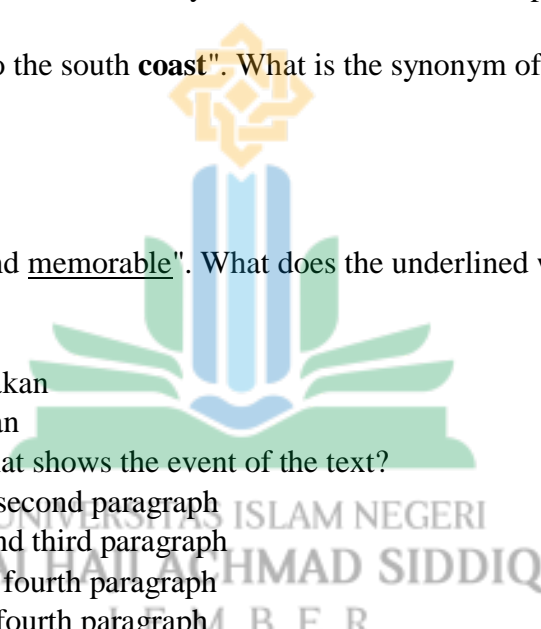
I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south *coast*. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different colored lakes at dawn. It was truly inspiring. My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place.

My trip was fun and memorable. There are many amazing place that I visited there. I would like to go back to Flores one day. I also would ask my family to come with me too.

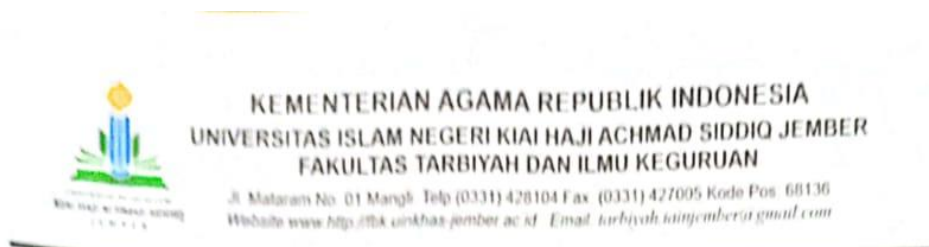
*(Adapted from Scaffolding, English for Junior High School Students)*

15. What is the purpose of the text above?
- a. To tell the author’s past experience in Flores
  - b. To invite someone holiday in Paris
  - c. To inform the author’s experience in mountain
  - d. To tell the author’s terrible experience
16. Where did the author go on the first day?
- a. Ende
  - b. Maumere
  - c. The mountain village
  - d. Mount Kelimutu
17. Which of the following statements those are suitable with the text?

- a. The author visited some school in Ende. The author went to Maumere to meet Sharon Kidman. In the next trip, the author went to Detusoko. The author went there with Ginny Edwards. For the last trip the author went to Bajawa
  - b. The author visited some school in Detusoko. The author went to Ende to meet Ginny Edwards. In the next trip, the author went to Maumere. The author went there with Sharon Kidman. For the last trip the author went to Bajawa
  - c. The author visited some school in Maumere with Ginny Edwards. Then, the author went to Ende with Sharon Kidman. And in the last trip the author went to Bajawa
  - d. The author visited some school in Maumere. The author went to Ende to meet Sharon Kidman. In the next trip, the author went to Detusoko. The author went there with Ginny Edwards. For the last trip the author went to Bajawa
18. "...the mountains to the south **coast**". What is the synonym of *coast*?
- a. Shore
  - b. River
  - c. Mountain
  - d. Lake
19. "My trip was fun and memorable". What does the underlined word mean?
- a. Mengerikan
  - b. Mengesankan
  - c. Menggembirakan
  - d. Menyenangkan
20. Which paragraph that shows the event of the text?
- a. The first and second paragraph
  - b. The second and third paragraph
  - c. The third and fourth paragraph
  - d. The first and fourth paragraph
- 

## Appendix 9 Validation Form Pre-test and Post-test Instrument

### Validation Form English Teacher



#### VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek <i>reading comprehension</i> yang terdiri dari <i>identifying main idea, finding specific information, understanding the meaning of word, identifying references, and making inference</i> ?	✓		
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?		✓	Durasi waktu terlalu panjang.
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Catatan:

*Perbaiki lagi struktur pertanyaannya*

Jember, 06 Februari 2023

Validator



*Alvian Ghafur*  
**Alvian Ghafur, S. Pd**  
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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Validation Form English Lecture



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### VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek <i>reading comprehension</i> yang terdiri dari identifying main idea, finding specific information, understanding the meaning of word, identifying references, and making inference?	✓		tarbikan perlanyaan ttg text structure
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?		✓	ttg Junior High and so time, 20-40 is more than enough
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Catatan:

Mind your grammar  
.....  
.....  
.....  
.....  
.....  
.....  
.....



Jember, 07 Februari 2023  
Validator  
  
Praptika Septi Femilia, M. Pd  
NIDN. 20160390

UNIVERSITAS ISLAM NEGERI  
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### Appendix 10 Reliability Test (Pre-Test Instrument)

No	Students	Items/Questions																				Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	A	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	14
2	B	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	14
3	C	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	0	0	13
4	D	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	13
5	E	1	0	0	0	1	0	1	1	1	0	1	1	0	0	1	1	1	0	0	1	11
6	F	0	1	1	1	1	0	1	0	1	0	0	0	0	0	1	1	0	0	0	1	9
7	G	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	0	0	1	1	0	9
8	H	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	5
9	I	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	4
10	J	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2
Total Correct Answer		4	4	4	3	8	4	5	5	9	4	3	5	3	6	9	5	3	3	3	4	

P	0.4	0.4	0.4	0.3	0.8	0.4	0.5	0.5	0.9	0.4	0.3	0.5	0.3	0.6	0.9	0.5	0.3	0.3	0.3	0.4	Jumlah
Q	0.6	0.6	0.6	0.7	0.2	0.6	0.5	0.5	0.1	0.6	0.7	0.5	0.7	0.4	0.1	0.5	0.7	0.7	0.7	0.6	
Pq	0.24	0.24	0.24	0.21	0.16	0.24	0.25	0.25	0.09	0.24	0.21	0.25	0.21	0.24	0.09	0.25	0.21	0.21	0.21	0.24	4.28

K	20
$\sum pq$	4.28
Var (s <sup>2</sup> )	17.44
KR20	0.79



### Appendix 11 Reliability Test (Post-test Instrument)

No	Students	Items/Questions																				Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	A	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	14
2	B	1	0	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	13
3	C	1	0	0	1	0	1	1	0	1	1	1	0	0	1	0	0	1	1	1	1	12
4	D	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	0	0	12
5	E	0	0	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	10
6	F	1	1	0	1	1	0	1	0	1	0	0	0	1	1	1	1	0	0	0	0	10
7	G	0	1	0	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	0	0	7
8	H	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	5
9	I	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	5
10	J	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Total Correct Answer		4	4	3	9	5	4	4	2	10	7	5	2	5	5	5	8	2	1	3	2	

p	0.4	0.4	0.3	0.9	0.5	0.4	0.4	0.2	1	0.7	0.5	0.2	0.5	0.5	0.5	0.8	0.2	0.1	0.3	0.2	Jumlah
q	0.6	0.6	0.7	0.1	0.5	0.6	0.6	0.8	0	0.3	0.5	0.8	0.5	0.5	0.5	0.2	0.8	0.9	0.7	0.8	
pq	0.24	0.24	0.21	0.09	0.25	0.24	0.24	0.16	0	0.21	0.25	0.16	0.25	0.25	0.25	0.16	0.16	0.09	0.21	0.16	3.82

K	20
$\sum pq$	3.82
Var ( $s^2$ )	14.6
KR20	0.78

## Appendix 12 Students' Score Pre-test and Post-test Experimental Class

### *Students' Score Pre-test and Post-test Experimental Class*

No	Students' Initial Name	Students' Score	
		Pre-test	Post-test
1	AH	30	70
2	AF	30	75
3	AAY	30	75
4	AQ	60	70
5	APC	55	80
6	AFA	40	70
7	BIW	30	70
8	BR	30	70
9	CPW	45	85
10	DHA	65	65
11	DES	40	85
12	DSR	50	75
13	FDA	50	80
14	FATA	35	90
15	FTD	25	55
16	FAW	60	65
17	FAN	45	75
18	FAH	45	85
19	H	40	65
20	MA	30	70
21	MFI	50	75
22	MDM	45	85
23	MRPP	55	75
24	NPM	45	70
25	NSBH	45	60
26	NTU	45	80
27	QE	45	80
28	RMQ	20	55
29	RAA	65	85
30	SK	55	70
31	SNH	55	70
32	ZEA	35	65
Total Score		1395	2345
Average		43.6	73.3

### Appendix 13 Students' Score Pre-test and Post-test Control Class

#### Students' Score Pre-test and Post-test Control Class

No	Students' Initial Name	Students' Score	
		Pre-test	Post-test
1	EKB	60	80
2	KA	30	65
3	MAAP	40	75
4	MTR	35	45
5	MAM	50	70
6	MRM	45	65
7	MLP	65	70
8	MBC	50	75
9	MRM	35	35
10	MMA	30	50
11	MRYNA	55	55
12	MVV	40	60
13	M	40	50
14	NS	55	70
15	PNF	45	70
16	RAP	30	45
17	RW	45	50
18	RB	35	65
19	RASMD	40	55
20	SA	40	70
21	SPA	45	70
22	SAZ	45	75
23	SRH	45	55
24	SRT	60	75
25	SM	85	85
26	SM	50	55
27	TNH	60	70
28	VSB	50	55
29	VJA	20	35
30	WDC	30	65
31	YP	45	45
Total Score		1400	1905
Average		45.2	61.5

## Appendix 14 Lesson Plan Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### KELAS EKSPERIMEN

Satuan Pendidikan : SMPN 1 Jenggawah  
 Kelas/ Semester : VIII/ 2  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan Ke- : 1

#### A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

<p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>	<p>4.11.1 Mengartikan makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### C. TUJUAN PEMBELAJARAN

1. Peserta didik mampu mengidentifikasi fungsi sosial teks recount
2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks recount
3. Peserta didik mampu menganalisis unsur kebahasaan dalam sebuah teks recount
4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks recount
5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks recount
6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks recount

### D. MATERI PEMBELAJARAN

1. Fungsi Sosial  
Recount teks merupakan teks yang menceritakan kembali peristiwa atau pengalaman di masa lalu. Tujuannya adalah untuk menghibur atau menginformasikan pembaca.
2. Struktur kebahasaan
  - a) Orientation: Ini memberi pembaca informasi latar belakang yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - b) Events: Serangkaian peristiwa, disusun dalam urutan kronologis.
  - c) Re-orientation: Komentar pribadi tentang kejadian atau peristiwa apa yang terjadi pada akhirnya.
3. Unsur Kebahasaan
  - a) Menggunakan simple past tense
  - b) Menggunakan adverbial dan frasa prepositional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
  - c) Menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.

### E. STRATEGI PEMBELAJARAN

- Strategi : Collaborative Strategic Reading

### F. MEDIA

- Papan tulis dan spidol
- Learning log

### G. SUMBER SUMBER PEMBELAJARAN

- Buku Practice English Mandiri kelas VIII
- Lembar Kerja Siswa Bahasa Inggris Kelas VIII

#### H. LANGKAH LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama</li> <li>• Memeriksa kehadiran peserta didik</li> <li>• Apersepsi</li> <li>• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li> <li>• Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Siswa mendengarkan penjelasan guru mengenai teks recount</li> <li>• Guru meminta siswa mengamati contoh teks recount dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks</li> <li>• Dengan bimbingan dan arahan guru, siswa menanya tentang fungsi sosial, struktur teks dan unsur kebahasaan yang biasa di gunakan dalam teks recount</li> </ul> <p><b>Pre-reading activity (preview)</b></p> <ul style="list-style-type: none"> <li>• Guru memberi penjelasan tentang Collaborative Strategic Reading (CSR) beserta langkah langkah dalam CSR (<i>preview, click and clunk, get the gist, dan wrap-up</i>)</li> <li>• Guru membagi siswa ke dalam beberapa kelompok kecil yang terdiri dari 5-6 siswa</li> <li>• Guru membagikan peran pada masing masing anggota kelompok sebagai <i>leader, clunk expert, gist expert, announcer, encourager, dan timekeeper</i></li> <li>• Guru membagikan learning log pada setiap kelompok</li> <li>• Guru meminta siswa mengamati teks recount di buku siswa</li> <li>• Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan</li> <li>• Guru meminta siswa menuliskan apa yang akan mereka pelajari dalam teks tersebut di kolom preview</li> </ul> <p><b>While-reading activity (click and clunk, get the gist)</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca keseluruhan teks recount</li> <li>• Guru memonitoring kegiatan siswa selama berdiskusi, apabila ada siswa yang mengalami kesulitan guru memfasilitasi siswa bantuan</li> <li>• Siswa diminta mencatat hal hal yang sulit dipahami</li> </ul>	65 menit

	<p>di kolom clunk (clink and clunk)</p> <ul style="list-style-type: none"> <li>Guru mengarahkan siswa untuk mencatat hal hal penting disetiap paragraf di kolom gist (get the gist)</li> </ul> <p><b>Post-reading activity (wrap-up)</b></p> <ul style="list-style-type: none"> <li>Guru meminta siswa untuk menyimpulkan hasil diskusi kelompok</li> <li>Guru meminta perwakilan kelompok membaca hasil diskusi untuk membagikan hasil kerjanya dengan kelompok lain</li> <li>Setiap kelompok diperbolehkan memberikan umpan balik (feedback) atau pertanyaan pada hasil diskusi kelompok lain</li> <li>Guru memberikan soal "True False" berdasarkan teks yang sudah dibahas untuk mengasah pemahaman siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas</li> <li>Guru memberikan feedback terkait proses pembelajaran menggunakan CSR</li> <li>Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari di rumah</li> <li>Guru menutup pelajaran dengan berdo'a</li> </ul>	5 menit

#### I. PENILAIAN

##### Teknik Penilaian

- Teknik : Soal Individu
- Bentuk Tes : Tes tulis "True False Question" (terkait fungsi sosial, struktur teks, unsur kebahasaan, gagasan utama, kosakata, dan kesimpulan bacaan)

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Jember, 24 Februari 2023

Guru Mapel Bahasa Inggris

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### KELAS EKSPERIMEN

Satuan Pendidikan : SMPN 1 Jenggawah  
 Kelas/ Semester : VIII/ 2  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan Ke- : 2

#### A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.  
 KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.  
 KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya



4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )	4.11.1 Mengartikan makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )
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### C. TUJUAN PEMBELAJARAN

1. Peserta didik mampu mengidentifikasi fungsi sosial teks recount
2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks recount
3. Peserta didik mampu menganalisis unsur kebahasaan dalam sebuah teks recount
4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks recount
5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks recount
6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks recount

### D. MATERI PEMBELAJARAN

1. Fungsi Sosial  
Recount teks merupakan teks yang menceritakan kembali peristiwa atau pengalaman di masa lalu. Tujuannya adalah untuk menghibur atau menginformasikan pembaca.
2. Struktur kebahasaan
  - a) Orientation: Ini memberi pembaca informasi latar belakang yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - b) Events: Serangkaian peristiwa, disusun dalam urutan kronologis.
  - c) Re-orientation: Komentar pribadi tentang kejadian atau peristiwa apa yang terjadi pada akhirnya.
3. Unsur Kebahasaan
  - a) Menggunakan simple past tense
  - b) Menggunakan adverbial dan frasa prepositional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
  - c) Menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.

### E. STRATEGI PEMBELAJARAN

- Strategi : Collaborative Strategic Reading

### F. MEDIA

- Papan tulis dan spidol
- Learning log

### G. SUMBER SUMBER PEMBELAJARAN

- Buku Practice English Mandiri kelas VIII
- Lembar Kerja Siswa Bahasa Inggris Kelas VIII

## H. LANGKAH LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama</li> <li>• Memeriksa kehadiran peserta didik</li> <li>• Apersepsi</li> <li>• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li> <li>• Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru menjelaskan ulang mengenai teks recount</li> <li>• Guru meminta siswa mengamati teks recount dibuku siswa dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks</li> <li>• Dengan bimbingan dan arahan guru, siswa menanya tentang fungsi sosial, struktur teks dan unsur kebahasaan yang biasa di gunakan dalam teks recount</li> </ul> <p><b>Pre-reading activity (preview)</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan ulang tentang Collaborative Strategic Reading (CSR) beserta langkah langkah dalam CSR (<i>preview, click and clunk, get the gist, dan wrap-up</i>)</li> <li>• Guru menggunakan kelompok dan peran yang sama seperti di pertemuan pertama (<i>leader, clunk expert, gist expert, announcer, encourager, dan timekeeper</i>)</li> <li>• Guru membagikan learning log pada setiap kelompok</li> <li>• Guru meminta siswa mengamati teks recount di buku siswa</li> <li>• Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan</li> <li>• Guru meminta siswa menuliskan apa yang akan mereka pelajari dalam teks tersebut di kolom preview</li> </ul> <p><b>While-reading activity (click and clunk, get the gist)</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca keseluruhan teks recount</li> <li>• Guru memonitoring kegiatan siswa selama berdiskusi, apabila ada siswa yang mengalami kesulitan guru memfasilitasi siswa bantuan</li> <li>• Siswa diminta mencatat hal hal yang sulit dipahami di kolom clunk (clink and clunk)</li> <li>• Guru mengarahkan siswa untuk mencatat hal hal penting disetiap paragraf di kolom gist (get the gist)</li> </ul>	65 menit

	<p><b>Post-reading activity (wrap-up)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyimpulkan hasil diskusi kelompok</li> <li>• Guru meminta perwakilan kelompok membaca hasil diskusi untuk membagikan hasil kerjanya dengan kelompok lain</li> <li>• Setiap kelompok diperbolehkan memberikan umpan balik (feedback) atau pertanyaan pada hasil diskusi kelompok lain</li> <li>• Guru memberikan soal “True False” berdasarkan teks yang sudah dibahas untuk mengasah pemahaman siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas</li> <li>• Guru memberikan feedback terkait proses pembelajaran menggunakan CSR</li> <li>• Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari di rumah</li> <li>• Guru menutup pelajaran dengan berdo'a</li> </ul>	5 menit

#### I. PENILAIAN

##### Teknik Penilaian

- Teknik : Soal Individu
- Bentuk Tes : Tes tulis ”True False Question” (terkait fungsi sosial, struktur teks, unsur kebahasaan, gagasan utama, kosakata, dan kesimpulan bacaan)

Jember, 24 Februari 2023

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### KELAS EKSPERIMEN

Satuan Pendidikan : SMPN 1 Jenggawah  
 Kelas/ Semester : VIII/ 2  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan Ke- : 3

#### A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.  
 KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.  
 KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

<p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>	<p>4.11.1 Mengartikan makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>
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### C. TUJUAN PEMBELAJARAN

1. Peserta didik mampu mengidentifikasi fungsi sosial teks recount
2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks recount
3. Peserta didik mampu menganalisis unsur kebahasaan dalam sebuah teks recount
4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks recount
5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks recount
6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks recount

### D. MATERI PEMBELAJARAN

1. Fungsi Sosial  
Recount teks merupakan teks yang menceritakan kembali peristiwa atau pengalaman di masa lalu. Tujuannya adalah untuk menghibur atau menginformasikan pembaca.
2. Struktur kebahasaan
  - a) Orientation: Ini memberi pembaca informasi latar belakang yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - b) Events: Serangkaian peristiwa, disusun dalam urutan kronologis.
  - c) Re-orientation: Komentar pribadi tentang kejadian atau peristiwa apa yang terjadi pada akhirnya.
3. Unsur Kebahasaan
  - a) Menggunakan simple past tense
  - b) Menggunakan adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
  - c) Menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.

### E. STRATEGI PEMBELAJARAN

- Strategi : Collaborative Strategic Reading (CSR)

### F. MEDIA

- Papan tulis dan spidol
- Learning Log

### G. SUMBER SUMBER PEMBELAJARAN

- Buku Practice English Mandiri kelas VIII
- Lembar Kerja Siswa Bahasa Inggris Kelas VIII

## H. LANGKAH LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama</li> <li>• Memeriksa kehadiran peserta didik</li> <li>• Apersepsi</li> <li>• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li> <li>• Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<p><b>Pre-reading activity (preview)</b></p> <ul style="list-style-type: none"> <li>• Guru memberi penjelasan ulang tentang Collaborative Strategic Reading (CSR) beserta langkah langkah dalam CSR (<i>preview, click and clunk, get the gist, dan wrap-up</i>)</li> <li>• Guru membagi kelompok baru yang berbeda dari pertemuan sebelumnya yang terdiri dari 5-6 siswa</li> <li>• Guru membagikan peran pada masing masing anggota kelompok sebagai <i>leader, clunk expert, gist expert, announcer, encourager, dan timekeeper</i></li> <li>• Guru membagikan learning log pada setiap kelompok</li> <li>• Guru meminta siswa mengamati teks recount di buku siswa</li> <li>• Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan</li> <li>• Guru meminta siswa menuliskan apa yang akan mereka pelajari dalam teks tersebut di kolom preview</li> </ul> <p><b>While-reading activity (click and clunk, get the gist)</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca keseluruhan teks recount</li> <li>• Guru memonitoring kegiatan siswa selama berdiskusi, apabila ada siswa yang mengalami kesulitan guru memfasilitasi siswa bantuan</li> <li>• Siswa diminta mencatat hal hal yang sulit dipahami di kolom clunk (<i>clink and clunk</i>)</li> <li>• Guru mengarahkan siswa untuk mencatat hal hal penting disetiap paragraf di kolom gist (<i>get the gist</i>)</li> </ul> <p><b>Post-reading activity (wrap-up)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyimpulkan hasil diskusi kelompok</li> <li>• Guru meminta perwakilan kelompok membaca hasil diskusi untuk membagikan hasil kerjanya dengan kelompok lain</li> <li>• Setiap kelompok diperbolehkan memberikan umpan balik (<i>feedback</i>) atau pertanyaan pada hasil diskusi</li> </ul>	65 menit

	kelompok lain <ul style="list-style-type: none"> <li>• Guru memberikan soal “True False” berdasarkan teks yang sudah dibahas untuk mengasah pemahaman siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas</li> <li>• Guru memberikan feedback terkait proses pembelajaran menggunakan CSR</li> <li>• Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah</li> <li>• Guru menutup pelajaran dengan berdo'a</li> </ul>	5 menit

## I. PENILAIAN

### Teknik Penilaian

- Teknik : Soal Individu
- Bentuk Tes : Tes tulis ”True False Question” (terkait fungsi sosial, struktur teks, unsur kebahasaan, gagasan utama, kosakata, dan kesimpulan bacaan)

Jember, 24 Februari 2023

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### KELAS EKSPERIMEN

Satuan Pendidikan : SMPN 1 Jenggawah  
 Kelas/ Semester : VIII/ 2  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan Ke- : 4

#### A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.  
 KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.  
 KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya



4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )	4.11.1 Mengartikan makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )
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### C. TUJUAN PEMBELAJARAN

1. Peserta didik mampu mengidentifikasi fungsi sosial teks recount
2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks recount
3. Peserta didik mampu menganalisis unsur kebahasaan dalam sebuah teks recount
4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks recount
5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks recount
6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks recount

### A. MATERI PEMBELAJARAN

1. Fungsi Sosial  
Recount teks merupakan teks yang menceritakan kembali peristiwa atau pengalaman di masa lalu. Tujuannya adalah untuk menghibur atau menginformasikan pembaca.
2. Struktur kebahasaan
  - a) Orientation: Ini memberi pembaca informasi latar belakang yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - b) Events: Serangkaian peristiwa, disusun dalam urutan kronologis.
  - c) Re-orientation: Komentar pribadi tentang kejadian atau peristiwa apa yang terjadi pada akhirnya.
3. Unsur Kebahasaan
  - a) Menggunakan simple past tense
  - b) Menggunakan adverbial dan frasa prepositional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
  - c) Menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.

### B. STRATEGI PEMBELAJARAN

- Strategi : Collaborative Strategic Reading (CSR)

### C. MEDIA

- Papan tulis dan spidol
- Learning log

### D. SUMBER SUMBER PEMBELAJARAN

- Buku Practice English Mandiri kelas VIII
- Lembar Kerja Siswa Bahasa Inggris Kelas VIII

## H. LANGKAH LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama</li> <li>• Memeriksa kehadiran peserta didik</li> <li>• Apersepsi</li> <li>• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li> <li>• Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<p><b>Pre-reading activity (preview)</b></p> <ul style="list-style-type: none"> <li>• Guru memberi penjelasan ulang tentang Collaborative Strategic Reading (CSR) beserta langkah langkah dalam CSR (<i>preview, click and clunk, get the gist, dan wrap-up</i>)</li> <li>• Guru menggunakan kelompok yang sama dari pertemuan sebelumnya yang terdiri dari 5-6 siswa</li> <li>• Guru membagikan peran berbeda dari pertemuan sebelumnya yang terdiri dari <i>leader, clunk expert, gist expert, announcer, encourager, dan timekeeper</i></li> <li>• Guru membagikan learning log pada setiap kelompok</li> <li>• Guru meminta siswa mengamati teks recount di buku siswa</li> <li>• Guru meminta siswa untuk membaca judulnya terlebih dahulu sebelum membaca keseluruhan bacaan</li> <li>• Guru meminta siswa menuliskan apa yang akan mereka pelajari dalam teks tersebut di kolom preview</li> </ul> <p><b>While-reading activity (click and clunk, get the gist)</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca keseluruhan teks recount</li> <li>• Guru memonitoring kegiatan siswa selama berdiskusi, apabila ada siswa yang mengalami kesulitan guru memfasilitasi siswa bantuan</li> <li>• Siswa diminta mencatat hal hal yang sulit dipahami di kolom clunk (clink and clunk)</li> <li>• Guru mengarahkan siswa untuk mencatat hal hal penting disetiap paragraf di kolom gist (get the gist)</li> </ul> <p><b>Post-reading activity (wrap-up)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyimpulkan hasil diskusi kelompok</li> <li>• Guru meminta perwakilan kelompok membaca hasil diskusi untuk membagikan hasil kerjanya dengan kelompok lain</li> <li>• Setiap kelompok diperbolehkan memberikan umpan balik (feedback) atau pertanyaan pada hasil diskusi</li> </ul>	65 menit

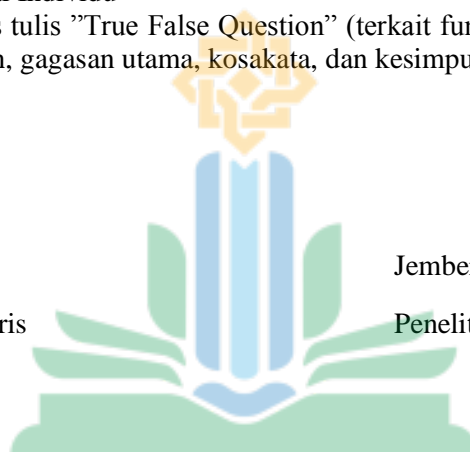
	kelompok lain <ul style="list-style-type: none"> <li>• Guru memberikan soal “True False” berdasarkan teks yang sudah dibahas untuk mengasah pemahaman siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas</li> <li>• Guru memberikan feedback terkait proses pembelajaran menggunakan CSR</li> <li>• Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah</li> <li>• Guru menutup pelajaran dengan berdo’a</li> </ul>	5menit

### I. PENILAIAN

#### Teknik Penilaian

- Teknik : Soal Individu
- Bentuk Tes : Tes tulis ”True False Question” (terkait fungsi sosial, struktur teks, unsur kebahasaan, gagasan utama, kosakata, dan kesimpulan bacaan)

Guru Mapel Bahasa Inggris



Jember, 24 Februari 2023

Peneliti

NIP.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Khusnul Khotimah

NIM. T20196054

## Appendix 15 Lesson Plan Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### KELAS KONTROL

Satuan Pendidikan : SMPN 1 Jenggawah

Kelas/ Semester : VIII/ 2

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Recount Text

Skill : Reading

Alokasi Waktu : 2 x 40 Menit

Pertemuan Ke- : 1

#### A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

<p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>	<p>4.11.1 Mengartikan makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>
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### C. TUJUAN PEMBELAJARAN

1. Peserta didik mampu mengidentifikasi fungsi sosial teks recount
2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks recount
3. Peserta didik mampu menganalisis unsur kebahasaan dalam sebuah teks recount
4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks recount
5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks recount
6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks recount

### D. MATERI PEMBELAJARAN

1. Fungsi Sosial  
Recount teks merupakan teks yang menceritakan kembali peristiwa atau pengalaman di masa lalu. Tujuannya adalah untuk menghibur atau menginformasikan pembaca.
2. Struktur kebahasaan
  - a) Orientation: Ini memberi pembaca informasi latar belakang yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - b) Events: Serangkaian peristiwa, disusun dalam urutan kronologis.
  - c) Re-orientation: Komentar pribadi tentang kejadian atau peristiwa apa yang terjadi pada akhirnya.
3. Unsur Kebahasaan
  - a) Menggunakan simple past tense
  - b) Menggunakan adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
  - c) Menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.

### E. METODE PEMBELAJARAN

- Metode : Translation

### F. MEDIA

- Papan tulis dan spidol
- Dictionary

### G. SUMBER SUMBER PEMBELAJARAN

- Buku Practice English Mandiri kelas VIII
- Lembar Kerja Siswa Bahasa Inggris Kelas VIII

## H. LANGKAH LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama</li> <li>• Memeriksa kehadiran peserta didik</li> <li>• Menanyakan sekilas materi pertemuan sebelumnya</li> <li>• Apersepsi</li> <li>• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li> <li>• Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Siswa mendengarkan penjelasan guru tentang teks recount</li> <li>• Guru meminta siswa mengamati contoh teks recount dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks</li> <li>• Dengan bimbingan dan arahan guru, siswa menanya tentang fungsi sosial, struktur teks dan unsur kebahasaan yang biasa di gunakan dalam teks recount</li> <li>• Guru membacakan teks recount dan di ikuti oleh semua siswa</li> <li>• Guru mengarahkan siswa untuk membaca ulang teks yang sudah dibacakan secara individu</li> <li>• Siswa di harapkan dapat membaca teks recount dengan baik dan benar</li> <li>• Guru menuliskan kosakata yang baru yang belum diketahui siswa dipapan tulis</li> <li>• Siswa diminta menerjemahkan teks recount yang sudah dibacakan</li> <li>• Secara acak, guru meminta siswa maju kedepan membacakan hasil terjemahan mereka</li> <li>• Guru juga meminta siswa menyebutkan fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks recount</li> <li>• Guru memberikan soal "True False" berdasarkan teks yang sudah dibahas untuk mengasah pemahaman siswa.</li> </ul>	65 menit
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas</li> <li>• Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah</li> <li>• Guru menutup pelajaran dengan berdo'a</li> </ul>	5 menit

## I. PENILAIAN

### Teknik Penilaian

- Teknik : Soal Individu
- Bentuk Tes : Tes tulis "True False Question" (terkait fungsi sosial, struktur teks, unsur kebahasaan, gagasan utama, kosakata, dan kesimpulan bacaan)

Jember, 24 Februari 2023

Guru Mapel Bahasa Inggris

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### KELAS KONTROL

Satuan Pendidikan : SMPN 1 Jenggawah

Kelas/ Semester : VIII/ 2

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Recount Text

Skill : Reading

Alokasi Waktu : 2 x 40 Menit

Pertemuan Ke- : 2

#### A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya



<p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>	<p>4.11.1 Mengartikan makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>
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### C. TUJUAN PEMBELAJARAN

1. Peserta didik mampu mengidentifikasi fungsi sosial teks recount
2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks recount
3. Peserta didik mampu menganalisis unsur kebahasaan dalam sebuah teks recount
4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks recount
5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks recount
6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks recount

### D. MATERI PEMBELAJARAN

1. Fungsi Sosial  
Recount teks merupakan teks yang menceritakan kembali peristiwa atau pengalaman di masa lalu. Tujuannya adalah untuk menghibur atau menginformasikan pembaca.
2. Struktur kebahasaan
  - a) Orientation: Ini memberi pembaca informasi latar belakang yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - b) Events: Serangkaian peristiwa, disusun dalam urutan kronologis.
  - c) Re-orientation: Komentar pribadi tentang kejadian atau peristiwa apa yang terjadi pada akhirnya.
3. Unsur Kebahasaan
  - a) Menggunakan simple past tense
  - b) Menggunakan adverbial dan frasa prepositional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
  - c) Menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.

### E. METODE PEMBELAJARAN

- Metode : Translation

### F. MEDIA

- Papan tulis dan spidol
- Dictionary

### G. SUMBER SUMBER PEMBELAJARAN

- a. Buku Practice English Mandiri kelas VIII  
 b. Lembar Kerja Siswa Bahasa Inggris Kelas VIII

#### H. LANGKAH LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama</li> <li>• Memeriksa kehadiran peserta didik</li> <li>• Menanyakan sekilas materi pertemuan sebelumnya</li> <li>• Apersepsi</li> <li>• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li> <li>• Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru menjelaskan ulang materi tentang teks recount</li> <li>• Guru menanya kepada siswa tentang pemahaman mereka seputar teks recount</li> <li>• Guru meminta siswa mengamati contoh teks recount dalam buku dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks</li> <li>• Guru memberikan siswa kesempatan untuk mengidentifikasi hal yang sulit dipahami dalam teks recount</li> <li>• Dengan bimbingan guru, siswa diajak mendiskusikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount</li> <li>• Siswa diharapkan dapat memahami fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount</li> <li>• Guru membacakan teks recount dan di ikuti oleh semua siswa</li> <li>• Guru menuliskan kosakata yang baru yang belum diketahui siswa dipapan tulis</li> <li>• Guru mengarahkan siswa untuk membaca ulang teks yang sudah dibacakan secara individu</li> <li>• Siswa diminta menerjemahkan teks recount yang sudah dibacakan</li> <li>• Guru memberikan soal "True False" berdasarkan teks yang sudah dibahas untuk mengasah pemahaman siswa.</li> </ul>	65 menit
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas</li> <li>• Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari</li> </ul>	5 menit

	<p>dirumah</p> <ul style="list-style-type: none"> <li>• Guru menutup pelajaran dengan berdo'a</li> </ul>	
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## I. PENILAIAN

Teknik Penilaian

- Teknik : Soal Individu
- Bentuk Tes : Tes tulis uraian "True False Question " (terkait fungsi sosial, struktur teks, unsur kebahasaan, gagasan utama, kosakata, dan kesimpulan bacaan)

Jember, 24 Februari 2023

Guru Mapel Bahasa Inggris

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### KELAS KONTROL

Satuan Pendidikan	: SMPN 1 Jenggawah
Kelas/ Semester	: VIII/ 2
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Recount Text
Skill	: Reading
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke-	: 3

#### A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.  
 KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.  
 KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )	4.11.1 Mengartikan makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )
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### C. TUJUAN PEMBELAJARAN

1. Peserta didik mampu mengidentifikasi fungsi sosial teks recount
2. Peserta didik mampu mengidentifikasi struktur kebahasaan dalam sebuah teks recount
3. Peserta didik mampu menganalisis unsur kebahasaan dalam sebuah teks recount
4. Peserta didik mampu menentukan gagasan utama yang terdapat dalam teks recount
5. Peserta didik mampu mengartikan kata kata sulit yang terdapat dalam teks recount
6. Peserta didik mampu menyimpulkan pesan yang tertera dalam teks recount

### D. MATERI PEMBELAJARAN

4. Fungsi Sosial  
Recount teks merupakan teks yang menceritakan kembali peristiwa atau pengalaman di masa lalu. Tujuannya adalah untuk menghibur atau menginformasikan pembaca.
5. Struktur kebahasaan
  - a) Orientation: Ini memberi pembaca informasi latar belakang yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - b) Events: Serangkaian peristiwa, disusun dalam urutan kronologis.
  - c) Re-orientation: Komentar pribadi tentang kejadian atau peristiwa apa yang terjadi pada akhirnya.
6. Unsur Kebahasaan
  - d) Menggunakan simple past tense
  - e) Menggunakan adverbial dan frasa prepositional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
  - f) Menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.

### E. METODE PEMBELAJARAN

- Metode : Translation

### F. MEDIA

- Papan tulis dan spidol
- Dictionary

### G. SUMBER SUMBER PEMBELAJARAN

- c. Buku Practice English Mandiri kelas VIII
- d. Lembar Kerja Siswa Bahasa Inggris Kelas VIII

## H. LANGKAH LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan (Tatap Muka)	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdo'a bersama</li> <li>• Memeriksa kehadiran peserta didik</li> <li>• Menanyakan sekilas materi pertemuan sebelumnya</li> <li>• Apersepsi</li> <li>• Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li> <li>• Menginformasikan tujuan yang akan di capai selama pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru mengasah pemahaman siswa dengan memberikan pertanyaan singkat seputar teks recount</li> <li>• Guru meminta siswa mengamati contoh teks recount dalam buku dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks</li> <li>• Siswa diharapkan dapat memahami fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount</li> <li>• Guru membacakan teks recount dan di ikuti oleh semua siswa</li> <li>• Secara acak guru meminta siswa maju kedepan untuk membacakan teks recount yang sudah dibaca bersama</li> <li>• Guru mengarahkan siswa untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount yang dibacakan</li> <li>• Guru menuliskan kosakata yang baru yang belum diketahui siswa dipapan tulis</li> <li>• Siswa diminta menerjemahkan teks recount yang sudah dibacakan</li> <li>• Guru memberikan soal "True False" berdasarkan teks yang sudah dibahas untuk mengasah pemahaman siswa.</li> </ul>	65 menit
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik dan guru bersama sama membuat kesimpulan tentang materi pembelajaran yang sudah di bahas</li> <li>• Guru memberikan motivasi kepada murid agar membaca ulang materi yang sudah dipelajari dirumah</li> <li>• Guru menutup pelajaran dengan berdo'a</li> </ul>	5 menit

## I. PENILAIAN

### Teknik Penilaian

- Teknik : Soal Individu
- Bentuk Tes : Tes tulis "True False Question" (terkait fungsi sosial, struktur teks, unsur kebahasaan, gagasan utama, kosakata, dan kesimpulan bacaan)

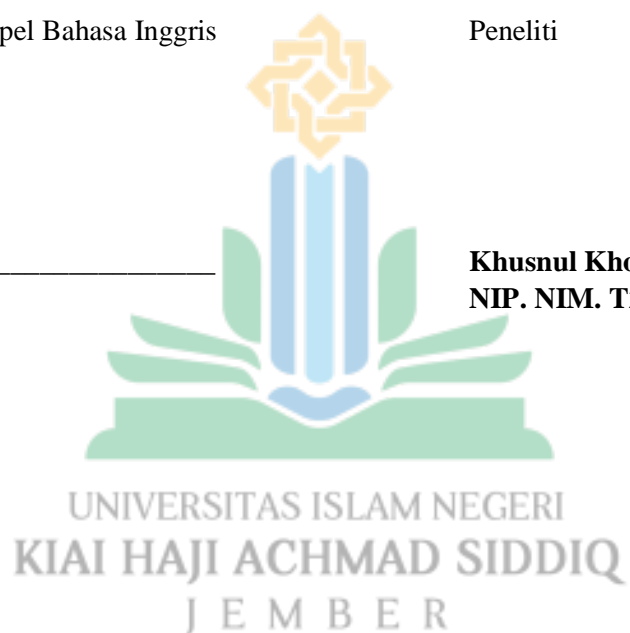
Jember, 24 Februari 2023

Guru Mapel Bahasa Inggris

Peneliti

\_\_\_\_\_  
NIP.

**Khusnul Khotimah**  
**NIP. NIM. T20196054**



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### KELAS KONTROL

Satuan Pendidikan : SMPN 1 Jenggawah

Kelas/ Semester : VIII/ 2

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Recount Text

Skill : Reading

Alokasi Waktu : 2 x 40 Menit

Pertemuan Ke- : 4

#### A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. KOMPETENSI DASAR

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam sebuah teks personal recount lisan maupun tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya



4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )	4.11.1 Mengartikan makna yang tertera dalam teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )
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### C. TUJUAN PEMBELAJARAN

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Penutup	<ul style="list-style-type: none"> <li>• Peserta didik dan guru bersama sama membuat kesimpulan tentang pembelajaran yang sudah di bahas</li> <li>• Guru memberikan motivasi kepada murid agar tetap semangat belajar</li> <li>• Guru menutup pelajaran dengan berdo'a</li> </ul>	5 menit

**I. PENILAIAN**

Teknik Penilaian

- Teknik : Soal Individu
- Bentuk Tes : Tes tulis "True False Question" (terkait fungsi sosial, struktur teks, unsur kebahasaan, gagasan utama, kosakata, dan kesimpulan bacaan)

Jember, 24 Februari 2023

Guru Mapel Bahasa Inggris

Peneliti

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NIP.**Khusnul Khotimah**  
NIP. NIM. T20196054

## Appendix 16 Documentation

### Pre-test Control and Experimental Class

Figure 1 Pre-test Control Class



Figure 2 Pre-test Experimental Class



### CSR Treatment in Experimental Class

Figure 3 Teacher Explain The CSR Strategy



Figure 4 Teacher Divides Students' Into Group And Giving Roles



Figure 5 Students Activity (pre and while reading)



Figure 6 Students' Post-reading Activity



### Translation Method in Control Class

Figure 7 Teacher Explain The Material



Figure 8 Teacher Write A Difficult Word



Figure 9 Students' Read Their Translation Work



Figure 10 Students' Read Their Translation Work



**Post-test Control and Experimental Class**

Figure 11 Post-test Control Class



Figure 12 Post-test Experimental Class



**Appendix 17 Declaration of Authorship****DECLARATION OF AUTHORSHIP****DECLARATION OF AUTHORSHIP**

The undersigned below:

Name : Khusnul Khotimah  
Place, date of birth : Lumajang, 29 April 2000  
Adress : Dsn. Kedungsari, Ds. Kedungmoro, Kec. Kunir, Kab. Lumajang  
Faculty : Education and Teacher Training  
Program : English Education

State that the undergraduate thesis titled "The Effectiveness of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension" is truly my own work from the result of conducted research at SMPN 1 Jenggawah, and all the sources used in this research are fully acknowledged and all quotations properly identified. Also this work meets the requirements of the faculty education and teacher training.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Jember, 29 May 2023

  
**Khusnul Khotimah**  
SRN.T20196054

**Appendix 18 Authobiography****AUTOBIOGRAPHY****PERSONAL INFORMATION**

Name : Khusnul Khotimah  
 SRN : T20196054  
 Gender : Female  
 Place, Date of Birth : Lumajang, 29 April 2000  
 Address : Dsn. Kedungsari, Ds. Kedungmoro, Kec. Kunir,  
 Kab. Lumajang  
 Religion : Islam  
 Department/ Major Courses : Language Education/ English Department  
 E-mail : [leun.aprilia@gmail.com](mailto:leun.aprilia@gmail.com)

**EDUCATIONAL BACKGROUND**

2005-2007 : RA Muslimat NU Kedungmoro  
 2007-2012 : MI Nurul Islam Kedungmoro  
 2012-2015 : MTs. Al-Kholafiyah Tekung  
 2015-2018 : MA. Al-Munir Sememu