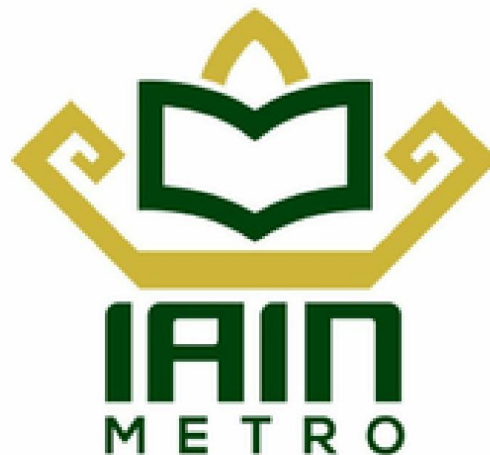


AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING
COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE
ON THE STUDENTS' READING COMPREHENSION
AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO
IN THE ACADEMIC YEAR OF 2016/2017**

**BY:
DODO JULIAN PUTRA
STUDENT NUMBER 1175917**

**Tarbiyah and Teacher Training
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1439 H/2018 M**

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

**BY:
DODO JULIAN PUTRA
STUDENT NUMBER 1175917**

**Tarbiyah and Teacher Training
English Education Departmen**

**Sponsor : Dra. Umi Yawisah, M.Hum
Co-sponsor : Trisna Dinillah Harya, M.Pd**

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ABSTRACT

**By :
Dodo Julian Putra**

Reading is one of the important ways to improve general language comprehension in English. It takes on a very significant role in teaching English as a foreign language. By reading, students can get the information and expand the knowledge. But, there were many students who still found difficulties in comprehend the text in reading.

The aim of this research was to implement the collaborative strategic reading technique and analyze its influence in the students' comprehending reading texts at the eighth grade of Junior High School 2 Metro. This research used pretest to know the students' ability in understanding reading texts and posttest to know the result of the students' ability in reading text after giving the treatment that was collaborative strategic reading technique. This research was quantitative research which had been conducted in Junior High School 2 Metro at the class VIII H and followed by 30 students as the sample. The technique sampling was cluster random sampling. This research used a test to collect the data. This test was used to find out whether the collaborative strategic reading technique was suitable and could be used by the students in comprehending the reading texts. The analysis which was used by t-test formula.

Finally, the data indicates that $t_{\text{observed}} = 13.7451$ was higher than t_{table} for the 5% level = 1.699 and t_{table} for the 1% level = 2.462. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that the collaborative strategic reading technique influences the students' reading comprehension at the Eighth grade of Junior High School 2 Metro in academic year 2016/2017.

**PENGARUH PENGGUNAAN
TEKNIK COLLABORATIVE STRATEGIC READING (CSR)
TERHADAP KEMAMPUAN MEMBACA SISWA KELAS VIII
DI SMP NEGERI 2 METRO TAHUN PELAJARAN 2016 /2017**

ABSTRAK

**Oleh:
Dodo Julian Putra**

Membaca merupakan salah satu cara untuk menambah kemampuan berbahasa secara umum dalam Bahasa Inggris. Membaca mempunyai peran yang sangat penting dalam pengajaran Bahasa Inggris sebagai bahasa asing. Dengan membaca, para siswa bisa mendapatkan informasi dan memperluas pengetahuan. Akan tetapi, masih banyak para siswa yang menghadapi permasalahan dalam memahami teks bacaan.

Tujuan penelitian ini adalah untuk mengimplementasikan tehnik collaborative strategic reading dan menganalisis pengaruhnya pada kemampuan memahami bacaan siswa kelas delapan di SMP Negeri 2 Metro. Penelitian ini menggunakan pretest untuk mengetahui kemampuan siswa dalam memahami bacaan teks dan post test untuk mengetahui hasil dari kemampuan siswa dalam membaca bacaan teks setelah diberikan *treatment* (perlakuan) yaitu berupa tehnik collaborative strategic reading. Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di SMP Negeri 2 Metro di kelas VIII H dan diikuti oleh 30 siswa sebagai sampel penelitian. Teknik pengambilan sampel menggunakan *cluster random sampling*. Penelitian ini menggunakan metode test untuk mengumpulkan data. Test ini digunakan untuk mengetahui apakah tehnik collaborative strategic reading cocok dan dapat digunakan oleh siswa dalam memahami bacaan teks. Penelitian ini menggunakan t-test untuk menganalisis hasil penelitian.

Akhirnya data menunjukkan bahwa $t_{\text{observed}} = 13.7451$ lebih tinggi daripada t_{table} level signifikan 5% = 1.699 dan t_{table} level signifikan 1% = 2.462. Oleh karena itu, bisa diambil kesimpulan bahwa H_a diterima dan H_o ditolak. Hal ini berarti bahwa tehnik collaborative strategic reading berpengaruh dalam kemampuan memahami bacaan teks siswa kelas delapan di SMP Negeri 2 Metro tahun pelajaran 2016 /2017.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION

Number :
Appendix :
Matter : **In order to Hold to Munaqosyah
of Dodo Julian Putra**

To :
The Honorable of Tarbiyah
Departement of State Islamic Institute of
Metro (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research which is written by:

Name : Dodo Julian Putra

Student Number : 1175917

Title : THE INFLUENCE OF USING COLLABORATIVE STRATEGIC
READING (CSR) TECHNIQUE ON STUDENT'S READING
COMPREHENSION AT THE EIGHT GRADE OF JUNIOR HIGH
SCHOOL 2 METRO IN THE ACADEMIC YEAR 2016/2017

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, November 2017

Co-Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON STUDENT'S READING COMPREHENSION AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL 2 METRO IN THE ACADEMIC YEAR 2016/2017

Name : Dodo Julian Putra
NPM : 1175917
Department : TBI
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqasyah in Tarbiyah Faculty of State Islamic Institute of Metro

Metro, November 2017

Sponsor

Co-Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No.B-0212 /ln.28.1 /D/PP.00.g/01/2018

An Undergraduate thesis entitled: THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 2 METRO IN ACADEMIC YEAR 2016/2017, written by DODO JULIAN PUTRA student number 1175917, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, January 02nd, 2018 at 15.00-17.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Dra. Umi Yawisah, M.Hum)
Examiner 1	: Ahmad Subhan Roza, M.Pd.)
Examiner II	: Trisna Dinillah Harya, M.Pd.)
Secretary	: Ning Setio Wati, M.Pd.)



The Dean of Tarbiyah and Teacher Training Faculty,



Dr. Hj. Akla, M.Pd.

NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : DODO JULIAN PUTRA

Students No. : 1175917

Faculty : English Education.

States that this Undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, November 2017



DODO JULIAN PUTRA

Student Number 1175917

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : DODO JULIAN PUTRA
NPM : 1175917
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2017
Penulis



Dodo Julian Putra
NPM 1175917

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝

Recite in the name of your Lord who created (Al-‘Alaq : 2)

DEDICATION PAGE

*“I highly dedicated this undergraduate thesis
To the most precious wealth of mine,
And my family.”*

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Alhamdulillah, all praises and thanks to Allah SWT who has been giving all mercies and blessings in every single thing in my life. Especially, I would like to express the greatest gratitude upon Him who has been always with me in accomplishing this undergraduate thesis entitled “THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE TOWARD STUDENTS’ READING COMPREHENSION AT THE EIGHTH GRADE STUDENT OF JUNIOR HIGH SCHOOL 2 METRO IN ACADEMIC YEAR 2016/2017”.

This undergraduate thesis is not merely my own work but also has been improved by the great cooperation and assistance of a number of people. Therefore, I would like to express my gratitude to:

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I am convinced that there are mistakes made elsewhere. Therefore, I would like to apologize for any mistakes and am open for more constructive criticisms and suggestions. Furthermore, I hope that this undergraduate thesis will be useful especially for those in the field of English teaching and learning.

Metro, November, 2017

Dodo Julian Putra
St. Number 1175917

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a vital component in international communication. Moreover, English is one of the second or formal languages in many countries in the world and included in the part of countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called International language.

In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. There are four skills of language that should be taught to the students, they are listening, speaking, reading and writing. All of them are supported by the elements of linguistics, vocabulary and structure.

Based on the curriculum at Junior High School, the objective of teaching English is divided into two categories, one of them is that students have a basic knowledge and competence in English skills, mainly in reading and able to appreciate English literary work, in the curriculum reading is more emphasized than the other skills (speaking, listening, and writing). In teaching reading, the students are expected to able to comprehend reading text. Student who are reading with purpose, tend to comprehend what they read better.

Reading is not enough to understand a set from a set of the word in a sentence only, the readers also must be able to comprehend the reading text in order to get the message and information what they have read. Reading comprehension

is directed to find out information of the text. When the student read the text, they must know topic of the text, main idea, particulars information and so on. In conclusion, reading comprehension is not only reading aloud but the reader should comprehend the text. When the students are able to read the text but do not understand what is the knowledge can catch by reading a book, magazine, newspaper and others it is called reading ability. shortly by reading comprehension, students can get the information of the text easily.

In teaching reading, many teaching method and techniques are offered to facilitate the teachers in developing their students comprehension in reading, one of those techniques which are know to improve student's reading comprehension is Collaborative Strategic Reading. Collaborative Strategic Reading is a collaborative technique that teaches student to use comprehension strategies while working cooperatively. Student strategies include priviewing the text; giving on going feedback by deciding "klik" (i get it) or "clunk" (i do not get it) at the end of each paragraph; "getting the gist" of the most important part of the text; and "wrapping up" key ideas. In the other words, student are given the opportunity to contribute their group by working together.¹

On April 2016, the researcher had conducted observation at eighth grade of Junior High School 2 Metro. There are a lot of students get low score in reading comprehension result; that is just 12 students from 30 students has complete score in learning English. It can be said that more than 50% of the

¹J K. Klingner and S. Vaughn, *Using Collaborative Strategic Reading*, (The Council for Exceptional Children, 1998), p. 32.

students do not reach minimum requirement; namely, the score has decided 75 as the completeness standard minimum requirement by English teacher in Junior High School 2 Metro.

Then supported another data by interview to the English teacher in Junior High School 2 Metro; that have difficulties in learning reading, namely reading subject is considered as a boring activity for the students because they feel difficult to comprehend the text and conclude the idea of the text by themselves; the students also face many unfamiliar words in reading text because they do not have good background knowledge about the texts given by the teacher. As the result, students got low score in reading.

In this case, the role of the teacher is very important to develop and help students's reading comprehension. The teacher should be the student's facilitator. The teacher need to select and to prepare good teaching materials to help students gain maximum result of their reading class. In the other hand, the teacher should provide materials that stimulate interest for the student. The teacher might also try to find and apply some kinds of methods that could help the student to get their pleasure in reading and also to develop their reading comprehension, finally they could get a good result in reading.

Based on explanation above, the researcher interest to apply Collaborative Strategic Reading Technique to help student's reading comprehension. The researcher expects that this technique can help the students to comprehend a reading text, especially in reading descriptive text. By using this technique, the students of Junior High School 2 Metro will hopefully be motivated because

they have set the purpose of reading which are realized by using “Collaborative Strategic Reading” Therefore the researcher proposes a research entitled: “THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE TOWARD STUDENTS’ READING COMPREHENSION AT THE EIGHTH GRADE STUDENT OF JUNIOR HIGH SCHOOL 2 METRO IN ACADEMIC YEAR 2016/2017”.

B. Problem Identification

Based on the background above, the researcher identifies the problems as follows:

- a. The students’ motivations are still low in learning reading subject.
- b. Students got low score in reading subject.
- c. The teaching learning English is still conventional technique.
- d. The students feel difficult to comprehend reading text.

C. Problem Limitation

To avoid misunderstanding in this research that will be done, the writer would like to give limitation in this research as follows:

1. This research is to discuss the influence of using collaborative strategic reading (csr) technique toward students’ reading comprehension
2. The object of this research is the eighth grade student of Junior High School 2 Metro.
3. The research time is 2016/2017.

D. Problem Formulation

Refferring to the the background of the study, the researcher would to formulate the problem as is there any positive and significant influence of using collaborative strategic readingtechnique toward students'reading comprehension at the eighth grade student of Junior High School 2 Metro ?.

E. Objectives and Benefit of The Study

1. Objectives of the Study

- a. To know what is collaborative stretegic reading.
- b. To know student's reading comprehension.
- c. To know is there any positive and significant influence of using collaborative strategic reading technique toward students' reading comprehension at the eighth grade student of Junior High School 2 Metro.

2. Benefit of the Study

- a. For the teacher

The researcher hopes that the result of the study can give an information for the English teachers about the using Collaborative Strategic Reading in teaching reading.

- b. For the students

By applying this technique, the researcher hope that the students will be interested and motivated in learning reading. This technique

can be an alternative way to increase the student's learning reading comprehension.

c. For the researcher

The research will be useful for the reasearcher as a reference to teach english for the future.

d. For the other researcher

This study may also be a reference for the next researchers who want to conduct a research related to teaching reading, especially Collaborative Strategic Reading.

CHAPTER II REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concepts of Reading Comprehension

a. The Definition of Reading

Anthony describes reading is the process of composing meaning through dynamic interaction between the existing knowledge of the reader, the information recommended by the printed language, and the context of reading situation.²In other word, in the process of composing meaning, there are many interaction which are involved namely the reader prior knowledge, information of the text, and how the context when the reader are reading. Furthermore, Seravallo explains that reading is the process to think, to understand and to gain the meaning of the text.³ It means that to get the meaning, the reader should think and comprehend about the content of the text.

Alfassi states that reading is a complex cognitive activity is required to get notice in society.⁴It can be said that reading is much needed because it can help someone to find a lot of information in the social life. Moreover, reading is the process to compose meaning through

² Thomas S. C. Farrell, *Planning Lesson for a Reading Class*, (Singapore: SEAMEO Regional Language Center, 2002), p. 1.

³ Jennifer Serravallo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heinemann, 2010), p. 43.

⁴ Mahdieh Naseri, "The Relationship Between Reading Self-efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level Of Iranian EFL Learner" in *World Journal of Education*, (Iran: Sistan and Balouchestan University), Vol. 2 /April 2012, p. 64.

converting the signs.⁵ It means that reading is the act of concerning cognitive skill in composes meaning to find information through converting the signs of the language.

Meanwhile, according to Patel, reading is not only a source of information and an enjoyable activity but also as a way to reinforce and to enlarge the reader's knowledge.⁶ In other word, besides enjoyable, by reading the readers can get information and also will increase the knowledge continuously.

Based on the quotation above, it can be defined that reading is the process converting the signs of printed text become the new meaning involve interaction between the reader's knowledge or cognitive skill, context of reading, and the reader itself.

b. Model of Reading

1) Top-down model

Top-down model is the model that is used while the readers read a text they involve prior knowledge and experience to confirm the readers' expectation. The readers read the title, the headings, and subheading to guess and predict what the content of the passage. Then the readers confirm their prediction and guess by reading the text to check the topic of the text.⁷ It means that in top down model, the reader bring their prior knowledge and experience to predict the content of the text.

⁵[http://en.m.wikipedia.org/wiki/Reading_\(process\)](http://en.m.wikipedia.org/wiki/Reading_(process)) accessed on December 3, 2014.

⁶M.F.Patel and Praveen M. Jain, *EnglishLanguage Teaching: Methods, Tools, and Techniques*,(Jaipur: Sunrise Publishers & Distributors, 2008), p. 114.

⁷Thomas S. C.Farrell, *Planning Lesson*.,p. 2.

2) Bottom-up model

In bottom-up model the reader reads the words and sentences and look at the structure of the text to construct meaning of written text depends on vocabulary mastery and syntax.⁸It means that the reader should read the words and view the structure of the text immediately to get the meaning of the text. Therefore, mastering on vocabulary and syntax are very important to obtain meaning of written text.

3) Interactive model

Interactive model explains when the reader reads a text, they use both top-down and bottom-up model.⁹ It can be inferred that interactive model is combination between top-down and bottom-up model. In other words, to compose the meaning of the text, the readers should predict the content of the text then check their prediction by interpreting the sentences of the text.

c. Types of Reading

1) Intensive Reading

In this reading, the student reads and analysis the passage to gain knowledge. The purpose of intensive reading is to acquire specific information of the short passage. There are few characteristics of intensivereading:

- a) This reading helps learnerdevelop activevocabulary.
- b) Teacher play main role in this Reading.

⁸*Ibid.*

⁹*Ibid.*

- c) Linguistic items are developed.
- d) This reading aims at active use of language.
- e) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.¹⁰

2) Extensive Reading

In extensive reading, the students are exercised to read directly and fluently in the target language without the help of the teacher.¹¹ Moreover, Brown states that extensive reading is done to get general information of long passage for pleasure.¹² It means that extensive reading is reading the text directly in the target language with enjoyment to get general information of the long text.

Some characteristics of extensive reading are :

- a) It helps learner to develop to active vocabulary.
- b) In the extensive reading the learners play main roles.
- c) In extensive reading the idea can be developed.
- d) The aim of extensive reading is to enrich learners' knowledge.
- e) Through extensive reading the good reading habit can be developed.¹³

¹⁰M.F. Patel and Praveen M. Jain, *English Language*, p. 118.

¹¹*Ibid*, p. 119.

¹²H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p. 313.

¹³M.F. Patel and Praveen M. Jain, *English Language*, p. 120.

3) Reading Aloud

Reading aloud is a technique to practice pronunciation basic word, it should be given at primary level.¹⁴In other word, in reading aloud, the words are read loudly to train the young learners to pronounce words well.

4) Silent Reading

Silent reading is done to obtain more information of the text. In this reading the readers are demanded to read the text without a voice.¹⁵ It means that silent reading is reading without any voices to acquire a lot of both specific and general information of the text.

5) The Concept of Descriptive Text

a. Descriptive Text

According to Linda Gerot and Peter Wignell, descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.¹⁶

Furthermore, according to Kane description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.¹⁷

¹⁴*Ibid.*

¹⁵*Ibid*, p. 123.

¹⁶Mursyid PW, *Learning Descriptive Text English Learning Handout for Grade VIII*,(SMPN 1 Karangdadap), p. 4

¹⁷<http://www.englishindo.com/2012/07/descriptive-text.html?m=1> accessed on march 19,

Moreover Smalley and Ruetten state that descriptive text is a paragraph that explains something from where the object being described are located which is called spatial organization.¹⁸

Based on above statement it can be inferred that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b. The Generic Structure of Descriptive Text

Generally Descriptive Text has a generic structure, there are :

- a) Identification : identifying the phenomenon to be described.
- b) Description: describing the phenomenon in parts, qualities, or / and characteristics.¹⁹

c. Language Forms of Descriptive Text

Language Forms of Descriptive :

1. Using linking verb or verb of senses such as look, smell, taste, see, seem.
2. Using three parameter of senses : visual, auditory, and smell.
3. Using spatial order in which preposition precedes the verb and the subjects.
4. Using multiple tenses based on the time: past, present and future.

Descriptive paragraph is a representation the absent object being described.²⁰

¹⁸Turmudi Dedi, *Smart and Skillfull Writer Developing Writing 2*, Muhammadiyah University of Metro, 2012, p. 4

¹⁹Mursyid PW, Learning Descriptive.

²⁰Turmudi Dedi, *Smart and*, p.5

d. The Definition of Reading Comprehension

Gillet defines that reading comprehension is the search for meaning actively using the reader's knowledge to understand new thing.²¹ In other word, reading comprehension is the understanding new information of the text by applying the reader's knowledge. Furthermore, Bambang states that reading comprehension is a process that had a goal to know the messages of a specific text.²² Moreover, reading comprehension is the act of understanding what the reader are reading.²³ It means, reading comprehension is activity to know or comprehend the content of written text.

Soro maintains that use of strategies is needed in reading comprehension.²⁴ It means that when the readers want to know the content of the text, they should use the strategy in their reading activity.

Based on the statement above, it can be inferred that reading comprehension is the understanding the content of written text to get information by activating the reader's prior knowledge.

²¹Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems: Assesment and Instruction*, (United States of America: Harper Collins College Publisher, 1994), p. 40.

²²Bambang Yudi Cahyono, "The Teaching of EFL Reading in the Indonesian Context: the State of the Art" in *TEFLIN*, (Malang: Universitas Negeri Malang), Vol. 17 / February 2006, p. 37.

²³<http://www.k12reader.com/what-is-reading-comprehension/> accessed on January 12, 2015.

²⁴Kristin Lems, et. al, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p. 172.

e. Strategies for Reading Comprehension

There are some strategies in reading comprehension that can be used to help the readers comprehend the text. Those strategies can be explained as follows:

1) Identifying the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information.²⁵ It means, to find out what information would be taken of the text, the reader should determine their purpose in reading.

2) Skimming the text for main ideas.

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.²⁶ In other word, skimming is reading the whole text quickly to get the main point of the text. Furthermore, by skimming the reader can predict the content of the text.

²⁵H. Douglas Brown, *Teaching by*, p. 306.

²⁶*Ibid.*, p. 308.

3) Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.²⁷ It means, scanning is reading the text quickly to find specific information without reading every word in the text.

4) Guessing when the readers aren't certain.

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.²⁸ Therefore, when the students are doubt with their guessing, the teachers are able to help the students by providing clues that are suitable based on the passage.

5) Analyzing vocabulary.

One way for learners to make guessing pay off when they don't immediately recognize word is to analyze it in terms of what they know about it.

- a) Look for prefixes that may gives clues.
- b) Look for suffixes that may indicate what part of speech it is.
- c) Look for roots that are familiar.

²⁷*Ibid.*

²⁸*Ibid.*

- d) Look for grammatical contexts that may signal information.
- e) Look at the topic for clues.²⁹ In other word, to understanding unknown words, the reader or the learner can use alternative way such as: analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.

6) Predicting

Farrell describes that prediction is making an assumption what is going happen next of the text and asking the reader before reading to think the previous experiences they have had about the topic.³⁰ It can be said that before reading, the reader should connect their previous experiences with the topic then making prediction about what is going happen next of the text.

7) Identifying Topics and main ideas

Mikukecky in Farrell recommend to train identifying topics and main ideas, there are some developmental order that should be done by the reader, as follows:

- a) Finding the topic from a list of words
- b) Recognizing the topic of a paragraph
- c) Identifying the main idea of a passage.³¹

Finding the topic and main ideas are not easy. Many readers are difficult to find the topic and main ideas of the text. It is because the readers do not know the way to find it. The reader should know the

²⁹*Ibid.*, p. 310.

³⁰ Thomas S.C. Farrell, *Planning Lesson*, p. 27.

³¹*Ibid.*, p. 35.

developmental order in finding the topic and main ideas. Therefore, the reader will find it easy to understand the content of what is being read. Flexible, it can be applied in second until eleventh grade for various subjects namely: math, language art, social studies, and science.

2. Collaborative Strategic Reading (CSR)

a. Definition of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) was found and developed by Klingner & Vaughn in 1998. They state that “Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.”³² It means that Collaborative Strategic Reading (CSR) is a technique that can improve students’ reading comprehension, increase their vocabulary, and also enhance cooperative skills during reading activity.

Meanwhile, Bremer et al. state that “Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching, and cooperative learning or student pairing.”³³ In this statement, reciprocal teaching means teacher and students are working together in summarizing, questioning, clarifying, and predicting the reading materials.³⁴

Klingner and Vaughn describe the four strategies as follows:

³²J. K. Klingner and S. Vaughn, *Using Collaborative*, p. 32.

³³Christine D. Bremer, et al., *Collaborative Strategic Reading (CSR): Improving Secondary Students’ Reading Comprehension Skills*, (Research to Practice Brief, volume 1, 2002), p. 1.

³⁴*Ibid*

- a) *Preview*: Prior to reading, students recall what they already know about the topic and to predict what the passage might be about.
- b) *Click and Clunk*: During reading, students monitor comprehension by identifying *clunks*, or difficult words and concepts in the passage, and using fix-up strategies when the text does not make sense.
- c) *Get the Gist*: During reading, students restate the most important idea in a paragraph or section.
- d) *Wrap-up*: After reading, students summarize what has been learned and generate questions that a teacher might ask on a test.³⁵

During Collaborative Strategic Reading (CSR), students are divided into small groups. Each group consists of 4-6 students, and each group performs a different role.³⁶

In this technique, role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned roles in Collaborative Strategic Reading (CSR) lessons that they must fulfill together.

Possible roles include the following:

³⁵J. K. Klingner and S. Vaughn, *The Helping Behaviors of Fifth Graders While Using Collaborative Strategic Reading During ESL Content Classes*, (TESOL Quarterly, volume 34, No. 1, 2000), p. 73.

³⁶*Ibid.*

- a) *Leader*: Tells the group what to read next and what strategy to use next.
- b) *Clunk Expert*: Uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning of their clunk(s).
- c) *Gist Expert*: Guides the group toward getting the gist and determines that the gist contains the most important idea(s) but no unnecessary details.
- d) *Announcer*: Calls on group members to read a passage or share an idea.
- e) *Encourager*: Give feedback and encourages all group members to participate and assist one another.
- f) *Timekeeper*: sets the time for each portion of CSR.³⁷

In Collaborative Strategic Reading (CSR), all students are actively involved, and everyone has the opportunity to contribute as group members understand the text with CSR. Meanwhile, the role of the teacher in CSR is connecting each group, clarifying the clunks, and providing assistance.³⁸

b. Purpose of Collaborative Strategic Reading (CSR)

There are some purposes of Collaborative Strategic Reading (CSR). According to Abidin, “The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize

³⁷J. K. Klingner and S. Vaughn, *Using Collaborative*, pp. 73-74

³⁸Christine D. Bremer, *Collaborative Strategic*, p. 6.

students's involvement."³⁹ It means that Collaborative Strategic Reading (CSR) is designed to maximize students' engagement and help all students to be successful in improving their reading comprehension. It is in line with Klingner et al. who state that "Collaborative Strategic Reading (CSR) was design to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classroom."⁴⁰

In addition, Klingner et al. also state that: "Collaborative Strategic Reading (CSR) helps students learn specific (*preview*), monitoring understanding (*click and clunk*), finding the main idea (*get the gist*), and generating question and reviewing key ideas (*wrap up*). Collaborative Strategic Reading (CSR) also provides student plays a critical role associated with the effective functioning of the group and the implementation of strategies (e.g., *leader*, *clunk expert*, *gist pro*)."

Based on the statement above, Collaborative Strategic Reading (CSR) can increase involvement, improve the quality of discussions, and enhance students' abilities to help each other, particularly with unknown vocabulary.

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

a) Promoting student and academic achievement

³⁹M. J. Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies Perspectives*, European Journal of Business and Management, vol 4, p.62

⁴⁰J. K. Klingner et. al., *Collaborative Strategic Reading: "Real-World Lessons from Classroom Teachers*, Remedial and Special Education, vol. 25, no. 5, 2004, p. 292.

- b) Increasing students retention
- c) Enhancing student satisfaction with their learning experience
- d) Helping students develop skills in oral communication
- e) Developing students' social skills
- f) Promoting students self-esteem
- g) Helping to promote positive race relation.⁴¹

In sum up, the purpose of Collaborative Strategic Reading (CSR) is to facilitate the students to improve their reading comprehension by working in groups and to better understand the material in their reading assignments.

c. Procedure of Collaborative Strategic Reading (CSR)

CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing.⁴²

1) Phase I : Teaching the Strategies

Students learn four strategies as part of CSR's Plan for Strategic Reading: Preview, Click and Clunk, Get the Gist, and Wrap Up.

Preview is used only before reading the entire text for that lesson, and *Wrap Up* is used only after reading the entire text for the lesson. The other two strategies, *Click and Clunk* and *Get the Gist*, are used many times while reading the text, after each paragraph or two.⁴³

Here the CSR's Plan for Strategic Reading according to Klingner and Vaughn:

⁴¹M. J. Z. Abidin, *Collaborative Strategic*, p. 65.

⁴²Christine D. Bremer, *Collaborative Strategic*, p.2.

⁴³J K. Klingner and S. Vaughn, *Using Collaborative*, p.32

1. Prior Reading

A. Preview

- a. Brainstorm: What do we already know about the topic?
- b. Predict: What do we think we will find out about the topic when we read the passage? Read: the first paragraph or section.

2. During Reading

B. Click and clunk

- a. Were there any parts that were hard to understand (clunks)?
- b. How can we fix the clunks? Use fix-up strategies.

C. Get the gist

- a. What is the most important who or what?
- b. What is the most important idea about the who or what?

3. After Reading

D. Wrap up

- a. Ask questions: What questions would show we understand the most important information?
- b. Review: What did we learn?⁴⁴

2. Phase 2. Cooperative Learning Group Roles

In cooperative groups, each student must have a key role and responsibility for their group success. They also need a preparation

⁴⁴J. K. Klingner and S. Vaughn, Schumm, *Collaborative Strategic Reading during Social Studies in Heterogeneous Fourth-Grade Classrooms*, *The Elementary School Journal*, Vol. 99, No. 1 (Sep., 1998), p. 3-22

in order to work productively and effectively. Bremer et al. describe the procedures for using in groups as follows:

1). Set the stage

First, the teacher assigns students to groups. Each group should include about four students of varying ability. Then, the teacher assigns roles to students. Roles should rotate on a regular basis so that students can experience a variety of roles. Possible roles include :

a. leader: Leads the group in the implementation of CSR by saying what to read next and what strategy to apply next; asks the teacher for assistance if necessary.

b. Clunk expert: Uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

c. Gist expert: Guides the group toward the development of a gist and determines that the gist contains the most important idea(s) but no unnecessary details.

d. Announcer: Calls on different group members to read or share an idea and makes sure that everyone participates and only one person talks at a time.

e. Encourager: Watches the group and gives feedback; looks for behaviors to praise; encourages all group members to participate in the discussion and well as literal recall.⁴⁵

⁴⁵J.K Klingner, Sharon Vaughn, and Broadman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007. Print.

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR learning logs. They then take turns sharing what they learned with the class. Many students can share their "best idea" in a short period of time, providing the teacher with valuable information about their level of understanding.⁴⁶

2). Materials.

The following materials may be helpful as a teacher assists students use CSR and cooperative learning techniques.

A. Reading materials. When selecting reading materials for CSR, the following factors are recommended for consideration:

- a) Providing clues that help students predict what they will be learning
- b) Having one main idea in a paragraph
- c) Providing context that helps students connect information

B. Clunk cards. Each of the four clunk cards contains one fix-up strategy. 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
- d) Break the word apart and look for smaller words that you know.

⁴⁶*Ibid*

C. *Cue cards*. Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role.

D. *Learning log*. CSR learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) study guides for students.

E. *Timer (optional)*. Timers that students set by themselves can help groups to remain on task.

F. *Score card (optional)*. The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.⁴⁷

Based on the explanation above, it can be concluded that in CSR, readers are engaged to generate their pre-existing knowledge by previewing overall look of the text while looking at non linguistics features such as; charts, pictures and diagrams. Through this process, the readers predict what they will learn from the text. CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills.

⁴⁷Christine D. Bremer, Collaborative Strategic, p.4.

d. Teaching Reading Using Collaborative Strategic Reading (CSR)

The following is procedures in teaching descriptive text using Collaborative Strategic reading (CSR):

First:

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

Second :

Divide students into small groups. Each group consists of 5 – 6 students. After all students get a group, they have to choose the role as *a leader, a clunk expert, a gist expert, an announcer, an encourager, and a timekeeper.*

Third :

Give students the instruction to practice reading activity using Collaborative Strategic reading (CSR) including *preview, click and clunk, get the gist, and wrap up.*

Fourth :

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

Fifth :

Reread the text in front of the class and other students give their argument.

Sixth :

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

B. Theoretical Framework and Paradigm

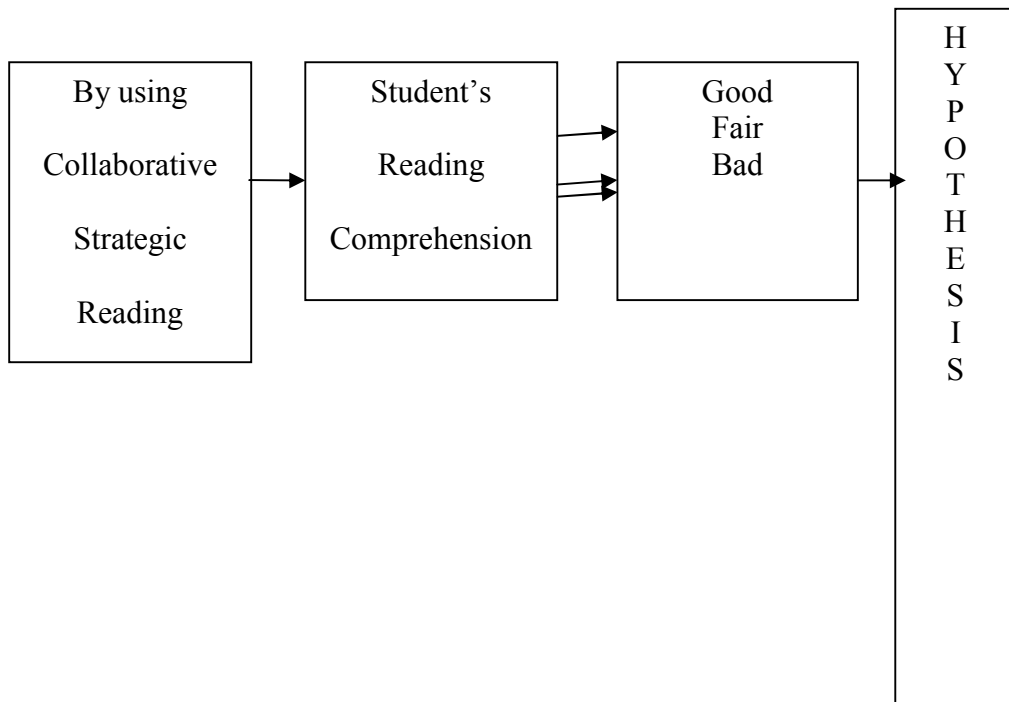
1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is collaborative strategic reading and the dependent variable is reading comprehension.

Theoretical framework in this research is if the collaborative strategic reading is applied in the English teaching reading in particular reading comprehension in descriptive text will be increased. Whereas if the collaborative strategic reading is not applied in the English teaching reading, the students will be bored and find some difficulties.

2. Paradigm

Based on the theoretical framework above, the researcher describes paradigm as follows :



Based on the table above that show if by using collaborative strategic reading is good and the student's reading comprehension is good, so there is any positive and significant influence of using collaborative strategic reading technique toward the student's reading comprehension at the eighth grade student of Junior High School 2 Metro in the academic year 2016/2017.

In addition, if by using is collaborative strategic reading bad, and students reading comprehension is bad, so there is no positive and significant influence of using collaborative strategic reading technique toward student's reading comprehension at the eighth grade student of Junior High School 2 Metro in the academic year 2016/2017.

C. Hypothesis Formulation

Based on theoretical framework and paradigm above the researcher formulates the hypothesis as follows :

1. Alternative hypothesis (Hi) :

There is positive and significant influence of using collaborative strategic reading (csr) technique toward students' reading comprehension at the eighth grade student of Junior High School 2 Metro.

2. Null Hypothesis (Ho) :

There is no a positive influence of using collaborative strategic reading (csr) technique toward students' reading comprehension at the eighth grade student of Junior High School 2 Metro.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Based on the problem in the class, the researcher can prepare the design that would be researched. The researcher used the quantitative research to identify the influence of collaborative strategic reading technique on the students' reading comprehension at the eighth grade of Junior High School 2 Metro. Moreover, Ary defines that "in the quantitative research the data was analyzed with statistical analysis of numeric data".⁴⁸

This study is to find out whether the collaborative strategic reading technique can be used to increase the students' reading comprehension. To investigate the achievement of the research, firstly, the students were given the question from the teacher to know the knowledge of reading comprehension in the pre-test, the teacher was given the pre-test score from the student and the teacher found the student who got the low score and high score. After the teacher knows the score of student the teacher gives the treatment for all students by using the collaborative strategic reading technique and reading text to increase their knowledge. The teacher explains more about collaborative strategic reading technique and how to comprehend the reading text.

After the treatment has been conducted by the students, the researcher administered the post-test to know the result from the treatment. The

⁴⁸Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research*, p. 25

researcher identifies the students' achievement in reading comprehension. If the scores were higher than post-test, it indicated that collaborative strategic reading technique cannot be used to increase the reading comprehension but if the result were higher than pre-test, it shows that collaborative strategic reading technique can influence the students' reading comprehension in the eighth grade of Junior High School 2 Metro.

B. Population, Sample and Sampling Technique

1. Population

Donald Ary point out that "a population is defined as all members of any well-defined class of people, events, or objects".⁴⁹ It means that the population is all subject which will be presumed in this research. The population of this research was the students of eighth grade of Junior High School 2 Metro in Academic Year of 2016/2017. In this research the total population was students which divided into eight classes; VIII A- VIII H.

2. Sample and Sampling Technique

a. Sample

Beside of population, Donald Ary also explain the definition of sample. "A sample is a portion of a population".⁵⁰ The sample of the research as respondent is students who sit in the eighth grade of Junior High School 2 Metro, that number 234 students. The number of the class

⁴⁹Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research*., p. 148.

⁵⁰*Ibid.*

at the eighth grade is 8 classes. Class VIII H which consist of 30 students were chosen to be the sample of this research.

b. Sampling Technique

Cluster random sampling is used to take the sample of this research. That is to select the intact group as a whole is known as a Cluster sampling. In Cluster sampling, the sample units contain groups of elements(clusters) instead of individual members or items in the population. In this research, the researcher only use one class because the researcher thought it is enough and that class could represent others.

C. The Operational Definition of Variables

Variables in this research are consisted of collaborative startegic reading technique and student reading comprehension.

1. Collaborative startegic reading Technique

Collaborative startegic reading is the variable which influence the dependent variable. Independent variable in this research is the collaborative startegic reading technique at the eighth grade of Junior High School 2 Metro in academic year 2016/2017. Collaborative startegic reading technique can be defined as the reading techniques to give the way and knowledge for students in comprehend the reading text. In this research the students can comprehend the text easily by using collaborative startegic reading.

2. Reading Comprehension

Reading Comprehension is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is the students' reading comprehension at the eighth grade of Junior High School 2 Metro in academic year 2016/2017. Reading comprehension can be defined as knowledge of student in identification the text such as: main idea, topic and the other. The indicators of this variable are:

- a. Be able to understand the main idea, topic of passage and answering the question of the text well.
- b. Be able predict the purpose of passage, main topic and some of the truth developing or supporting idea.
- c. Be able to know the detail information of the text.

In this research the students can identify and analyze the reading text, especially descriptive text. This variable can be measured by using written test especially the type of multiple choice tests. The test consists of 25 questions that have five options; A, B, C, D. The students would get four score if they answer a question correctly and they get zero for wrong answer. Hence the biggest score is 100 and the lowest is 0. The test will be given two times, which are before the treatment or called as pre-test and after the treatment or called post-test.

D. Data Collection Method

To get the data from the collaborative strategic reading technique and students reading comprehension the researcher uses the data collection method such as:

1. Test

Ary state that “Test are valuable measuring instruments for educational research”.⁵¹ It means that a test is one of the tools to measure the students’ basic ability and achievement. Moreover, the researcher uses test as data collection method to measure both of the variable. The researcher measures the reading comprehension of the student by giving reading comprehension test using reading texts.

A test that used in this research is multiple choice of reading comprehension test. There are two tests in this research. The first test is pre-test and second test is post test. The researcher uses the objectives test with the multiple choice test and essay, it consists of 25 items and includes 4 different passages, each the item consist of options: A, B, C, D. Moreover, the students answer the following questions, after they read paragraph.

2. Documentation

In getting the information, the researcher was got three kind of source such as: paper, place and people. According to Arikunto said that

⁵¹*Ibid.*, p. 179.

“Documentation is the tools which have written like books, magazines, document, regulation, note, etc.”⁵²

The researcher uses the documentation method to get some information about:

- a. Effectiveness of collaborative strategic reading technique and reading comprehension of the the eighth grade of Junior High School 2 Metro in academic year 2016/2017.
- b. The condition teachers and officials employees in Junior High School 2 Metro in academic 2016/2017.
- c. The quantity of the students of Junior High School 2 Metro in academic year of 2016/2017.
- d. Organization structure of Junior High School 2 Metro in academic year of 2016/2017.

E. Research Instrument

Arikunto defines, “instrument as the tool of research which is used in each method”.⁵³ Furthermore, the research instrument involves:

1. Instrument Blueprint

Instrument in this research was designed and adjusted with the indicators which have been specified. Moreover, instrument used was in the test form that consists of multiple choice questions about various kinds of text in the different themes.

⁵²Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2005),p.158.

⁵³*Ibid.*, p. 126.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Moreover, the researcher will use the standard for test instrument as following.

a. Validity

To get an accurate data, the instrument which the test have a good quality. Therefore, the researcher uses content validity and construct validity. Beside that, construct validity refers to the measurement of the research which has some indicators to measure one aspect or construct. In the other word, the instrument would be relevant to the focus of the research. Therefore, the researcher use content validity based on the syllabus and materials at the eighth grader students of Junior High School 2 Metro.

b. Reliability

Reliability means depend performance or trustworthiness. The term means essentiality the same thing with respect to measurement. Basically reliability is the degree to which a test consistently measures whatever it measure.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of the collaborative strategic reading technique on reading comprehension among the eighth grade of Junior High School 2 Metro in Academic Year

2016/2017, the researcher analyzes the data by using t-test. According

Donald Ary the formulation of t-test as follows:⁵⁴

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanations:

t = t value for correlation sample

\bar{D} = (difference), difference between pre-test score with post-test score

D = The average from difference score (average from D)

D² = Square of D

N = Total of participan

⁵⁴Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p.150.

CHAPTER IV RESULT OF THE RESEARCH

A. Result of the Research

1. The History of Junior High School 2 Metro

Junior High School 2 Metro is one of State Junior High Schools in Metro. It is located on street of Ki Hajar Dewantara 91/15 Airing Mulyo, sub district of East Metro, Metro. It was built on the land area of $\pm 12.850\text{m}^2$ with the following borders: East side bordering by IAIN Metro, north side bordering by Muhammadiyah Metro University, south side bordering by SMK Negeri 3 Metro, west side bordering by separation bridge between Metro and East Lampung.

Junior High School 2 Metro that existed first time on 1976 was filial school of SMPN 1 Metro which was led by Mr. D. Soewardi, BA with the number of class seven consist of 3 classes, 12 teachers and 1 official employee. At that time, Hasan Benguh, SH was chosen to be the temporary principals. A year passed by, in 1977 SMPN 1 Metro Filial changed to be Junior High School 2 Metro definitive based on the Decree of the Minister of Education Republic of Indonesia number 0364/C/1977 dated August 25, 1977 and Decree of the Department of Education and Culture of the Lampung Province Number : 930/I. 12-4/I.6/1978, dated March 13, 1978.

The periods of leadership were as follows:

Hi. HasanBenguh, S.H	1976-1977
Hi. Moehammad	1977-1983
DoedoenAbdoelah	1983-1984
Soewito	1984-1990
Hi. SugengHendroAtmojo	1990-1996
Drs. Hi. SyarifSubing, S.H	1996-1978
Drs. Sutarjo	1998-1999
Drs. Tukiman S	1999-2002
Dra. Indrawati	2002-2006
Drs. Suwarno	2009-2012
Suyitno, S.Pd	2012-now

2. The Condition of Teacher and Employee of Junior High School 2

Metro

Junior High School 2 Metro has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of Junior High School 2 Metro who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

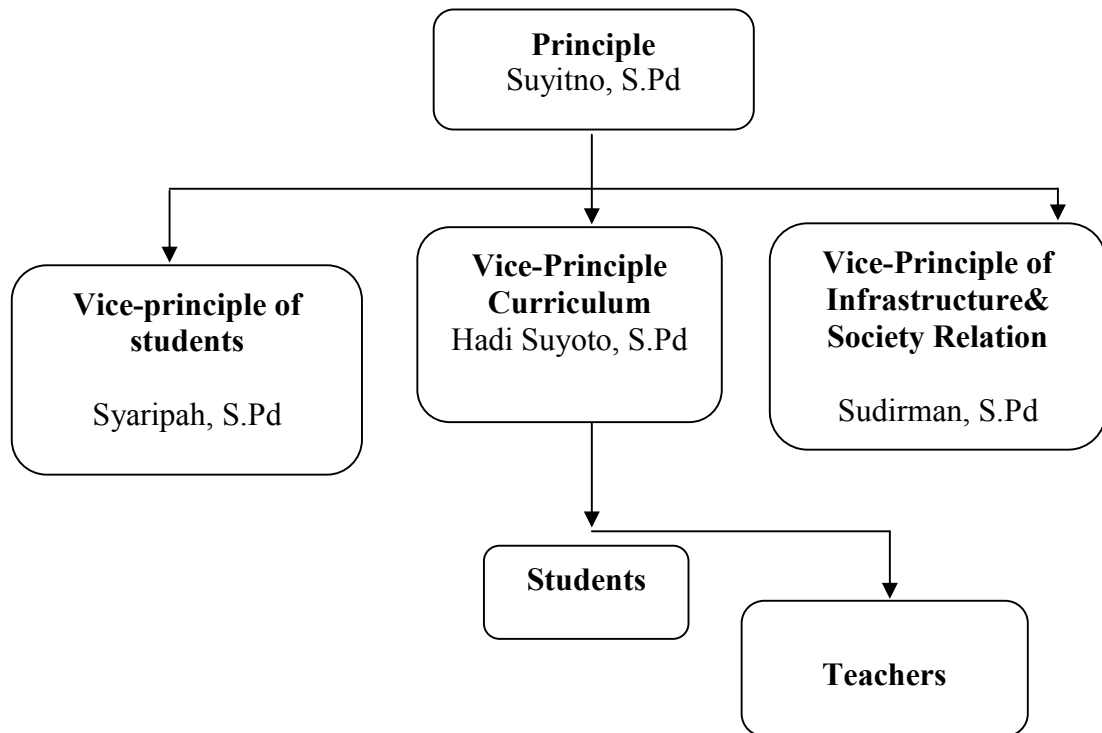
The total number of the teachers and officers were 66 people which can be seen as the table below:

Table1
Teacher Education Background

MA / SMA	SI	S2
22	42	2

3. The Organization structure of Junior High School 2 Metro

Figure 1
Organization Structure of Junior High School 2 Metro



4. The Students Quantity of Junior High School 2 Metro

The students' quantities of Junior High School 2 Metro are 656 people which can be identified as follows;

Table 2
The Quantity of the Students at Junior High School 2 Metro

No	Class	Total
1	VII	229
2	VIII	234
3	IX	203
Total		656

Source: school archive taken on January 12th, 2017.

5. Infrastructure

Junior High School 2 Metro has a permanent infrastructure which was divided into several rooms for supporting the teaching learning process.

B. Pre-test Result

To measure the students reading comprehension the writer used the pre-test before giving the treatment. The student has given 25 items of multiple choice questions that must be answered. It is consist of reading comprehension text, they were gave 40 minutes to finish the test. The result of pretest can be shown as follows:

Table 3
The Pretest Score of Students Reading Comprehension at the Eighth Grade of Junior High School 2 Metro

No	Initial Students	The Score of Pre-test
1	ABPK	76
2	AP	68
3	AS	64
4	AS	64
5	AP	76
6	AA	68
7	AF	64
8	AA	36
9	DPH	72
10	DA	60
11	DAW	64
12	FRP	68
13	FSK	52
14	GS	76
15	MA	60
16	MKA	76
17	MAA	72
18	MMP	64
19	PP	72
20	RR	56
21	RDA	72
22	RSW	52
23	RCA	64
24	RCS	68
25	SN	64
26	SAS	56

27	TDP	60
28	UKR	76
29	YAE	56
30	YTH	64

Taken on October 27th, 2017.

Based on the data above, it can be found that the highest score was 76 and the lowest score was 36. Based on the data, the writer then measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 \approx 6$$

$$R = \text{highest score} - \text{lowest score} + 1 \text{ }^{55}$$

$$R = 76 - 36 + 1$$

$$R = 41$$

$$I = \frac{41}{6}$$

$$I = \frac{41}{6}$$

$$I = 6,8 \approx 7$$

The total of class interval of this result pretest research was 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

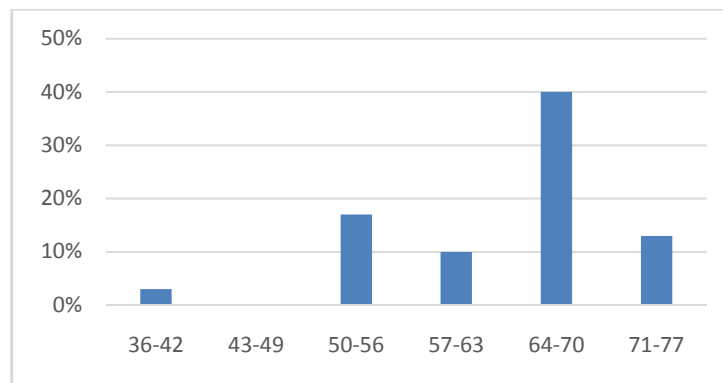
Table 4
The Table of Frequency Distribution of Pretest Score

Class	Interval	Frequency	Percentage
1.	36-42	1	3%
2.	43-49	0	0%
3.	50-56	5	17%

⁵⁵Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2012), p. 36

4.	57-63	3	10%
5.	64-70	12	40%
6.	71-77	9	30%
Total		30	100%

If the data was put into graphic, it can be seen as follow:



Based on the table frequency distribution and graphic above, it can be inferred that 30 students as the research sample can be divided:

- 1) For the class interval of 36-42, there was only 1 student or 3%.
- 2) For the class interval of 43-49, there were 0 students or 0%.
- 3) For the class interval of 50-56, there were 5 students or 17% .
- 4) For the class interval of 57-63, there were 3 students or 10% .
- 5) For the class interval of 64-70, there were 12 students or 40% .
- 6) For the class interval of 71-77, there was only 9 student or 30% .

The standard value of English in Junior High School 2 Metro was 75, so the students who passed the test was the students who got score more than 75, it was only 5 students or 17%.

C. Post-test Result

After analyzing the weakness and understanding of students in reading text, the writer conducted the treatment to help the students in understanding of reading comprehension. The writer asked to the students about the difficulties in answering the exercise and gave more explanation about the reading comprehension by using Collaborative Strategic Reading technique until the students understood. After the students in this class have been given the treatment and they have understood, further the writer gave the post test to measure their knowing of reading comprehension. The result of post test can be shown as follows:

Table 5
The Post-test Score of Students Reading Comprehension at the Eighth Grade of Junior High School 2 Metro

No	Initial Students	The Score of Post-test
1	ABPK	88
2	AP	84
3	AS	84
4	AS	80
5	AP	84
6	AA	76
7	AF	80
8	AA	72
9	DPH	80
10	DA	76
11	DAW	72
12	FRP	80
13	FSK	64
14	GS	92
15	MA	72
16	MKA	84
17	MAA	80
18	MMP	76
19	PP	84
20	RR	68
21	RDA	88
22	RSW	72
23	RCA	72
24	RCS	84

25	SN	80
26	SAS	72
27	TDP	76
28	UKR	88
29	YAE	76
30	YTH	80

Taken on October 27th, 2017.

Based on the data above, it can be found that the highest score was 92 and the lowest score was 64. Based on the data, the writer then measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 \approx 6$$

$$R = \text{highest score} - \text{lowest score} + 1 \text{ }^{56}$$

$$R = 92 - 64 + 1$$

$$R = 29$$

$$I = \frac{29R}{K6}$$

$$I = \frac{29}{6}$$

$$I = 4,8 \approx 5$$

The total of class interval of this result pretest research was 5. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

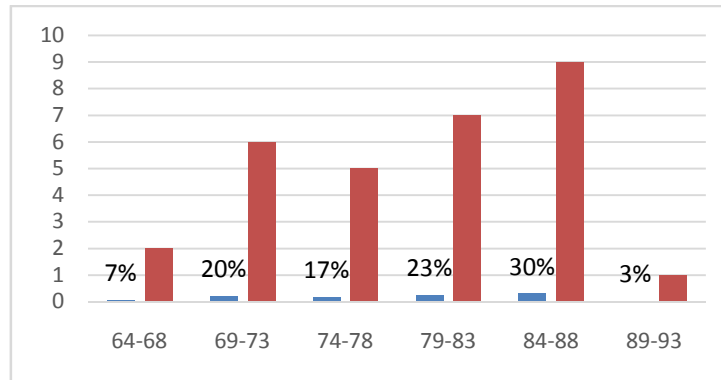
Table 6
The Table of Frequency Distribution of Post-test Score

Class	Class Interval	Frequency	Percentage
1.	64-68	2	7%
2.	69-73	6	20%

⁵⁶Sugiyono, *Statistika untuk Penelitian*, .

3.	74-78	5	17%
4.	79-83	7	23%
5.	84-88	9	30%
6.	89-93	1	3%
Total		30	100%

If the data was put into graphic, it can be seen as follow:



Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided :

- 1) For the class interval of 64-68, there were 2 students or 7%.
- 2) For the class interval of 69-73, there were 6 students or 20%.
- 3) For the class interval of 74-78, there were 5 students or 17% .
- 4) For the class interval of 79-83, there were 7 students or 23% .
- 5) For the class interval of 84-88, there were 9 students or 30% .
- 6) For the class interval of 89-93, there were 1 student or 3% .

Based on the table above, it can be seen that the students who passed the test was the students who got score more than 75, there were 22 students or 73%.

D. Hypothesis Testing

After applying the test and getting the documentation, the writer analyzed the data by using analysis of t-test in order to prove whether there is the

influence of Collaborative Strategic Reading technique on the students' reading comprehension at the eighth grade of Junior High School 2 Metro, as follows:

1. Preparing the table in order to prove whether there is the influence of Using Collaborative Strategic Reading technique on the students' reading comprehension at the eighth graders of Junior High School 2 Metro.

Table 7
The List of Pretest Score and Post test Score Students' Reading Comprehension at the Eighth Grade of Junior High School 2 Metro

No	Initial Students	The Score of Pre-test	The Score of Post-test	D	D ²
1	ABPK	76	88	12	144
2	AP	68	84	16	256
3	AS	64	84	20	400
4	AS	64	80	16	256
5	AP	76	84	8	64
6	AA	68	76	8	64
7	AF	64	80	16	256
8	AA	36	72	36	1296
9	DPH	72	80	8	64
10	DA	60	76	16	256
11	DAW	64	72	8	64
12	FRP	68	80	12	144
13	FSK	52	64	12	144
14	GS	76	92	16	256
15	MA	60	72	12	144
16	MKA	76	84	8	64
17	MAA	72	80	8	64
18	MMP	64	76	12	144
19	PP	72	84	12	144
20	RR	56	68	12	144
21	RDA	72	88	16	256
22	RSW	52	72	20	400
23	RCA	64	72	20	400
24	RCS	68	84	16	256
25	SN	64	80	40	1600
26	SAS	56	72	12	144
27	TDP	60	76	8	64
28	UKR	76	88	12	144
29	YAE	56	76	14	196
30	YTH	64	80	16	256
				$\sum D$ 424	$\sum D^2$ 6912
				14,13	

The average of $D = (424:30) = 14,13$

2. Putting the data above into the formula of t-test in order to get “t_{observed}”

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{14,13}{\sqrt{\frac{6912 - \frac{(424)^2}{30}}{30(30-1)}}$$

$$t = \frac{14,13}{\sqrt{\frac{6912 - (179776 : 30)}{30 \times 29}}}$$

$$t = \frac{14,13}{\sqrt{\frac{6912 - 5992,53}{870}}}$$

$$t = \frac{14,13}{\sqrt{\frac{919,5}{870}}}$$

$$t = \frac{14,13}{\sqrt{1,0568}}$$

$$t = \frac{14,13}{1,0280} = 13,7451$$

To know the critical value of t-test (t_{table}), the writer firstly counted df, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

$$\begin{aligned} df &= N-1 \\ &= 30-1 \\ &= 29 \end{aligned}$$

Furthermore, the writer demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 8

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	36	76	1940	64.67	8.980
posttest	30	64	92	2364	78.80	6.573
Valid N (listwise)	30					

The table above demonstrated that the total sample of pretest or before treatment was 30 with the minimum value was 36 and maximum 76, mean of pretest was 64.67 with the standard deviation was 8.980 Meanwhile the total sample of post test or after treatment was 30 with the minimum value was 64 and maximum 92, its mean of post test was 78.80 with the standard deviation 6.573.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 9

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	14.133	5.631	1.028	16.236	12.031	13.748	29	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 14.133 and it's the standard deviation was 5.631 with standard error mean was 1.028, t observed was 13.748 with degree of freedom was 29 to confidence interval of the difference 95%.

After considering the t-test table by using df 29. so it can be found that :

Level of significant	5 %	1 %
df 29	1.699	2.462

1. The critical value of t-test (t_{table}) for the 5% level is 1.699
2. The critical value of t-test (t_{table}) for the 1% level is 2.462

Based on all the data analysis above, it can be found that:

1. “ $t_{observed}$ ” = 13.748
2. “ t_{table} “ level of 5% = 1.699
- “ t_{table} “ level of 1% = 2.462

Its mean that “ $t_{observed}$ ” higher than “ t_{table} “ or it can be written as $1.699 < 13.748 > 2.462$. From the value above, it can be inferred that there is positive and significant influence of using Collaborative Strategic Reading technique on the students’ reading comprehension at the eighth grade of Junior High School 2 Metro in academic year 2016/2017.

E. Interpretations

In this research, all of the tests had done individually by the students. The benefit was to know the influence of using Collaborative Strategic Reading technique toward the students’ reading comprehension

from the result of those test, there was different score of students. It can be seen from the result of the students' pretest and posttest.

- If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.

The writer has formulated the Alternative Hypothesis (H_a) such as:

“There is a positive and significant influence of Collaborative Strategic Reading technique on the students' reading comprehension at the eighth grade of Junior High School 2 Metro in academic year 2016/2017”.

Finally, the data confirmed that “ $t_{\text{observed}} = 13.748$ was higher than “ t_{table} ” level of significant 5% = 1.699 and “ t_{table} ” level of significant 1% = 2.462. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a positive and significant influence of Collaborative Strategic Reading technique on the students' reading comprehension at the eighth grade of Junior High School 2 Metro in academic year 2016/2017.

F. Discussion

Reading comprehension ability is the process to get information from the written language in order to get meaningful message, knowledge, suggestion which is sent by the writer. But, there still many students find some difficulties in comprehending the reading text.

Teaching reading needed a right technique to be used in order to make it successful. Therefore, the teacher must be able to choose the proper technique and should be creative to encourage the students to comprehend the reading text by using the right technique. In this research, the writer has

implemented a technique by using Collaborative Strategic Reading technique in order to reach the teaching learning objectives.

The result indicated that the students' ability in comprehending the reading text improved after they were taught by using Collaborative Strategic Reading technique. It was proved by the mean score of pre test that improve from 64.67 before treatment up to 78.80 after the treatment. Further, from the computation of t-test, it was gained that at the significant level of 1% and 5%, t_{observe} was higher than t_{table} that was $1.699 < 13.748 > 2.462$. This mean that the hypothesis proposed by the witer was accepted.

G. Limitations

This research was conducted at Junior High School 2 Metro. The subject of the research was the eighth graders at the first semester in the academic year of 2016 / 2017. The result of this research did not discuss all of the problem that was faced by the students, but focus on the students' reading comprehension problem in learning English as a foreign language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and result of the research, the researcher can conclude that:

Based on the pre test or before giving the treatment of Collaborative strategic Reading technique, the result was: the students who got the score 36-42 only 1 student or 3%, 43-49 were 0 students or 0%, 50-56 were 5 students or 17%, 57-63 were 3 students or 10%, 64-70 were 12 students or 40% and 71-77 only 9 student or 30%. Referring to the standard value of English in Junior High School 2 Metro, the students who passed the test were the students who got the score up to 75.00. It indicated there only 5 students or 17% who passed and 25 students or 83% did not pass the test.

Based on the post test or after giving the treatment of Collaborative strategic Reading technique, the result was: the students who got the score 64-68 were 2 students or 7%, 69-73 were 6 students or 20%, 74-78 were 5 students or 17%, 79-83 were 7 students or 23%, 84-88 were 9 students or 30% and 89-93 only 1 student or 3%. The score indicated there were 22 students or 73% who passed and 8 students or 27% who did not pass the test.

The result of data analysis about the influence of using Collaborative strategic Reading technique on the students' reading comprehension at the eighth grade of Junior High School 2 Metro in academic year 2016/2017 was as follows: " t_{observed} " = 13.748 and " t_{table} " for the 5% level was 1.699, " t_{table} " for the 1% level was 2.462. It means that " t_{observed} " was higher than " t_{table} ". Then, the significant value (2-tailed) is $0.000 < 0.01$ with the significant correlation at the 0.01 or 1% level. Therefore, it can be inferred that H_a is accepted and H_o is rejected. It can be proved that there is a positive and significant influence of using Collaborative strategic Reading technique on the students' reading comprehension at the eighth graders of Junior High School 2 Metro in the Academic Year of 2016 /2017. So, the hypothesis is accepted

B. Suggestion

Due to the result of the research, the researcher gave some suggestion to the side that related as the considered as follows:

1. For the Headmaster
 - a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
 - b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the English teachers:

- a. The English teachers should motivate the students to be more active in learning English by helping them to expand their knowledge by comprehending the reading text.
- b. The English teachers are suggested to help the students increase their ability in reading skill.
- c. The English teachers are recommended that they should apply Collaborative strategic Reading technique as a variation in comprehending the reading text which can help them to read well.

3. For the Students:

- a. The students should expand the knowledge by comprehending the reading text well.
- b. The students are suggested to increase their ability in comprehending the reading text.
- c. The students are recommended that they should improve their ability in reading text by using Collaborative strategic Reading technique in the class.

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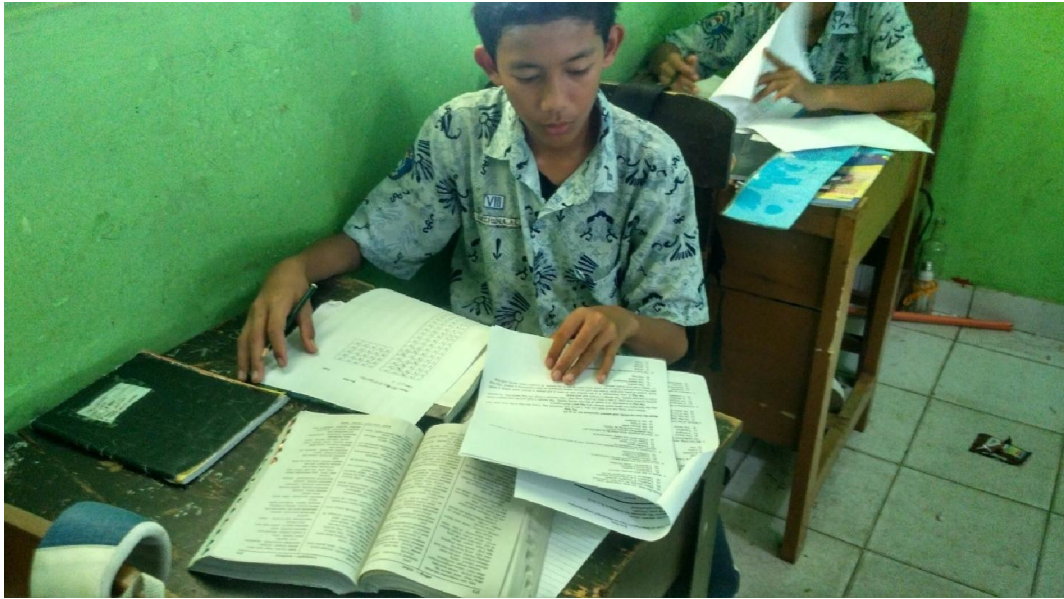
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APPENDICES

DOCUMENTATION





The list of teachers and employees of Junior High School 2 Metro

No	Name	NIP	Occupation
1.	Suyitno, S.Pd	196501111988031003	Principal
2.	Dra. Tukilah	195705291984032001	Guidance & Counseling teacher
3.	Dra.Siti Mahmudah	195702081986012002	Guidance & Counseling teacher
4.	England LR. S.Pd	195712311979031049	Indonesian language teacher
5.	Dra. Berty Rosni	196001011980122008	Islamic religion teacher
6.	Dra.Soesiety, M.M.	196005111984032005	Social teacher
7.	Suparlan, B.A.	195412181976031005	Math teacher
8.	Munarsih, S.Pd.	195407161979032003	Science teacher
9.	Nurmala, S.Pd.	195911131981102001	Social teacher
10.	Dra.Sulastri	196001211981122001	Librarian
11.	Dra. S.Haryani	196511061992032006	Science teacher
12.	Dra. Yusfa Erlia	196404211991032007	Social teacher
13.	Purwati, S.Pd.	196112281981122001	Science teacher
14.	Sudirman, S.Pd.	195911131984031007	Science teacher
15.	Dra.Endang Puji Astuti	196507301995022001	Math teacher
16.	Wijanarko Rahayu, S.Pd	196011301982021003	Math teacher
17.	Syaripah, S.Pd	196409191986012002	English teacher
18.	Demsi Marpaung, S.Pd	196511221987032006	English teacher
19.	Supiah, S.Pd	195905031984122001	Social teacher
20.	Dra. Rohima	196309061997022001	Guidance & Counseling teacher
21.	Lukman Gunadi	195508161981031008	Penjas orkes teacher
22.	Djoko Santosa	195904221982021002	Pra-karya teacher
23.	Sugiri	196005151982021004	Art & Culture teacher
24.	Tridianingsih, S.Pd	196112061984032004	Social teacher
25.	Sudarwo	196312101984121001	Science teacher
26.	Irawati Fadilah, S.Pd	196411061986032008	Indonesian language teacher
27.	Tiarmaida HB, S.Pd	196905111991032007	Science teacher
28.	Dwi Rahayu, S.Th.	195807051990112001	Christiani teacher
29.	Eni Widarti, S.Pd	196511111990032008	Science teacher
30.	Heri Budiono, S.Pd	196611231992031007	Math teacher
31.	Dahliawati, S.Pd	196403291990032004	Indonesian language teacher
32.	Tati Tarsini	195712091986022001	Penjasorkes teacher
33.	Hadi Suyoto, S.Pd	196612101994021003	Civic teacher
34.	Kardiman Sulisto, S.Pd	196307301991021001	Math teacher
35.	Arvilia Komalasari, S.Pd	196202281990022001	Social teacher
36.	Supriyati	196006271986022001	Librarian
37.	Amiatun	196304031990022004	Art & Culture teacher
38.	Sulastri, S.Ag	196902271991032005	Islamic religion teacher
39.	Bainah, S.Pd.	197401202005012007	English teacher
40.	Liya Panji Kesuma,S.Pd.	198211242005012005	Lampung language teacher
41.	Agustina Widiastuti,S.Pd	197008052008012021	English teacher
42.	Elly Yuniarsih, S.Pd	198506132009022006	English teacher
43.	Marliza Muchtar, S.Pd	198403192008042003	Gudance & Counseling teacher
44.	Yuliantono, S.T	198107212010011013	Pra-karya teacher
45.	Murtati, S.Pd.M.Pd	198511202008042002	Math teacher
46.	Cicuk Sugiyarto, S.Pd	198207222011011001	Computer teacher

47.	Atika, S.Pd	197106052002122004	Indonesian language teacher
48.	Marina Hindayanti,S.Si	198508312011012006	Laboratory
49.	Yulinar,S.Pd		Math teacher
50.	Zulhia Prasetio, S.Pd.		Science teacher
51.	Dra. Andiani Eka P.		Indonesian language teacher
52.	Sudaryati		Guidance & Counseling teacher
53.	Agnes Sarinten	195908151983012002	Head of administration
54.	Diniati	196808011991032004	Staff of administration
55.	Bambang Irawan		Staff of administration
56.	Heri Sujoko		Staff of administration
57.	Marina Hindayanti	198508312011012006	Staff of administration
58.	Munah	196307171986022006	Staff of administration
59.	Ni Komang Sulistyani	197104231991012001	Staff of administration
60.	Radiyo Saputro	195903271980031006	Staff of administration
61.	Siti Maryani	197205111992032004	Staff of administration
62.	Sudarto	196207251981111001	Staff of administration
63.	Sugeng Maj'mu		Guardian school
64.	Suhendar		Security
65.	Suyati		Staff of administration
66.	Tri Wahyu Nur Hayati		Staff of administration

The infrastructure of State Junior High School Number 2 Metro

No.	Building facility	Quantity
1.	Classroom	18
2.	Physics and chemistry laboratory	1
3.	Biology laboratory	1
4.	Multimedia laboratory	1
5.	Computer laboratory	1
6.	Principals room	1
7.	Vice principals room	1
8.	Administration room	1

Pre-Test
Pre-Test of Descriptive Text on Reading Comprehension

Direction:

1. Write your name on your answer sheet!
 2. Read the text then answer the question by crossing a, b, c, or d!
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-

Name:

Score:

Class:

Read the text carefully and answer questions no. 1 to 10

Takahiro

Takahiro is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Takahiro is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Takahiro? He is ... years old.
 - a) Four
 - b) Fourteen
 - c) Forty
 - d) Ten

2. **He** has long, straight hair, bright eyes and a friendly smile.
The underlined word refers to
 - a) Our family
 - b) Youngest
 - c) Takahiro
 - d) The writer

3. Which of the following statement is **not true** about Takahiro?
 - a) He has long and straight hair.
 - b) He has bright eyes.
 - c) He is not interested in sports.
 - d) He plays football and tennis

4. According to the passage, we know that Takahiro is
 - a) A handsome boy
 - b) An undisciplined boy
 - c) A naughty boy
 - d) A friendly boy

5. Takahiro is interested in sports, *except*....
 - a) Football.
 - b) Badminton.
 - c) Tennis.
 - d) Basketball

6. From the text, we may conclude that....
 - a) Many people do not like Takahiro.
 - b) Takahiro is naughty person.
 - c) Takahiro is a welcoming person.
 - d) Takahiro is not diligent at all.

7. What is the text mostly about?
- Takahiro
 - Takahiro's hobby
 - Takahiro's family
 - Takahiro's elder brother
8. He always be my little boys.”
The underlined word can be replaced by
- Older brother
 - Younger brother
 - Biggest brother
 - Naughty brother
9. “Takahiro is interested in sports very much, and at school he plays football and tennis.” The underlined phrase can be replaced by
- Dislike sport
 - Really likes sport
 - Hates sport very much
 - Finds sport not really entertaining
10. “But he usually does what he is asked to do”
The underlined phrase means ...
- He does anything he wants.
 - He always asks.
 - He is lazy.
 - He is diligent.

Read the text carefully and answer questions no. 11 to 15

My Bag

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

11. What is the text mostly about?
- The pocket.
 - The laptop backpack.
 - The wallet.
 - The bag.

12. The bag is wonderful. The word "wonderful" refers to ...
- Worst
 - Worse
 - Great
 - Greet
13. "I've spent much money on a bag and I don't regret it". The underlined word refers to...the bag.
- Having
 - Seeing
 - Buying
 - loving
14. What is the main idea of the last paragraph?
- The new bag is beautiful.
 - The bag is very functional.
 - The bag has many pockets.
 - The writer is satisfied with the bag
15. What is the purpose of the text?
- To retell the past event
 - To entertain the readers
 - To describe the writer's new bag
 - To give instruction how to buy a bag

Read the text carefully and answer questions no. 15 to 20

The rafflesia arnoldi is the biggest flower in the world. It is unusual because of its large size. The flower is almost 100 centimeters in diameter and 140 centimeters in height. "Rafflesia" is derived from the name of the British Governor General, Sir Thomas Stamford Raffles, who once governed and built the Botanical Garden in Bogor. Though it is called Rafflesia after Raffles, the man who discovered the plant was Beccary, an Italian botanist who visited Sumatra in 1928.

Rafflesia consists of two parts : the stick-like part which grows in the middle and the petals around and below it. While the flower is blossoming, it has a very unpleasant smell which affects insects, especially green flies. They seem eager to explore the flower. But if the flies touch the bottom part of the sticklike centre, they die.

16. What is the suitable title for the text?
- Stamford Raffles
 - Italian Botanist
 - Rafflesia Arnoldi
 - Botanical Garden

17. The identification of the text can be found in
- a) 1st sentence of paragraph 1
 - b) 2nd sentence of paragraph 1
 - c) 1st sentence of paragraph 2
 - d) 2nd sentence paragraph 2
18. Which statement is correct based on the text?
- a) Rafflesia Arnoldi has a very nice smell.
 - b) Rafflesia Arnoldi is very small.
 - c) Rafflesia consists of five parts.
 - d) The flower is almost 100 centimeters in diameter and 140 centimeters in height.
19. Rafflesia arnoldi is unusual because of its.... size.
- a) small
 - b) tiny
 - c) big
 - d) Long
20. Italian botanist who visited Sumatra in 1928is....
- a) Beccary
 - b) Raffles
 - c) The petal
 - d) Sir Thomas Stamford Raffles

Read the text carefully and answer questions no. 21 to 25

We know, most cats look so cute and clean, so is my cat. My name is Bugel cat. My cat named Bugel because she looked so cute, tail Bugel and makes me always want to hug her and hug her every day. Do you want to know about my cat? Bugel I have gray fur and white. It is so soft. And makes me always want to hug him. He has beautiful eyes. He has blue ayes. Its tail Bugel ..and he also has sharp teeth and of course my scary. The wishkers in his mouth to make the funny. However, although he looks very cute and funny, when she's angry or want to catch prey such as mice, it is very scary for me. Claws are sharp and seem so long. Her voice sounded like a tiger also changed. I never approached her when he was angry. That cat Bugel.

21. Who is name of writer's cat?
- a. Bugel
 - b. Mimin
 - c. Blacky
 - d. Tuti

22. Bugel's tail always make writer's want to....
- a. Hug her
 - b. love her
 - c. catch her
 - d. kick her
23. Bugel has eyes.
- a. Black
 - b. Blue
 - c. White
 - d. Beautiful
24. Bugel also hasteeth.
- a. Sharp
 - b. White
 - c. Blue
 - d. Cute
25. Bugel's voice sounded like a
- a. Bird
 - b. Tiger
 - c. Mouse
 - d. Mice

Pre Test

Name:
Class:

Score:

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

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

Post-Test
Post-Test of Descriptive Text on Reading Comprehension

Direction:

5. Write your name on your answer sheet!
 6. Read the text then answer the question by crossing a, b, c, or d!
 7. You may not cheat with your friends!
 8. Check your answer before submitting!
-

Name:

Score:

Class:

Text I

Read the text carefully and answer questions no. 1 to 5

The rafflesia arnoldi is the biggest flower in the world. It is unusual because of its large size. The flower is almost 100 centimeters in diameter and 140 centimeters in height. "Rafflesia" is derived from the name of the British Governor General, Sir Thomas Stamford Raffles, who once governed and built the Botanical Garden in Bogor. Though it is called Rafflesia after Raffles, the man who discovered the plant was Beccary, an Italian botanist who visited Sumatra in 1928.

Rafflesia consists of two parts : the stick-like part which grows in the middle and the petals around and below it. While the flower is blossoming, it has a very unpleasant smell which affects insects, especially green flies. They seem eager to explore the flower. But if the flies touch the bottom part of the sticklike centre, they die.

1. What is the suitable title for the text?
 - e) Stamford Raffles
 - f) Italian Botanist
 - g) Rafflesia Arnoldi
 - h) Botanical Garden

2. The identification of the text can be found in
 - e) 1st sentence of paragraph 1
 - f) 2nd sentence of paragraph 1
 - g) 1st sentence of paragraph 2
 - h) 2nd sentence paragraph 2

3. Which statement is correct based on the text?
 - e) Rafflesia Arnoldi has a very nice smell.
 - f) Rafflesia Arnoldi is very small.
 - g) Rafflesia consists of five parts.
 - h) The flower is almost 100 centimeters in diameter and 140 centimeters in height

4. Rafflesia arnoldi is unusual because of its.... size.
- e) small
 - f) tiny
 - g) big
 - h) Long
5. Italian botanist who visited Sumatra in 1928 is....
- e) Beccary
 - f) Raffles
 - g) The petal
 - h) Sir Thomas Stamford Raffles

Text II

Read the text carefully and answer questions no. 6 to 10

JAVAN RHINOCEROS

Javan rhinoceros is one kind of the rare rhinoceroses in the world. It is comparatively small and slender. It's about 1.7 meters high. Males have a single horn up to 10 inches in length. Females are usually hornless. Like other kinds of rhinoceros, javan rhinoceros eats grass and spends most time in water.

Formerly the Javan rhinoceros lived in Myanmar, Indocina, the Malay Peninsula, Java, and Sumatra. It's now relatively scarce. People hunted them for their horns. We only find them in Ujungkulon, West Java now.

6. The identification part of the text are found in
- a) the 1st sentence of the 2nd paragraph
 - b) the last sentence of the 2nd paragraph
 - c) the 1st sentence of the 1st paragraph
 - d) the last sentence of the 1st paragraph
7. Based on the text, which one of the following statements is correct?
- a) Javan rhinoceros is carnivorous.
 - b) Javan rhinoceros eats grass.
 - c) People hunted Javan rhinoceroses for their skin.
 - d) Male Javan rhinoceroses are hornless.
8. Females are usually hornless. The word 'hornless' means
- a) having many horns
 - b) having two horns
 - c) having only one horn
 - d) having no horn

9. It is comparatively small and slender. What is the synonym of the underlined word?

- a) big
- b) large
- c) thin
- d) thick

10. It's now relatively ...(second paragraph). What does the word 'it' refer to?

- a) Javan Rhinoceros' horn
- b) Javan Rhinoceros
- c) Sumatra
- d) Malay Peninsula

Text III

Read the text carefully and answer questions

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do and he always be my little boys.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

11. How old is Peter? He is ... years old.

- e) Four
- f) Fourteen
- g) Forty
- h) Ten

12. He has long, straight hair, bright eyes and a friendly smile.

The underlined word refers to

- e) Our family
- f) Youngest
- g) Peter
- h) The writer

13. Which of the following statement is not true about Peter?

- e) He has long and straight hair.
- f) He has bright eyes.
- g) He is not interested in sports.
- h) He plays football and tennis

14. According to the passage, we know that Peter is

- e) A handsome boy
- f) An undisciplined boy

- g) A naughty boy
 - h) A friendly boy
15. Peter is interested in sports, *except*...
- e) Football.
 - f) Badminton.
 - g) Tennis.
 - h) Basketball.
16. From the text, we may conclude that....
- e) Many people do not like Peter.
 - f) Peter is naughty person.
 - g) Peter is a welcoming person.
 - h) Peter is not diligent at all.
17. What is the text mostly about?
- e) Peter
 - f) Peter's hobby
 - g) Peter's family
 - h) Peter's elder brother
18. "He always be my little boys."
- The underlined word can be replaced by
- e) Older brother
 - f) Younger brother
 - g) Biggest brother
 - h) Naughty brother
19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- e) Dislike sport
 - f) Really likes sport
 - g) Hates sport very much
 - h) Finds sport not really entertaining
20. "But he usually does what he is asked to do"
- The underlined phrase means ...
- e) He does anything he wants.
 - f) He always asks.
 - g) He is lazy.
 - h) He is diligent.

Read the text carefully and answer questions no. 21 to 25

We know, most cats look so cute and clean, so is my cat. My name is Bugel cat. My cat named Bugel because she looked so cute, tail Bugel and makes me always want to hug her and hug her every day. Do you want to know about my cat? Bugel I have gray fur and white. It is so soft. And makes me always want to hug him. He has beautiful eyes. He has blue eyes. Its tail Bugel ..and he also has sharp teeth and of course my scary. The whiskers in his mouth to make the funny. However, although he looks very cute and funny, when she's angry or want to catch prey such as mice, it is very scary for me. Claws are sharp and seem so long. Her voice sounded like a tiger also changed. I never approached her when he was angry. That cat Bugel.

24. Who is name of writer's cat?

- e. Bugel
- f. Mimin
- g. Blacky
- h. Tuti

25. Bugel's tail always make writer's want to....

- e. Hug her
- f. love her
- g. catch her
- h. kick her

26. Bugel has eyes.

- e. Black
- f. Blue
- g. White
- h. Beautiful

26. Bugel also hasteeth.

- a. Sharp
- b. White
- c. Blue
- d. Cute

27. Bugel's voice sounded like a

- a. Bird
- b. Tiger
- c. Mouse
- d. Mice

Post Test

Name:
Class:

Score:

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

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan 		<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/

<p>teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsionalitas,</p>	<p>Fungsi sosial</p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan</p>	<p>berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan 	<p>sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. 	<p>16 JP</p>	<p>transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/
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<p>struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i></p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau</p>	<p>seederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, binatang, benda yang dideskripsikan sifat orang, binatang, benda yang dideskripsikan tindakan orang, 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan 		
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	<p>tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa</p>	<p>binatang, benda yang dideskripsikan</p> <ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan 	<p>kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang,</p>		
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	<p>nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>(<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswaberupaya berbicara secara lancar denganucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan 	<p>binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. Lembar soal dan hasil tes 		
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		<p>dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none">- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP Negeri 2 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks deskriptif pendek dan sederhana,
tentang orang, binatang, dan benda
Alokasi Waktu: 6 x 40menit

A. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)

- 3.10 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran :

Peserta didik terampil menganalisis dan menangkap makna dalam teks deskriptif lisan dan tulis sederhana tentang orang, binatang, dan benda untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. Materi Pembelajaran: Teks deskriptif sederhana tentang orang, binatang dan benda

JAVAN RHINOCEROS

Javan rhinoceros is one kind of the rare rhinoceroses in the world. It is comparatively small and slender. It's about 1.7 meters high. Males have a single horn up to 10 inches in length. Females are usually hornless. Like other kinds of rhinoceros, javan rhinoceros eats grass and spends most time in water.

Formerly the Javan rhinoceros lived in Myanmar, Indocina, the Malay Peninsula, Java, and Sumatra. It's now relatively scarce. People hunted them for their horns. We only find them in Ujungkulon, West Java now.

Fungsi sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur text

- d. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- e. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
- f. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan

- (10) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (11) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- (12) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.

- (13) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- (14) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- (15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (16) Ucapan, tekanan kata, intonasi.

E. Teknik Pembelajaran : Collaborative Strategic Reading Technique

F. Media, Alat, dan Sumber Pembelajaran

1. Media: Papan tulis
2. Alat: Spidol, pena
3. Sumber Belajar: Suara Guru, Buku Bahasa Inggris kelas VIII, worksheet, answer sheet

Pertemuan ke -1

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks deskriptif sederhana tentang orang, binatang ataupun benda.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagiswakedalamkelompok yang terdiri dari 5-6 orang perkelompok..

b. Kegiatan Inti

Mengamati

- Guru memberikan lembar soal kepada siswa tentang deskriptif teks.
- Siswamengamatikosa kata barudan sulit yang terdapatdalamteks.

- Bersama dengan guru, siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks deskriptif sederhana yang telah disediakan oleh guru.

Menanya

- Dengan pengarahannya dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam teks deskriptif..
- Siswa mempertanyakan kosakata baru dan sulit yang belum dipahami.
- Siswa mempertanyakan persamaan dan perbedaan teks deskriptif yang sedang dipelajari dengan teks lain.

Mengeksplorasi

- Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam teks deskriptif sederhana.
- Pada saat belajar, siswa menyimak dan memberikan penjelasan ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif sederhana.

Mengasosiasi

- Siswa secara aktif berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif pada lembar kegiatan yang telah disediakan oleh guru.

Mengomunikasikan

- Siswa menyampaikan laporan dari hasil dalam mengerjakan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif.

c. Penutup

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan ke-2

Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks deskriptif tentang binatang.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagisiskedalamkelompok-kelompok yang baru.

b. Kegiatan Inti

Mengamati

- Guru memintabeberapasiswauntukmembacateks deskriptiftentangorang, binatangdanbenda.
- Siswa mengamati teksdeskriptifuntukmenemukaninformasi-informasi yang terdapatdalamtekstersebut.

Menanya

- Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam teks deskriptif.
- Siswa mempertanyakan bagaimanateknik yang tepat agar mudahdalammemahidanmenemukaninformasipada teks deskriptif.

Mengeksplorasi

- Siswamenyimakpenjelasan guru tentangtujuan, struktur, danunsurkebahasaan yang terdapatdalamteksdeskriptifsertateknik yang tepat agar mudahmemahamiinformasiapasaja yang terkandungdalamteks.
- Siswaberlatihmenjawabsoalteksdeskriptiftentangbinatang yang telahdiberikanoleh guru.

- Siswa menyimak penjelasan teman satu kelompok ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif.

Mengasosiasi

- Siswa secara aktif di dalam kelompok mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif pada lembar kegiatan yang telah disediakan oleh guru.
- Siswa memperoleh balikan (*feedback*) dari guru tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsure bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif.

c. Penutup

- Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan ke-3

Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks deskriptif sederhana tentang orang, binatang ataupun benda.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagisiskedalamkelompok yang terdiri dari 5-6 orang perkelompok..

b. Kegiatan Inti

Mengamati

- Guru memberikan lembar soal kepada siswa tentang deskriptif teks.
- Siswasecara berkelompok mempelajaritekstentang “JavanRhinoceros”,yangterdapatdalamlembarsoal.
- Guru memberikan arahan kepada seluruh kelompok untuk menentukan tugas dan peran siswa masing masing dalam kelompok (leader, click and clunk expert, gist expert, dsb)
- Siswamengamatikosa kata barudan sulit yang terdapatdalamteks.
- Bersama dengan guru, siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks deskriptif sederhana yang telah disediakan oleh guru.

Menanya

- Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam teks deskriptif..
- Siswa mempertanyakan kosakata baru dan sulit yang belum dipahami.
- Siswa mempertanyakan persamaan dan perbedaan teks deskriptif yang sedang dipelajari dengan teks lain.

Mengeksplorasi

- Siswamenyimakpenjelasan guru tentangtujuan, struktur, dan unsure kebahasaan yang terdapatdalamteks deskriptif sederhana.
- Pada saatbelajardalamkelompok, siswa saling menyimak dan memberikan penjelasan teman satu kelompok ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif sederhana.

Mengasosiasi

- Siswa secara aktif mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif pada lembar kegiatan yang telah disediakan oleh guru.

Mengomunikasikan

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsure bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif.

c. Penutup

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

Teknik: Unjukkerja

Answer these questions based on the text.

1. The identification part of the text are found in
2. Based on the text, which one of the following statements is correct?
3. Females are usually hornless. The word 'hornless' means
4. It is comparatively small and slender. What is the synonym of the underlined word?
5. It's now relatively ...(2nd paragraph). What does the word 'it' refer to?

Metro, September 2017

The Collaborator

The Researcher

Agustina Widiastuti, S.Pd
NIP. 197008052008012021

Dodo Julian Putra
NPM. 1175917

**The list of students' name at VIII H of Junior High School 2 Metro
(The sample of the research)**

No	Students' Name
1.	ADELIA BINTANG PERMATA KASIH
2.	ADITYA PRATAMA
3.	ANISSA SAHRA
4.	ANWAR SARIFUDIN
5.	ARDINA PUTRI
6.	ARZHANA ARIFIANDHANA
7.	AULIA FAHRADINA
8.	AYUNDA APRILIA
9.	DERRY PRAYOGA HANIEF
10.	DESTI AZIZA
11.	DIVA ALVINA WIDYANTI
12.	FARHAN REZA PRATAMA
13.	FARHAN SAHIS KURNIAWAN
14.	GALIH SUJANA
15.	MEGA ASTUTI
16.	M. ABDILLAH .A
17.	MESEN KHUSNUL AISYAH
18.	MUTIARA MEGA PUTRI
19.	PANJI PRABOWO
20.	RAFFIQ RAHMANDA
21.	RICHIA DENA AZIZAN
22.	RIO SAPTA WIJAYA
23.	RIZKY CITRA AZZAHRA
24.	RUDY CHANDRA SAPUTRA
25.	SALSABILA NAJMALIA
26.	SYIFA AMALIA SHOLIHA
27.	TINA DANI PUTRI
28.	UMI KALSUM R.
29.	YESICA AYU AMALIA
30.	YUNITA TRI HASTUTY

NOTA DINAS

Number :
Appendix :
Latter : **In Order to Hold Seminar Proposal**
Dodo Julian Putra

To:
The Honorable The Head
of Tarbiyah Department
of State Islamic Collage (STAIN)
Jurai Siwo Metro

Assalamu'alaikumWr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name : Dodo Julian Putra
St.Number : 1175917
Title : THE INFLUENCE OF USING COLLABORATIVE
STRATEGIC READING (CSR) TECHNIQUE TOWARD
STUDENTS' READING COMPREHENSION AT THE
EIGHTH GRADE STUDENT OF SMPN 2 METRO IN
ACADEMIC YEAR 2016/2017

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on proposal. Thank you very much.

Wassalamu'alaikumWr. Wb.

Sponsor

Co. Sponsor

Dra. Umi Yawisah, M.Hum
NIP.19620424 199903 2 001

Trisna Dinillah Harya M.Pd
NIP. 19830511 200912 2 004

APPROVAL PAGE

Title : THE INFLUENCE OF USING
COLLABORATIVE STRATEGIC READING
(CSR) TECHNIQUE TOWARD STUDENTS'
READING COMPREHENSION AT THE
EIGHTH GRADE STUDENT OF SMPN 2
METRO IN ACADEMIC YEAR 2016/2017

Name : Dodo Julian Putra

Student Number : 1175917

Study Program : English Education Study Program (PBI)

Department : Tarbiyah

APPROVED BY:

To be examined (Research Proposal) in Tarbiyah Department State Islamic
College (STAIN) of Jurai Siwo Metro.

Sponsor

Co-sponsor

Dra. Umi Yawisah, M.Hum
NIP.19620424 199903 2 001

Trisna Dinillah Harya
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

RATIFICATION PAGE

No:

The Influence of Using Collaborative Strategic Reading (CSR) Technique on The Students' Reading Comprehension at The Eight Grade Students of Junior High School 2 Metro in Academic Year 2016 / 2017.

Written by Dodo Julian Putra, student number 1175917 English Education Department, has been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on October 3rd, 2017 at 13.00-14.30 a.m.

BOARD OF EXAMINERS:

Chairperson : Dra. Umi Yawisah, M.Hum (.....)
Secretary : Ahmad Madkur, M.Pd (.....)
Examiner 1 : Drs. Kuryani Utih, M.Pd (.....)
Examiner 2 : Trisna Dinillah Harya, M. Pd (.....)

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP.19750610 200801 1 014



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
of Dodo Julian Putra**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher Training
State Institute For Islamic Studies (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research skripsi script which is written by:

Name : Dodo Julian Putra
Student Number : 1175917
Title : THE INFLUNCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL 2 METRO IN ACADEMIC YEAR 2016/2017

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Sponsor


Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, Mei 2017

Co-sponsor


Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1993/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1992/In.28/D.1/TL.01/10/2017, tanggal 16 Oktober 2017 atas nama saudara:

Nama : **DODO JULIAN PUTRA**
NPM : 1175917
Semester : 13 (Tiga Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON STUDENT READING COMPREHENSION AT THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 2 METRO IN ACADEMIC YEAR 2016/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Oktober 2017

Wakil Dekan I,



[Signature]
Isti Fatonah MA

NIP. 195311993032003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

ETRO Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1992/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : DODO JULIAN PUTRA
NPM : 1175917
Semester : 13 (Tiga Belas)
Jurusan : Pendidikan Bahasa Inggris

- Jntuk :
1. Mengadakan observasi/survey di SMPN 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON STUDENT READING COMPREHENSION AT THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 2 METRO IN ACADEMIC YEAR 2016/2017".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Oktober 2017





DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 METRO

Jl. Ki. Hajar Dewantara 91/15A ☎0725-41016 Kotak Pos 138 Kota Metro 34112
NIS/NSS/NPSN : 200020/201120904002/10807602
E-mail : smpnegeri2_metro@yahoo.co.id



SURAT KETERANGAN
Nomor : 420/I.12.3/SMP.02/LL/2017

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Metro menerangkan dengan sesungguhnya bahwa :

Nama : DODO JULIAN PUTRA
NPM : 1175917
Program Studi : Pendidikan Bagasa Inggris

Berdasarkan surat Wakil Dekan I Institut Agama Islam Negeri Metro Nomor : B-1993/In.28/D.1/TL.00/10/2017 tanggal 16 Oktober 2017 perihal Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan **"THE INFLUENCE OF USING COLLABORAIVE STRATEGIC READING (CSR) TECHNIQUE ON STUDENT READING COMPREHENSION AT THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 2 METRO IN ACADEMIC YEAR 2016/2017"**. Nama tersebut di atas telah melaksanakan Research pada hari Rabu, tanggal 8 November 2017 di SMP Negeri 2 Metro.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.



Metro, 9 November 2017

Kepala Sekolah,

SUYITNO, S.Pd.

NIP. 19650111988031003



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : **Dodo Julian Putra**
NPM : 1175917

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI
Semester / TA : XII/ 2016-2017

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1		Acc. Chapter -I	
2		Revise problem limitation	
3		Revise Typing Revise ch. II	
4		Revise ch III	

Diketahui:
Wakil Dekan I Bidang Akademik

Dra. Isti Fatonah, MA
NIP. 19670531 199303 2 003

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : **Dodo Julian Putra**
NPM : 1175917

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI
Semester / TA : XII/ 2016-2017

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1		Acc. fo 1 st advisor	
2	Jumat 3/2 - 17	Acc. For Seminar	

Diketahui:
Wakil Dekan I Bidang Akademik

Dra. Isti Fatonah, MA
NIP. 19670531 199303 2 003

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Dodo Julian Putra
NPM : 1175917

Jurusan : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 27/10-17		✓	Revisi Instrument	
	Senin 30/10-17		✓	Acc For Instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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	30/10/17	✓		acc for instrument	

Mengetahui
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Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I


Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dodo Julian Putra
NPM : 1175917

Jurusan : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 20/11-17		✓	Revise Grammar, please check more Grammar.	
2	Senin 28/11-17.		✓	Revise Figure I.	
3	Senin 04/12-17		✓	ACC For mumpgasa	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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Semester : XIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	4/12-17	✓		- Revise : chapter 1, 2, 3, 4, 5 - Bibliography ?	
2.	6/12-17	✓		acc for munazasyah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Došen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

CURRICULUM VITAE

The name of the writer is Dodo Julian Putra. He was born in Bengkulu, on Desember 3th, 1993. He is the third child of happy couple, Mr. Johnnata and Mrs. Lisnani.



He was graduated from SDN7 Metro Pusatin 2005. He continued his study at SMPN 3 Kota Metro, and graduated in 2008. He studied in SMAN 4 Metro and graduated in 2011.

In 2011, he was registered as an S-1 student of English education study program at State Islamic College (IAIN) of Jurai Siwo Metro.