

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING COLLABORATIVE
STRATEGIC READING (CSR) TECHNIQUE ON THE
STUDENTS' READING SKILL IN DRAWING
CONCLUSION AT THE ELEVENTH GRADE OF SMK
GANESHA SEKAMPUNG IN THE ACADEMIC YEAR OF
2019/2020**

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ENGLISH EDUCATION DEPARTEMENT**

**INSTITUTE OF ISLAMIC COLLEGE OF METRO
1441 H / 2019 M**

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2019/2020**

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

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IN DRAWING CONCLUSION AT THE ELEVENTH GRADE OF SMK
GANESHA SEKAMPUNG**

ABSTRACT

**By:
LEO NARDI PURNAWAN**

The purposes of this research are to show that using *COLLABORATIVE STRATEGIC READING (CSR)* Materials can be effect for the students' speaking ability and students' learning activities at the XI graders of SMK GAESHA SEKAMPUNG. The researcher had outlined the problem in this research that focused on reading skill. It is related on the problem identification that the students reading skill is bad, they get the difficulties to read well and they are also not interested about the learning method in the class. They always feel bored in reading subject.

A quantitative research was used to approach the data. The population of the research was the sophomore students of SMK Ganesha Sekampung. The 30 samples of this research were purposively selected by cluster purposive sampling technique. The data were collected by test and observation. In addition, an analysis relating to the influence of using Collaborative Strategic Reading (CSR) towards the students' reading skill in drawing conclusion was done by using *Chi-Square* formulation. Then, the result of data analysis was displayed.

The finding of the research indicates that there is significant influence of using Collaborative Strategic Reading (CSR) towards the students' reading skill in drawing conclusion and alternative hypothesis is accepted. It is proved by the data analysis illustrating that the critical value " χ^2_{observed} " = 24,68 and " χ^2_{table} " (5%) 9,488 and 1% 13,227. The data confirmed that " χ^2_{observed} " was higgher than " χ^2_{table} ". Consequently, shown the comparison of χ^2 bar with χ^2 table was: $9,488 < 24,68 > 13,227$ in 5% and 1% significance. Besides, the writer also used T-test to analyze the data. To df 29 with df 5% is 2,065 and 1% is 2,795. With the t-observation is 16.145. Then, the data confirmed that to $T_{\text{table}} 2,065 < T_{\text{observarion}} 16.145 > T_{\text{table}} 2,795$. According to the result, the students should master in strategic reading in order to comprehend in drawing an accurate conclusion of the reading text.

Key words: *Collaborative Strategic Reading Technique, reading, drawing conclusion.*

PENGARUH PENGGUNAAN *TEKNIK COLLABORATIVE STRATEGIC READING (CSR)* PADA KEMAMPUAN MEMBACA SISWA DALAM MENARIK KESIMPULAN DI KELAS SEBELAS SMK GANESHA SEKAMPUNG

ABSTRAK

**Oleh:
LEO NARDI PURNAWAN**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan materi *COLLABORATIVE STRATEGIC READING (CSR)* dapat mempengaruhi kemampuan berbicara siswa dan aktifitas pembelajaran pada siswa tingkat XI SMK GAESHA SEKAMPUNG. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan membaca siswa. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa masih lemah dalam kemampuan membaca, mereka mengalami kesulitan untuk membaca dengan baik, dan mereka juga tidak tertarik pada metode yang digunakan di kelas. Mereka selalu bosan pada materi membaca bahasa Inggris.

Penelitian ini termasuk dalam jenis penelitian kuantitatif. Populasi dari penelitian ini adalah siswa tingkat 2 SMK Ganesha Sekampung. 30 sampel dalam penelitian ini telah dipilih secara tertuju dengan menggunakan teknik cluster *purposive technique sampling*. Data penelitian dikumpulkan dengan metode tes dan observasi. Kemudian, analisis data yang bersangkutan dengan pengaruh antara penggunaan teknik CSR terhadap kemampuan membaca siswa dalam menggambarkan suatu kesimpulan bacaan dilakukan dengan teknik *Chi-Square*. Setelah itu, hasil analisa data dijabarkan.

Hasil penelitian ini menunjukkan bahwa ada pengaruh yang signifikan antara penggunaan teknik CSR terhadap kemampuan membaca siswa dalam menggambarkan suatu kesimpulan bacaan serta H_a dapat diterima. Hal ini dibuktikan oleh analisa data yang menunjukkan bahwa nilai kritis dari χ^2_{observed} = 24,68 dan χ^2_{table} untuk N 30 pada 5% level adalah 9,488 dan pada 1% level adalah 13,227. Data tersebut mengkonfirmasi bahwa χ^2_{observed} lebih tinggi daripada χ^2_{table} . Sehingga, hal tersebut dapat dijabarkan bahwa χ^2_{bar} with χ^2_{table} adalah $9,488 < 24,68 > 13,227$. disamping itu, penulis juga menggunakan formula T-test dalam mengolah data. Pada df 29 dengan 5% adalah 2,065 dan 1% adalah 2,795. Sehingga, T-observation adalah 16.145. Kesimpulan data tersebut mengkonfirmasi bahwa $T_{\text{table}} 2,065 < T_{\text{observation}} 16.145 > T_{\text{table}} 2,795$. Berdasarkan hasil dari penelitian tersebut, siswa harus dapat menguasai strategi dalam membaca untuk dapat memahami bagaimana menarik kesimpulan yang akurat terhadap text bacaan.

Kata kunci: *Teknik Collaborative Strategic Reading, membaca dan menarik kesimpulan*



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The Title : THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECKNIQUE ON THE STUDENTS' READING SKILL IN DRAWING CONCLUSION AT THE ELEVENTH GRADE OF SMK GANESHA SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

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

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RATIFICATION PAGE

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An Undergraduate Thesis entitled: **THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON THE STUDENTS' READING SKILL IN DRAWING CONCLUSION AT THE ELEVENTH GRADE OF SMK GANESHA SEKAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

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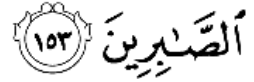
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MOTTO

يَتَأَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ
الصَّابِرِينَ



Al Baqarah 153 :

O you who have believed, seek help through patience and prayer. Indeed, Allah

is with the patient.

“ Certain, Earnest, Consistent “

(TGKH. Muhammad Zainuddin Abdul Madjid)

DEDICATION PAGE

I vigorously dedicate this undergraduate thesis to:

Almighty Allah SWT, thanks God all about Your precious gift
inside to me.

My beloved parents who always never stop supporting me and pray
for me
(Mr. Zulkifli Japar and Mrs. Haryati)

My beloved brothers
(Wahyudi and Maryuki)

My beloved girlfriend who alyways never stop giving me
motivation to finish this an undergraduated thesis (Sofie Primarani)

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(Mbah Tuek, Bamse, Tonggos, Reza, Aat, Sule, Handi, Arikur,
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My honorable lectures especially my sponsor and co sponsor
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and for my Gallery class whom I loved

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The writer realizes that this a esearch proposal is inadequate. So that, the writer really needs your valuable criticism and suggestion. Finally, the writer apologizes for all mistakes in this a reseach proposal in which it was made in writing.

Metro, December 2019
The writer,



LEO NARDI PURNAWAN
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CHAPTER I

INTRODUCTION

A. Background of the study

English in Indonesia is known as a foreign language. It means that English is a language compulsory learning subject where must be taught for the student in the school from elementary until university level. Mastering English as a foreign language of course is not as simple as learning English as national language. Teacher must master and understand what strategy and technique that are suitable to be used English teaching and learning process. Learning English with suitable strategy or technique can help the students in understanding English material.

The use of English is very important within Indonesian context. It has been the first foreign language which is learned and taught at school from kindergarten to university. English has been a part of the education curriculum system in Indonesia. Consequently, every formal level education in Indonesia provides English teaching. This aimed at improving the Indonesians' comprehension of English

To master English well, there are four basic skills that should be mastered namely listening, speaking, reading, and writing. One of major basic skills is reading. Reading is one of the significant ways in learning English. Reading is concerned mainly in fully understanding for the readers in creating the meaning intended by the writer. Reading is not enough for the

readers to understand a set of word in a sentence only. The readers also must understand the text in order to get the message and information what they have read. A good reading will improve the students' ability in gathering ideas to communicate.

Because of the important of reading skill in catching the meaning contained in a text, it is necessary for the English teacher to teach reading well. It may be done by selecting proper materials for students. The reading program may be useless if it is not done properly. The teacher should select reading materials that are relevant to the student's need and interest.

The students should learn reading effectively in order that they can find the information according a text. However, the students feel bored and lazy when they must read a text, even less answer the question about text. They find out difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text properly.

The minimum time of English learning at SMK Ganesha Sekampung have dcc effect for students on English four skill especially in reading skills. Because the lack of time just 2 hours a week make learning English less maximal so that the students' reading skill of vocational high school is low on average. Moreover, they do not know how to conclude a reading text where the one of skills in reading is drawing conclusion. In spite of that, there are some kinds of strategies in reading. However, sometimes the teacher do not

choose and use one of the effective strategy in reading. In fact, some students feel difficult to comprehend a text and conclude a text easily.

One of specific skills that are needed to comprehend a text is drawing conclusion. Drawing conclusion is just another example of inferring that in turn is just another example of predicting. It shown that the author seldom states directly what they should conclude. More typically, a conclusion is implied. Consequently, drawing conclusion, like predicting and inferring requires readers to be proactive in looking for clues in the text, thinking about what the author wants us to conclude on the basic of make sense in terms of past experience.

As with so many comprehension strategies, drawing conclusion is another example of the questioning good readers do as they as they read. That is, when reading a text, readers ask themselves what the author wants them to be thinking at that point. Concequently, many students find out difficulties in drawing a reading text, because the students as the readers should draw conclusion when reading.

To reduce the problem of drawing conclusion, the teacher should select an appropriate way to teach the students. Among many techniques, CSR is one of the suggested. Collaborative Strategic Reading is as an approach to enhance the reading skill in drawing conclusion of students with learning disabilities. The following four strategies that encompass CSR are presented: Preview, Click and Clunk, Get the Gist, and Wrap-Up, procedures for implementing CSR with collaborative groups and techniques for teaching

reading skill in drawing conclusion to students with learning disabilities are provided.

The quality reading skill of the students of SMK Ganesha Sekampung is still low. Realizing the low ability of the eleventh grade students in English lesson, especially in reading, the research on the influence of Collaborative Strategic Reading technique on students' reading skill of SMK Ganesha deserve the researchers' attention. The cause of this low skill of the students' reading itself is the use of approach which foccus on the result and not on the process. Moreover, the teacher concerns with in the students' final result without guiding them in their reading process.

According to the data pre survey test, the researcher find many students failed in reading test compared with students that have good score. It means they do not have good readings' skill in drawing conclusion of the text. The data can be known as follows:

Table 1
The Data of Pre Survey Reading in Drawing conclusion Test at the
Eleventh grade of SMK Ganesha

NO	Categories	Score	Frequencies	Percentages
1.	High	>80	5	16,667%
2.	Fair	60-79	5	16,667%
3.	Low	<60	20	66,667%
Total			30	100%

Source: The Data of Pre Survey Reading in Drawing conclusion Test at the eleventh grade of SMK Ganesha, on July 24, 2019

Based on pre survey test result above, it can be concluded that 15,625 % of the students are basically capable enough to conclude a reading text. On the contrary, the amount left over 68.75% other students are categorized into the low category. The students have difficulties to determine mind idea on the reading paragraph, because the teacher have not used yet the Collaborative strategic Reading Technique in teaching learning process especially to teach reading.

Taking all the explanations, evidences, and data into account, the researcher will investigate whether there is positive and significant influence of Collaborative Strategic Reading Technique on the students' reading skill in drawing conclusion. Therefore, the writer will conduct a research entitled "The Influence of Using Collaborative Strategic Reading Technique on the Students' Reading Skill in Drawing Conclusion at the Eleventh Grade of SMK Ganesha Sekampung in the Academic Year of 2019/2020".

B. Problem Identification

There are some problems which identify dealing with the students' reading skill in drawing conclusion at the eleventh graders of SMK Ganesha Sekampung in the Academic year 2019/2020. They are as follows:

1. The students have difficulties to determine main idea what they read.
2. The students have difficulties to conclude a English text.
3. The students have difficulties in comprehending reading.
4. The students feel difficult in understanding the difficult words.

C. Problem Limitation

Based on the identification of the problems, the researcher limits the problems are the students have difficulties in determining the main idea and concluding the text. So, the researcher uses Collaborative Strategic Reading (CSR) technique in teaching reading at the eleventh grade students of SMK Ganesha Sekampung in the academic year of 2019/2020. This method can help students to be easier in solving difficulties reading subject..

D. Problem Formulation

Concerning the problem above, the researcher formulates the problem in this research as follows: “ is there any significant influence of using Collaborative Strategic Reading (CSR) Technique on the students’s reading skill in drawing conclusion at the eleventh graders of SMK Ganesha Sekampung in the Academic Year of 2019/2020 ?

E. Objectives and Benefit of the Study

At the end of this research, the researcher hopes that it can be some advantages to widen teaching and learning process.

1. The objectives of the Study

In relation to the problem formulation above this research was intended to know whether there was significant influence of using Collaborative Strategic Reading (CSR) on students’ reading comprehension.

2. The Benefit of the Study

a. For Students

To give motivation for the students to study English especially their reading ability especially in drawing conclusion skill.

b. For Teacher

1) To improve the quality of teaching English learning especially in reading

2) To give information about the difference of reading skill in drawing conclusion taught by using CSR technique.

c. For other Researchers

This research is expected as a contribution for other researchers to conduct further studies.

F. Prior Research

Many researchers have conducted this method and also many books have described it. Those are making the writer interested to know what Collaborative Strategic Reading (CSR) method is. St. Nuaisyah Karim had conducted a research with title “The effectiveness of Collaborative Strategic Reading (CSR) to improve reading comprehension”. Based on the research St. Nuaisyah Karim described that scores were higher after the treatment in Experimental class using CSR (*Collaborative Strategic Reading*) effective to improve students Reading Comprehension. Therefore, this method could be applied in teaching English especially to improve students Reading Skill¹.

¹St. Nuaisyah Karim, ”*The effectiveness of Collaborative Strategic Reading (CSR) to improve students’ reading comprehension at the second grade of senior high school 1 south Polongbangkeng*”, Makasar, an undergraduate thesis, 2017, p. 45.

This method can help to overcome student learning difficulties individually. Therefore learning activities are more widely used for solving problem, the characteristic of this type of CSR is that each student individually learns learning materials that have been prepared by the teacher. Individual learning outcomes are brought to groups to be discussed and mutually discussed by group members, and all group members are responsible for the overall answer as a shared responsibility. It responds as a speaker and a listener. So it could be that they are more active and creative participate and the involvement of the subject under study.

Students were given test before and after taught some subjects divided in 4-5 students according to CSR method. Eventually, known that after learning used CSR method, students showed the scores were higher than before. It means that CSR method proven effective to improve students' reading comprehension.

The second previous research by Hifdotul Hayat with title "*The use of Collaborative Strategic Reading (CSR) in teaching reading comprehension on narrative text*". Based on findings of the research, It has found that the students who are taught by using Collaborative Strategic Reading (CSR) method has been improved in teaching reading comprehension on narrative text than the students who are taught without using Collaborative Strategic Reading (CSR) method. Hence the students who are taught by using Collaborative Strategic Reading (CSR) method could elaborate team work and do individually, it made them more understand the text because in their group

there was a smart student that was being peer tutoring, so the students could not understand, they could ask to that student².

But it was different team work, because after the students did collaborative work, they continued with do individually and the students were enthusiastic in learning narrative text.

On other hand, in control class where students are taught reading comprehension on narrative text without Collaborative Strategic Reading (CSR) method, students got the material about narrative text and only did exercise in their worksheet.

Like the previous researches above the researcher conducts this research entitled “*The influence of using Collaborative Strategic Reading (CSR) technique on the students reading skill at the eleventh grade of SMK GANESHA Sekampung in the academic year 2019/2020.*” Quite difference, this research is conducted to know are there any positive and significant influences of using Collaborative Strategic Reading (CSR) method towards student’s reading skill. This research have many differences with the previous research conducted by Hifdlotul Hayat and St Nurasyiah Karim. Either on the kinds of research or on the skill. In this research, the researcher using quantitativ research while the previous research using qualitativ research. Otherwise, this research focuses on reading comprehension skill especially on descriptive text, while the other research focused on narrative text. And the most substantial, this research is intended to know wheter any possitive and

²Hifdlotul Hayat, “*The use of Collaborative Strategic Reading (CSR) in teaching reading comprehension on narrative text (A quasi experiment at the first grade senior high school of Al-Irsyad, Banten)*”, Banten, an undergraduate thesis, 2017, p. 83.

significant influence of using Collaborative Strategic Reading (CSR) towards students reading comprehension skill at the eighth graders students of SMK Ganesha Sekampung. Meanwhile, the other researches intended to calculate the differences between using or not using CSR. The researcher uses quantitative method in the data collection. The researcher uses CSR method in learning class with the purpose the students reading skill improved or at least any significant and positive influences. The researcher focuses on skill reading aspect of the student. Hence reading skill is very important to understand English text. Like the researcher's experience when the researcher in high school, teacher used this method in teaching math. According that, the researcher wants to know is the method suitable to be used in teaching english specifically in reading skill.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter contains the theories which support the research, it includes the concept of reading skill, types of reading, and the concept of reading skill. At the same time, it embraces the concept of Collaborative Strategic Reading Technique also how to implement Collaborative Strategic Reading Technique within instructional context.

1. The Concept of Reading

This subtitle entails the basic definition of reading, types of reading, and model of reading proposed by the experts on the field.

a. The Definition Of Reading

According to Scoot and Ytreberg, reading is activity in part of language skill which is testiest to endure in learning foreign language. Because by reading we will can speak as well. Books expand students have many words and extensive knowledge. Therefore, making reading as hobby is very important part of the language learning experience.³

Meanwhile, Harmer argued that reading is also helpful for the others goals. Any divesting to English (provided students understand it more or less) is excellent for language learners. Besides, reading is not simple process made up of several connecting skills and processes. Reading is a very active skill. When the learners are going to read, they have chance to learn some part of languages namely knowing the meaning of the words, pay attention the picture the words are drawing, understand the

³ Wendy A Scoot. And Lisbeth H. Ytreberg,. *Teaching English to Children*, (England:Longman, 1990) p.49.

opinions and work out if we accept them, to get the satisfying result.⁴

On the other hand, Harris and Steve explains that reading is an activity that has a purpose. It means that everyone who reads something has a purpose. The readers can conclude that what they want to know about something.⁵

Besides, Richard ardued that reading is a skill which exceedingly appreciated by the students and the teachers, why is that? Because reading is a special focus. There are some reasons for this statement. First, many foreign students often have considering that reading as one of their most important goals. If they want to obtain for information and pleasure thus they should read all of the reading materials. Reading is also major for their carrer, and for study purposes. Second, written texts present various pedagogical purposes. Moreover, good reading texts also provides good models for writing and opportunities to introduction new topics, to stimulate discussion, and to learn language.⁶

Furthermore, Mary explained that reading is where all component may be active at the same time. Because reading is a complex process and need much time to understand or comprehend what are the meaning on the text even what are the meaning based on question of the text. Moreover, reading can develop the readers's ability gradually if they read actively in reading text.⁷

Based on the above quotations, it can be inferred that reading is activity to obtain and comprehend information from text. It use by many people to enhance their knowledge.

⁴ Jeremy Harmer. *How to teach English (an introduction of the practice of English language teaching)*, (England: Longman, 1998). P.68

⁵ Karen R. Harris and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007) P.104

⁶ Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), p.273

⁷ Marry E. Curtis and Jhon R. Kruidenier, *Teaching Adults to Reading*, (U.S: National institute for Literacy,2005) , p.2

b. Types of Reading

In reading activity there are two types of reading namely oral and silent reading also intensive and extensive reading:

- 1) Oral and silent reading
 - a) Oral Reading

Brown stated that oral reading is occasionally, you have reason to ask a student to read orally⁸.

Besides, Taylor and Connor argued in Elinor P. Ross journal that oral reading defined as natural transition from speech to print for the child who is learning to read. In addition, oral reading requires the reader the mood of the story and understand the feelings of the characters in order to interpret them for an audience.⁹ It means that oral reading is recording written text directly from the reader by fluency and accuracy.

In addition, oral reading defined as observing and creating record for the learners reading orally is a method of recording fluency, rate, accuracy, and the use of reading strategies.¹⁰

From the above quotations, it can be concluded that oral reading transformation written text from the reader orally with the fluency and accuracy in order that the readers can get the point of the text easily.

⁸ H. Douglas Brown, *Teaching by principle an Interactive Approach to language Pedagogy* second edition, (London: Longman, 2000), P.312-313

⁹ Elinor P. Ross, *Classroom Experiment with Oral Reading, The Reading Teacher*, Vol. 40, No. 3 (Dec., 1986), pp. 270

b) Silent Reading

Brown argued silent reading can be subcategorized into both intensive and extensive reading. In silent reading, the students read a selection text silently. In other words, the reader reads the whole text silently without conveying something to the others.

2) Intensive and Extensive Reading

a) Intensive Reading

According to Harmer that intensive reading is usually accompanied by study activities. We may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities.¹¹

It means that intensive reading is technique whose only purpose to focus on components (phonemes, words, intonation, discourse markers, etc) of discourse may be considered to be intensive- as opposed to extensive-in their requirement that students single out certain element of spoken language. It can be concluded that intensive reading is reading concern in the essential grammatical point on the text.

b) Extensive Reading

In contrast. Brown maintains that extensive reading is carried out to accomplish a general comprehending of a usually little bit longer text (book, long article, or essay, etc.) Most extensive reading is presented outside of class time. pleasure reading is often extensive. Technical, scientific, and professional reading can, under certain special

¹¹ Jeremy Harmer, *How to Teach English*, (England:Longman, 2007), p.100

existences, be extensive when one simply striving for global or common meaning from longer passages.¹²

Meanwhile, according to Carrell and Carson on Jack c. Richards and Willy a. Renandya book, extensive reading is commonly involves rapid reading of large quantities of material or longer readings (e.g.. whole books) for general comprehending, with the focus generally on the meaning of what is being read than on the language.¹³

2. The Concept of Reading Skill

a. The reading skill

According to Brown, reading skill is the most important matter of involving appropriate, efficient comprehension strategies.¹⁴

It means that the learners must be grind their reading knowledge so they can apprehend what the meaning of the reading text, like rest of us, need able to do a number of things with a reading text. They need to able to scan the text for particular bits of information they are searching for (as, for, example, when, we look for a telephone number, what's on television at certain time or search quickly through an article looking for a name or detail). This skill means that they do not read every word and line; on the contrary, such an approach would stop them scanning successfully.

b. The reading skill strategies

In reading skill, divided some strategies can be used by the reader namely:

¹²H. Douglas Brown, *Teaching by principle an Interactive Approach to language Pedagogy* second edition, (London: Longman, 2000) p. 313.

¹³ Jack C.Richard and Willy A. Renandya, *Methodology in Language*, (Cambridge University Press 2002), p. 295-296

¹⁴ H. Douglas Brown, *Teaching by Principle an Interactive Approach to language Pedagogy* second edition, (London: Longman, 2000), p. 306

1) Activating Prior Knowledge

Farrel asserts that in these cases before reading teachers can play a vital role in seeing that the readers's knowledge about new topic is built up so that they can succesfully comprehend a new text. It means that this activity can help teacher to activate the their background knowledge of the students.¹⁵

2) Determining

Seravallo embraces that determining here is determine the most important ideas and time in a text. It means that the good reader must understand the considerabe retell in a fiction text and know what the section of the passage from nonfiction text.

3) Asking Question

A good readers read with essentricity. It means that the readers muast find some questions might appeared in the text in order to know what the author means in the reading text.

4) Drawing Conclusion or Inferences

The good reader constantly read beyond what's literally in the text.¹⁶ It means that the reader must have a prediction about the text, determine the passage of the text. They also should have their own concept dealing with the text.

Besides, Gerald states that drawing conclusion is activity in reading where the students conclude whole of the

¹⁵ Thomas S.C. Farrel, *Planning Lesson for a Reading Class*, (Singapore:Seamoe Regional Language Centre, 2002), P.11

¹⁶ Jennifer Serravallo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*, (USA, Heinemann, 2010) p. 43-44

text. It is just another example likely making inferences that in turn is just another example of predicting. Basically, a conclusion is implied. Consequently, drawing conclusion like predicting and inferring, that requires the reader or the students to be proactive in looking for clues in the text thinking about what those begin in prior knowledge, and making a prediction when reading a narrative texts and about what the instruction should do based on the text.¹⁷

In addition, Hellen Keller explained that drawing conclusion is kind of like solving a mystery. This skill is putting together clues or fact from the text and all the inferences you made as you read it.¹⁸

Based on the explanation above, it can concluded that drawing conclusion is activity in reading where the readers should be active looking for the clues or the signs from the text in order to know about the point and meaning of the text. They should find out the conclusion both implicitly and explicitly.

5) Reteling and Synthesizing

Seravallo said that the good readers can figure out how parts of the text fit one another.¹⁹ It means that one way to use that knowledge is to retell a text in series, quotations what happen first, next, and finally on the text. It is done in order to know part by part by part of the text and also the character change.

¹⁷ Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skill, and Strategies Second Edition*, (New York: The Guildford Press, 2009), P.161

¹⁸ Helen Keller, *Reading in 15 minutes a Day*, (New York: Learning Express, 2008), p. 183

¹⁹ Jennifer Serravallo, *Teaching Reading*, (Sonja S, Chapman, 2010)p.44

6) Using Fix-up Strategy

Seravallo also argued that the good readers need strategy when break down the text comprehension.²⁰ It means the readers concern on their own comprehending as they read and have strategy to fix confusion as it arises.

However, Brown pointed that to look for some specific information in a discourse rapidly and to derive certain information without reading the whole text is classified as scanning.²¹ In other words, in scanning strategy, the readers just read certain part of a text to discover a specific information from the text. The strategy helps the readers to get the specific point without spending much time to finish the reading text.

c. The Measurement of Reading Skill

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading Skill related to Grenall and Swan, as follows:²²

Table 3
Criteria of Reading Skill

No.	Criteria	Score
1.	Clarity : Students can read the text clearly, comprehensible and accurately	0-25
2.	Voice / Noun Verbal Communication : Pronunciation, Intonation, and accuracy was clear, and expression were used to enhance communication	0-15

²⁰ *Ibid*, p.44

²¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition, (London: Longman, 2000),, p. 308

²²Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

3.	Fluency : Students noted as a facilitator helping the conversation were evident. There may have been a few pauses.	0-25
4.	Comprehension : The Students Fully understood the text and question asked and answered correctly	0-35
Total		100

Table 4
The classification of the score

No	Range Score	Ability level
1.	70-100	High
2.	51-69	Satisfactory
3.	0-50	Low

(Harries et al adopted by Donal)

3. The concept of CSR

a. The Collaborative Strategic Reading (CSR)

According to Janette Klingner Collaborative Strategic Reading (CSR) is distinguished technique for teaching students reading skill and constructing vocabulary and also working together cooperatively²³. Another expert also described. Collaborative Strategic Reading (CSR) is an instructional practice in which cooperative learning and reading comprehension strategies combine with each other²⁴.

Klingner argued that Collaborative Strategic Reading (CSR) means a multicomponent technique approach which is used by learners in applying some strategies while studying in small groups with their

²³ Janette Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading*, (Miami: Coral Gables, 1998) P.32

²⁴ Masoud Zogi and Fiends, *Collaborative Strategic Reading (CSR) with EFL Learners*. Journal of College Reading and Learning, Vol. 1, Issued 41, June 2010 P. 5.

friends.²⁵ Furthermore Klingner states that CSR can improve the students' reading comprehension and raise up conceptual learning which maximize the students' participation in reading activity.²⁶ To put it more simply, by CSR the learners are easier to comprehend a text with using some strategies which are functioned before, during, and after reading.

In further explanation, CSR contains crucial elements identified in special education as enchancing the performance of students with disabilities, namely : making visible and explicit instruction, implementing prosedural some strategies to facilitate learning, using interactive group, and providing opportunities for interactive dialogue between students and between teacher and students.²⁷ In other words, CSR makes the students become more active in understanding and comprehending the content of the text.

Based on the statement above, it can be inferred that CSR means an effective technique of comprehending a text by implementing some reading strategies and involving the students' group work.

b. The Activities of Collaborative Strategic Reading (CSR)

Bremer also pointed that in CSR, the students are taught to apply four strategies in reading skill namely preview, click and clunk, get the

²⁵Jannete K. Klinger, et all, *Teaching Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press, 2007), p. 151

²⁶ *Ibid*, p. 142

²⁷ *Ibid*, p.144

gist, and wrap up. Here the following explanation about the each strategy:

1) Preview

Before reading the whole text, the students should use preview strategy. Bremer defines as a strategy to activate students' prior knowledge, to facilitate their predictions about what they will read, and to generate interest.²⁸

Blachowicz also stated previewing can be done by focus at the title, the pictures, the graphics, and other relevant items such as (headings, summaries, etc.) to evoke ideas, thoughts, and relevant memories and experiences.²⁹ In other words, preview strategy involves brainstorming and predicting to activate the students' prior knowledge about the topic of the text.

Preview strategy has some purposes namely a) help the students identify what the text is about, b) tap into prior knowledge about the topic c) generate interest in the topic.³⁰ This states that preview gives motivation to the students for comprehending the text by thinking the content and type of reading material by their existing knowledge.

²⁸ Christine D. Bremer, et all. Collaborative Strategic Reading: *Improving Secondary Education and Transition Service through Research*, vol. 1, june 2002, p.2

²⁹ Camille Blachowicz and Donna Ogle. *Reading Comprehension Strategies for independent learners*, (New York, The Guilford Press, 2008), p. 33

³⁰ Jannete K. Kligner, et all. *Teaching Comprehension*, p. 145

2) Click and Clunk

Click and clunk strategy are applied during reading a text. According to Jafre click refer to portions of the text. the information which can be comprehended well by the students. Whereas, clunk is comprehension breakdown. It means when the students cannot create the meaning of the text.³¹ This means that click and clunk strategy are to observe the students' reading comprehension during reading activity with identifying the difficult words and idea in the text.

In addition, Moreillon argued that to identify the unfamiliar words, fixing-up strategies can be used by the students to solve the problem. Moreillon maintains that some processes are offered by fix-up strategies to look for the meaning namely rereading the text, reading a head or figuring out unknown words.³² To put it more simply, the readers should interpret the words to know meaning sense of the words.

3) Get the Gist

Get the Gist strategy is also done during reading. In getting the gist, the students restate the most critical point in a paragraph or text. Klingner asserts that getting the gist means the students'

³¹M.Jafre Z.A, "CSR Within cognitive and metacognitive strategies perspective: *International Journal of Humanities and Social Science*", (Malaysia: Universiti Sains Malaysia), vol 2, No.3, february 2012, p.194

³² Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 114

ability is to indicate the main idea of a paragraph or cluster the paragraph by using their own sentences succinctly as possible.³³

It states that knowing the main idea of a text helps the students to enhance their comprehension and be able to tell the information easily.

4) Wrap Up

Kligner pointed that wrap-up strategy is situated when the students finished reading the whole text. In Wrap-up strategy, the students take the most important point and make some questions that probably appear on the test. They use question words namely who, what, when, where, why, and how to formulate the questions. The students try to make questions from the explicit information in the text and others questions that need answers from the students mind.³⁴

It means that the students should summarize what the crucial information which they get from the text. Then some questions which have been made are answered by the others students as their comprehension exercise. Hence, the students can improve insight, comprehension, and memory.

c. The Procedures of Collaborative Strategic Reading (CSR)

In cooperative learning groups, the students should less do the work together in the same assignment, because every student has each

³³ Jannete K. Kligner, et all. *Teaching Comprehension*, (The Guilford Press, 2007) p. 145

³⁴ *Ibid*, p. 145

important role to do the task. Besides that, everyone also has duty to achieve aims together in their group. Therefore, in cooperative learning groups the students has two duties namely: to develop their skill in studying and to guide one another in gaining knowledge.³⁵

It means that in cooperative learning group, all students are given a chance to discuss about the text, however they also do a task given to them independently agree with their role.

1) Students Roles

Bremer maintains that by using CSR, the students are encouraged to talk about the content of a text, help one another to understand the written text, and give intellectual and affective encouragement to their friends. Accordingly, every student in a group has opportunity to practice some roles to support cooperative learning group namely:

- a) Leader, he or she guides the group to read a text then practice each strategy of CSR and demand a teacher help if necessary.
- b) Clunk expert, he or she helps the group to find out the meaning of difficult vocabulary or idea by using clunk cards.
- c) Gist expert, he or she leads the group to discover the most important ideas from the text.

³⁵ *Ibid*, p. 146

- d) Announcer, he or she asks the other group participants to read and share an idea and encourages every student to participate in the learning.
- e) Encourager, he or she observes the group and shares feedback, views the students' action to praise, raises up all members in the group to participate in the discussion and helps one another, assesses the students' work in the group and gives advice for improvement.
- f) Timekeeper, he or she remembers the group the time that they spend to write the answer in the learning logs and complete a part of the text that they read, pay attention to the time and remember the group to stay focus.³⁶ Accordingly, by giving the roles to them, every student has responsibility in their learning and they become more active to discuss about the information from a text.

2) The teacher's role

Same as the students, the teacher also has the important roles in applying CSR. Those roles are to give detailed information on how to use reading strategies, to provide the students for particular roles in each group, and to give a help to the students for reading and discussion.³⁷ Before the students work cooperatively, the teacher should present four reading strategies

³⁶ Christine D. Bremer, et all. Collaborative Strategic Reading: *Improving Secondary Education and Transition Service through Research*, vol. 1, june 2002p. 4

³⁷ *Ibid*, p. 5

through the clear explanation and giving modelling continually to practice them in a group. Consequently, the circulating among the groups and providing help continually is also the role of the teacher. The teachers are able to help through listening the students' discussion actively, clarifying the difficult vocabularies, modeling the strategy usage, encouraging the students' participation and giving the positive reinforcement. The teachers should demand that the students will need the assistance in joining study groups, practicing the strategies, and gaining the important point from the books.³⁸

d. Advantages of CSR Technique

There are some advantages of CSR technique namely (a) the students feel enjoy in learning process, (b) it improves understanding of reading skill, (c) it makes the students easier in understanding reading material because they study in a group, (d) it increases the students' vocabularies, (e) it improves the students' cooperative skill, (f) the students are motivated to learn reading comprehension, and (g) the students become active to study in group.

e. Disadvantages

Team teaching is not always successful. Some teachers are rigid personality types or may be wedded to a single method. Some

³⁸ *Ibid*, p. 5

simply dislike the other teachers on the team. Some do not want to risk humiliation and discouragement at possible failures. Some fear they will be expected to do more work for the same salary. Others are unwilling to share the spotlight or their pet ideas or to lose total control.

Team teaching makes more demands on time and energy. Members must arrange mutually agreeable times for planning and evaluation. Discussions can be draining and group decisions take longer. Rethinking the courses to accommodate the team-teaching method is often inconvenient.

Opposition may also come from students, parents, and administrators who may resist change of any sort. Some students flourish in a highly structured environment that favors repetition. Some are confused by conflicting opinions. Too much variety may hinder habit formation.

Salaries may have to reflect the additional responsibilities undertaken by team members. Team leaders may need some form of bonus. Such costs could be met by enlarging some class sizes. Nonprofessional staff members could take over some responsibilities.

All things being considered, team teaching so enhances the quality of learning that it is sure to spread widely in the future.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

In this research. There are two variables, these all are Independent variable (X) and Dependent variable (Y). The Independent variable (X) is Collaborative Strategic Reading (CSR) Technique. Then the Dependent variable (Y) is reading skill in drawing conclusion.

Essentially, students level ability is divided into two layers namely actual ability (owned by children) and potential capability (possible to be mastered). Zona between both the actual ability and potential capability is zona proximal development. The students need the good way to achieve their potential capability.

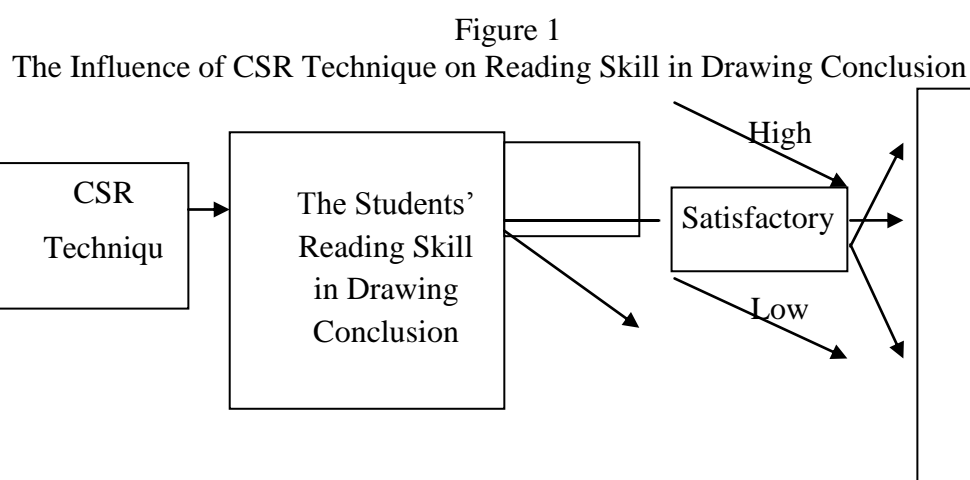
Collaborative Strategic Reading (CSR) Technique is CSR means an effective technique of comprehending a text by implementing some reading strategies and involving the students' group work. The strategies used in CSR are preview, click, and clunk, get the gist, and warm up. While every group contains 4 until 5 students who every student plays certain role in applying the strategies. If Collaborative Strategic Reading is implemented correctly therefore the students reading skill in drawing conclusion will be good, vice versa If Collaborative Strategic Reading is implemented incorrectly, the students reading skill in drawing conclusion will be bad.

Drawing conclusion is one of skills in reading that looking for the clues or the signs from the text in order to know about the point and

meaning of the text. Reading have taught in the students of SMK Ganesha Sekampung but there are any students get low in reading skill because the still make errors.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as follows:



Based on the above figure, it can be described that applying Collaborative Strategic Reading (CSR) Technique is possible to influence the students' reading skill in drawing conclusion.

C. Hypothesis Formulation

According Ary hypothesis should be presented in the form of a concise declarative statement.³⁹ A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it.

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

³⁹Donald Ary, *Introduction to Research in Education Eighth Edition*, (USA: Wadsworth cengage learning, 2010) 8th Edition, p. 90.

1. Formulation Hypothesis

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

a. Alternative Hypothesis (Ha)

Alternative Hypothesis is the one we want to be true.⁴⁰ There is a significant influence of using Collaborative Strategic Reading (CSR) on the students' reading skill at the eleventh graders students' of SMK Ganesha Sekampung

b. Hypothesis (Ho Null)

Null Hypothesis is the opposite of Alternative Hypothesis.⁴¹ There is no a significant influence of using Collaborative Strategic Reading (CSR) method on students reading skill at the eleventh grades of SMK Ganesha Sekampung.

2. Statistical Hypothesis

Based on the explanation above, the writer can make a conclusion that hypothesis are:

- 1) If "f observed" > f table. Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.
- 2) If "f_o observed" < f_t table. Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted

⁴⁰Daniel Muijs, *Doing Quantitative Research in Education*, (New Delhi: SAGE Publications Ltd, 2004) , p. 16.

⁴¹*Ibid.*, p.16.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the specific procedure involved in the research process: data collection, data analysis, and report writing.⁴² It means that research design is very important in a procedure research process because in research design there is specific component or step what we do in the research.

The researcher uses quantitative research. Quantitative research use number of describe what exists.⁴³ Another expert also described quantitative research as a scientific investigation that includes both experiments and other system method that emphasize control and quantified measures of performance. A major benefit of these data is that they may be fed into a computer where they can be counted, stored, and manipulated. However, numbers are often a poor substitute for a researcher's vivid description. This research was intended to investigate whether there is any positive and significant influence of using team assisted individualization method on the students' reading skill. The researcher conductes the research among eighth the grades students of SMK Ganesha Sekampung.

There are two variables in this research. They are independent variable (X) and dependent variable (Y). Independent variable is a variable that has impact on the dependent variable. In other words the values that the

⁴²John W. Creswell, *Educational Research*, (New York: Pearson, 2012), p. 20.

⁴³Paul S. Gray, *The Research Imagination an introduction to qualitative and quantitative methods*, (New York: Cambridge University Press, 2007), p. 42.

dependent variable takes on are influenced by the independent variable.⁴⁴ The independent variable (X) was Collaborative Strategic Reading (CSR) method and dependent variable (Y) was Reading Skill.

B. The Operational Definition of Variables

Based on Cresswel, operational definition is the specification of how you will define and measure the variable in your study.⁴⁵ We can find definitions in published research studies in our topics. In the other hand, variable is a concept a noun that stands for variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed.⁴⁶ Based on the quotation above, the operational definitions of variables as following:

1. Independent Variable

Independent variable is presumed or possible cause.⁴⁷ It is the variable which was selected, manipulated, and measured by the researcher. Independent variable (X) of this research is Collaborative Strategic Reading (CSR) Method.

There are some indicators that indicate the students are able to achieve the objective of method as follows:

- a. The students have the competence to develop reading skill by using Collaborative Strategic Reading (CSR) Method.

⁴⁴Mark and Peter, *Introduction to Quantitative Research Methods*, (London:SAGE publication, 2001), p. 46.

⁴⁵John W Creswell, *Educational Research*, (New York: Pearson, 2012), p151.

⁴⁶Jack R and Norman E, *How to Design and Evaluate Research in Education*, (San Fransisco: Mc Graw-Hill Higher Education, 2009), p. 40.

⁴⁷*Ibid.*, p. 43.

- b. The students are more active in teaching and learning reading process.
- c. The students can read meticulously and carefully the text in reading.
- d. The students can get the main idea and meaning in the text in reading materials.
- e. The students can learn in their group to solve their problem when teaching and learning reading.

The researcher uses several ways to measure the influence of using Collaborative Strategic Reading (CSR) Method on students' reading skill. The researcher had one partner to be an observer during the teaching reading text by using Collaborative Strategic Reading (CSR) Method to know students' participation in teaching and learning process.

2. **Dependent Variable**

Dependent variable is presumed result.⁴⁸ Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading skill. There are some indicators of this variable are:

- a. The students are able to mention main idea of the text reading.
- b. The students are able to mention main topic of the text.
- c. The students are able to find specific information of the text.

⁴⁸*Ibid.*, p. 43.

- d. The students are able to find reference of the text and deduce of the meaning (vocabulary).

To measure students in reading skill, the researcher gives a test guidance to read and answer the question of multiple choices about reading text. The researcher also established the measurement of good paragraph and fluency in reading. The researcher used multiple-choice test in pre-test and post-test. In pre-test the researcher gives 50 multiple-choice question test and in post-test the researcher also gives 50 question.

C. Population, Sample and Sampling Technique

1. Population

Fraenkel and Wallen define population as the larger group on which in formatting is obtained.⁴⁹ The population of this research is at the eighth graders students of SMK Ganesha Sekampung which consists of 30 students and becomes one class.

2. Sample

According C.R. Khotari sample is the items so selected constitute.⁵⁰ The researcher must decide the way of selecting a sample in population. The researcher would like to take one class as sample from the population. So, the writer took from XI grades that consist of 30 students as sample.

3. Sampling technique

In this case, the technique used cluster sampling. Clustering sampling is sampling in which groups, not individuals. Clusters can be

⁴⁹*Ibid.*, p. 92.

⁵⁰C.R.Kothari, *Research Methodology Method and Technique*, (New Delhi: New Age International, 2004), Second Revised Edition, p.14.

communities, states, schools, districts, and so on.⁵¹ The researcher used this sampling technique because the researcher used sample which groups, not individuals. The researcher choosed one class to experimental class. Based on the case, the researcher got class XI as experimental class consist of 30 students as sample.

D. Data Collection Method

1. Test

According Yogesh In educational research achievement tests are most commonly used.⁵² Moreover, the researcher used test as a data collection method to measure both of the variable. The researcher measures the use of Collaborative Strategic Reading (CSR) method on the students' reading skill by pre-test, treatment, and post-test.

a. Pre-test

Geoffrey said “pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable)”.⁵³ In pre-test the researcher gives to the students multiple-choice test without explaining the reading materials, consist of 50 questions which each question has point 2 for each answer true and who students can answer well they got total score 100.

⁵¹L.R. Gay, *Educational Research Competencies for Analysis and Applications*, (USA:Pearson,2012), p. 144.

⁵²Yogesh Kumar Singh, *New Age Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), p. 209.

⁵³Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (New Jersey:John Wiley Hoboken, 2005) , p. 187.

b. Post-test

Post-test is conducted to assess the effectiveness of the independent variable.⁵⁴ The researcher used post test to get the data after analyzing and discussing the weakness and strength that was done by the teacher during teaching-learning process. Finally the researcher gives the post-test with same tests (multiple-choice). In post-test the researcher gives to the students 50 questions which each of the question have point 2 for each answer true and who students can answer well they got total score 100.

2. Observation

The purpose of the observation is to describe about situations, events, individual, and the relationship of them. Observation was done to identify the classroom during teaching and learning process. It was done while the action was being implemented.

The researcher applies this method to get the students' activities like students' comprehend in answering the question, students' reading activity, students' participant and proclivity of students' learning English in the class.

3. Documentation

According Jane Richie documentation will help the user of the research to understand the boundaries of the evidence in term of any wider

⁵⁴*Ibid.*, p. 187.

conclusion that can be drawn.⁵⁵ So the documentation is note of information in the form of documentation. The researcher used the documentation to get detail information about teaching Collaborative Strategic Reading (CSR) method at eighth grade of SMK Ganesha Sekampung.

E. Research Instrument

Creswell defines instrument is a tool for measuring, observing, or documenting quantitative data.⁵⁶ David also defines instrument as a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding.

Research instruments used in this research as follows:

1. Instrument Blueprint

Instrument in this research is design and adjusted with the indicators which have been specified. Moreover, instrument used in the test form that consists of multiple choice questions about text reading.

Furthermore, there are two tests in this research. The first test is pre-test and the second test is post test. In addition, the researcher demonstrated the research instrument in the form of grilles as follows:

⁵⁵Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (Wiltshire: Great Britain the Cromwell Press Ltd, 2003), p. 278.

⁵⁶John W Creswell, *Educational Research.*, (New York: Pearson, 2012), p. 151.

Table 6
The Instrument Grilles Test for Reading skill

No	Variable	Indicator	Item	Form
1.	Independent Variable (X) Collaborative Strategic Reading Method (CSR)	1) The students have the competence to develop reading skill by using Collaborative Strategic Reading Method. 2) The students are more active in teaching and learning reading skill process. 3) The students can read meticulously and carefully the text in reading skill. 4) The students can get the main idea and meaning in the text in reading materials. 5) The students can learn in their group to solve their problem when teaching and learning reading skill.	1-20	Questionnaire
2.	Dependent Variable (Y) Reading skill	1. The students able to mention main idea of each paragraph. 2. The students able to mention main topic of the text 3. The students able to find specific information of the text. 4. The students able to find reference of the	1-50	Multiple-choice

text and deduce of the meaning (vocabulary).

2. Instrument Calibration

Instrument calibration is used to know the validity. In that case Validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity referred to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.⁵⁷

The researcher used content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the eighth grade of SMK Ganesha Sekampung in academic year of 2019/ 2020.

F. Data Analysis Technique

To investigate whether there is any influence of the using of Collaborative Strategic Reading (CSR) method on the students' reading skill at the eighth graders students of SMK Ganesha Sekampung. The researcher analyzed the data by using chi-square.

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Note: χ^2 = Value of chi square

f_o = Observed frequency

⁵⁷ Daniel Muijs, *Doing Quantitative Research in Education*, (New Delhi: SAGE Publications Ltd, 2004), p. 66.

$fe = \text{Expected frequency}^{58}$

Another way to investigate the influence of using CSR on the students reading skill, we can also use this formula.

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

Note :

t = t value for correlation sample

D = (difference), difference between pre-test score with post-test score.

D^2 = Square of D

N = Total of participant

⁵⁸ Donal Ary, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengage learning, 2010) P. 188

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The Historical background of SMK Ganesha Sekampung

SMK Ganesha Sekampung is the vocational high school is located in the highway Sekampung No. 56, subdistrict of Sekampung, East Lampung. It is favorite Vocational High School in Sekampung City. SMK Ganesha Sekampung was built in 1991, since 1991 this school undergone school headmaster change.

The condition of Leadership, since its establishment in 1991, SMK Ganesha Sekampung experienced leadership turnover as 6 (six) times, it had several headmaster. They were:

Table: 3
The Condition of Leadership of SMK Ganesha Sekampung

No.	Principal Name	Work Period
1.	Walidu, B.A	1997 – 2002
2.	Joko sugiarto, S.Pd	2002 – 2004
3.	Drs. Heru wanton	2004 – 2005
4.	Drs. Suhadi	2005 – 2006
5.	Martin indra, S.T	2006 – 2009
6.	Guntoro, S.Pd	2009 –Now

b. The Condition of Teachers and Official Employers

The condition of headmaster, teachers, and employers in SMK Ganesha Sekampung in the academic years 2019/2020 as follows:

1) Headmaster

Headmaster of SMK Ganesha Sekampung has Education : S1

2) Teachers

There are 5 civilian government teachers and there are 34 teachers non civilian government (GTT)

3) Employers

There are some employers in SMK Ganesha Sekampung that has been civilian government (PNS) and non civilian government (Non PNS)

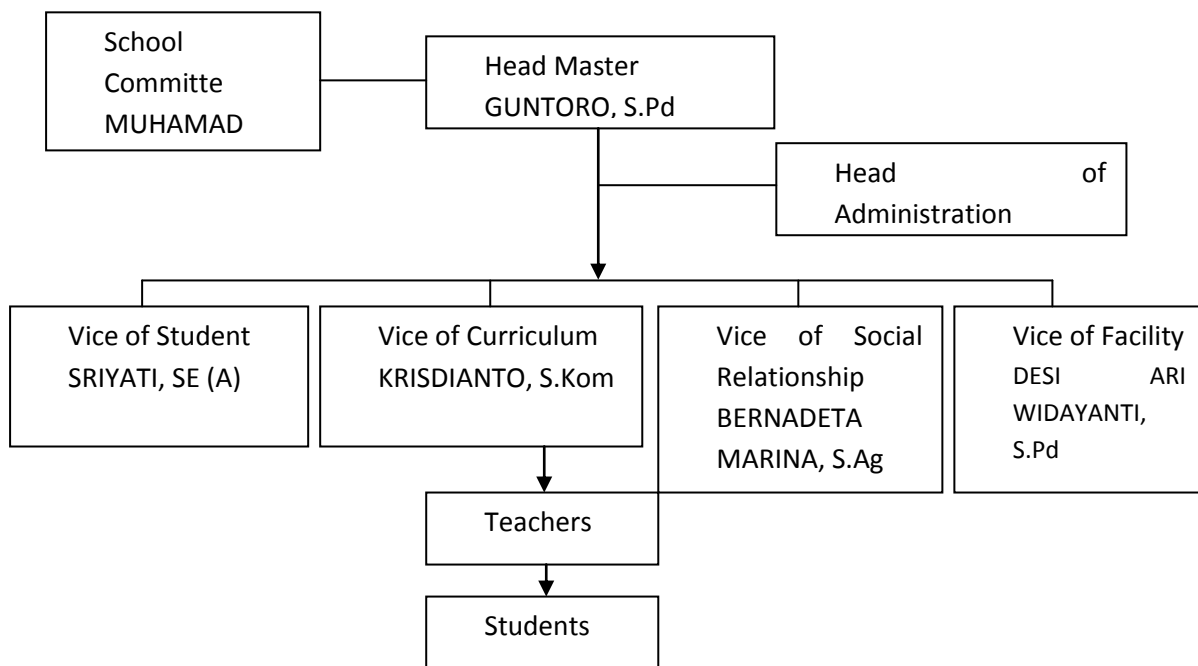
Table 4

The Teachers in SMK Ganesha Sekampung in academic year 2019/2020

No	Teachers' Name	The Date Of The Birth	Ket.
1	GUNTORO, S.Pd	Metro, 03 March 1971	
2	SRIYATI, SE (A)	Hargomulyo, 29 October 1974	
3	KRISDIANTO, S.Kom	Adirejo, 05 May 1982	
4	NITA YULIANA, S.Pd	Girikarto, 03 July 1984	
5	PANDU SUSIAWAN, SE	Jayaguna II, 19 March 1974	
6	ERMAWAN, S.Sos	Karyamukti, 04 May 1986	
7	BERNADETA MARINA, S.Ag	Banjarrejo, 08 July 1975	
8	DESI ARI WIDAYANTI,	Bumiharjo, 26 April 1984	

	S.Pd	
9	MUHAMMAD NURHUDA, S.Pd	Bantul, 10 September 1975
10	SUGIATMI, S.Pd	Girikarto, 11 August 1976
11	MUHAMMAD TAMRIN, S.Pd.I	Trimulyo, 25 September 1985
12	BELLI ASTUTI, S.Pd	Bengkulu, 07 January 1991
13	LUK KRISDIYANTO, S.Pd	Wonokarto, 15 July 1977
14	MANISIH, S.Pd	Sumberrejo, 12 May 1982
15	YENI SUSANDARI, SE	Metro, 12 January 1983
16	SRIYATI, SE (B)	Balekencono, 29 June 1980
17	PURWADI, SH	Sribasuki, 25 July 1971
18	MUHAMAD YASIN, S.Ag	Batangharjo, 01 May 1970
19	AGUS ISWANTO, M.Pd	Telogorejo, 07 April 1972
20	Drs. L.SUPRIONO	Selorejo, 06 October 1960
21	SUKADI, S.Pd	Girikarto, 22 May 1972
22	MUHAMMAD RIDHO HS, S.Pd	Sumbergede, 03 April 1993
23	RATMINI, M.Pd	Rumbia, 13 April 1971
24	ESTI RAHAYU, S.Pd.I	Sumbergede, 04 April 1990
25	Drs. MUJIONO	Selorejo, 30 June 1961
26	NOVI DWI ASTUTI, S.Pd.	Girikarto, 17 November 1986
27	FAUZIAH ASTUTI, SP	Metro, 05 February 1976
28	INDIATI, SE	Telogorejo, 26 July 1975
29	INDARYATI, S.Pd	Pekalongan, 08 February 1972

c. Organization Structure of SMK GANESA SEKAMPUNG



d. Condition of Students

The condition of students in SMK 2 Ganesha Sekampung is stated as follows:

Number of the students (for 5 years)

Tahun	Class X			Class XI			Class XII		
	L	P	J	L	P	J	L	P	J
			m			m			m
2014/2015	9	5	6	7	6	6	7	6	7
		2	1		2	9		4	1
2015/2016	7	4	5	7	5	6	8	6	6
		6	3		4	1		0	8
2016/2017	4	4	4	5	4	5	7	5	5
		5	9		7	2		2	9
2017/2018	6	2	3	2	4	4	4	4	4
		8	4		2	4		5	9

2018/2019	5	3	4	5	2	3	1	4	4
		6	1		7	2		2	3

Source: documentation of SMK 2 Ganesha Sekampung on 25th, November 2019/2020

e. Condition of Facilities

The condition of facilities in SMK 2 Ganesha Sekampung is stated as follows:

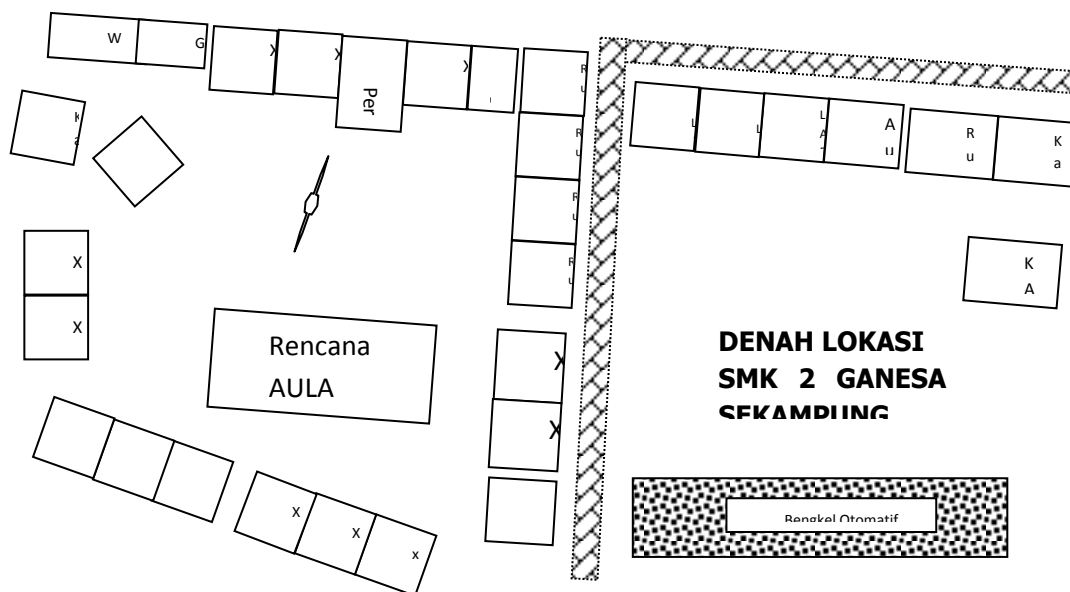
Table.

Recapitulation Facilities in SMK 2 Ganesha Sekampung

NO	FACILITIES	QUANTITY
1	Classroom	9
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Counseling Room	1
6	Library	2
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	1
12	Student Toilet	2
13	Canteen	2
14	The Locker Room	1
15	Sciences Laboratory	8

Source: documentation of SMK 2 Ganesha Sekampung on 25th, November 2019/2020

f. Location of SMK Ganesha Sekampung



2. Research Data

a. The students' Pre-Test Result

The researcher conducted pre-test on Monday, 25th November 2019 was done to know the comprehending students before the treatment. To find out the intial differences between the groups who have similar level. The pre-test used in this research is in the form of drawing conclusion essay test. The result of pre-test can be identified as follow:

Table 5
The result of the students' reading skill in drawing conclusion Pre-Test at the
eleventh grade of SMK Ganesha Sekampung

No.	Students' Name	The Score of Pre-Test
1.	AP	76
2.	ACR	65
3.	AM	64
4.	AP	56
5.	ACL	52
6.	ARW	74
7.	BA	58
8.	BP	64
9.	DRW	70
10.	DKW	66
11.	ET	62
12.	FF	54
13.	FA	50
14.	IMF	46
15.	IP	58
16.	K	50
17.	NWE	60
18.	NNA	72
19.	RA	54
20.	RD	50
21.	RAS	60
22.	SPH	70
23.	TA	56
24.	UKAS	72
25.	VL	62
26.	WP	74
27.	YAL	60
28.	YRA	76
29.	YDW	62
30.	ZID	60
Total ($\sum X$)		1903
Maximal Score		76

Minimal Score	46
Average (\bar{X})	63,43

Source: taken on November 25th, 2019

The test was followed by 30 students. Based on the table above, then the researcher measured the class interval by using formulation as follows:

$R = \text{The highest score} - \text{The lowest score}$

$$R = 76 - 46$$

$$= 30$$

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

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 \log (1,47)$$

$$= 1 + 4,87$$

$$= 5,87 (6)$$

$$P = \frac{R}{K}$$

$$= 30 / 5,87$$

$$= 5,11 (5)$$

Note :

$R =$ A distance from Score maximum and score minimum

$K =$ The number of interval class

$P =$ The Length of interval class

The total of the class interval (K) for pre test was 6. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

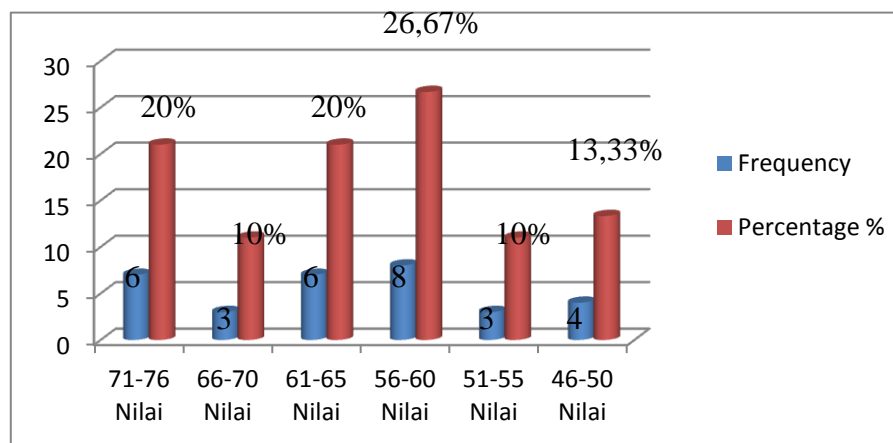
Table 6
Frequency Distribution of the Students' Reading Skill in Drawing conclusion
Score in Pre test

No.	Class Interval	Frequency	Percentage (%)
1	71-76	6	20.00
2	66-70	3	10.00
3	61-65	6	20.00
4	56-60	8	26.67
5	51-55	3	10.00
6	46-50	4	13.33
Total		30	100%

Based on the table of frequency distribution above, it can be inferred that fro 30 students as the research samples, there were 6 students who were included into the score of 71-76 or 20.00%, 3 students who got the score 66-70 or 10.00%, 6 students who got the score 61-65 or 20.00%, 8 students who got the score 56-60 or 26.67%, 3 students who got the score 51-55 or 10.00% and for the last there were 4 students who got the score 46-50 or 13.33%.

In addition, the chart below illustrated the frequency distribution of the students' reading skill in drawing conclusion score in pre test:

Table 7
The chart of Frequency Distribution of the Students' Reading Skill in Drawing conclusion Score in Pre test



b. The students' Post Test Result

Post Test was employed in the last program of this research after giving some treatments and exercises to the students. The test used in present research was the same type as pre test but in the different title and it is more developed. The result of students' post-test can be identified as follows:

Table 8
The result of the students' reading skill in drawing conclusion Post-Test at the eleventh grade of SMK Ganesha Sekampung

No	Students' Name	The Score of Post-Test
1.	AP	80
2.	ACR	72
3.	AM	75
4.	AP	70
5.	ACL	65
6.	ARW	82
7.	BA	65
8.	BP	70
9.	DRW	75

10.	DKW	70
11.	ET	75
12.	FF	65
13.	FA	60
14.	IMF	65
15.	IP	75
16.	K	70
17.	NWE	75
18.	NNA	80
19.	RA	70
20.	RD	70
21.	RAS	68
22.	SPH	72
23.	TA	70
24.	UKAS	80
25.	VL	75
26.	WP	84
27.	YAL	70
28.	YRA	84
29.	YDW	70
30.	ZID	76
Total ($\sum X$)		2253
Maximal Score		86
Minimal Score		60
Average (\bar{X})		72,60

Source: taken on November 28th, 2019

The test was followed by 30 students. Based on the table above, then the researcher measured the class interval by using formulation as follows:

$R = \text{The highest score} - \text{the lowest score}$

$$R = 84 - 60$$

$$= 24$$

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log (30) \\
 &= 1 + 3,3 \log (1,47) \\
 &= 1 + 4,87 \\
 &= 5,87 (6)
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= 24 / 5,87 \\
 &= 4,08 (4)
 \end{aligned}$$

Note :

R = A distance from Score maximum and score minimum

K = The number of interval class

P = The Length of interval class

The total of the class interval (K) for post test was 6. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

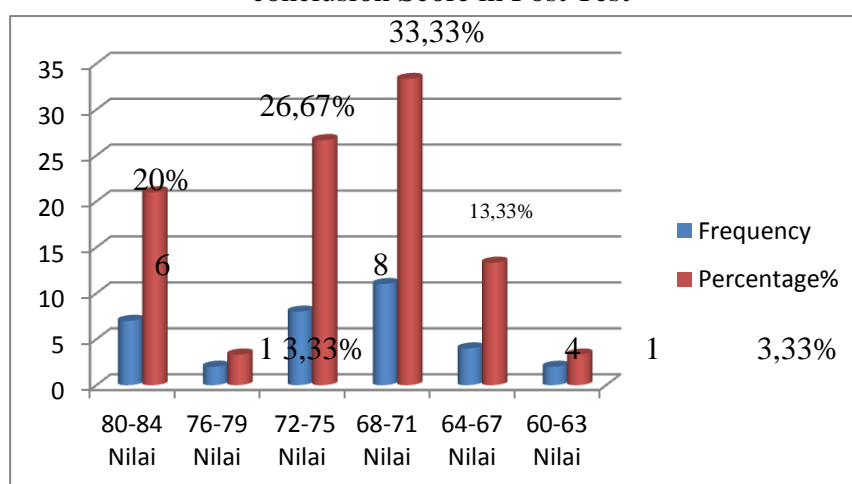
Table 9
Frequency Distribution of the Students' Reading Skill in Drawing conclusion
Score in Post test

No	Class Interval	Frequency	Percentage (%)
1	80-84	6	20.00
2	76-79	1	3.33
3	72-75	8	26.67
4	68-71	10	33.33
5	64-67	4	13.33
6	60-63	1	3.33
	Total	30	100%

Therefore, it shown that the result of post test after using Collaborative Strategic Reading Technique can fulfill the students' reading skill in drawing conclusion. based on the table of frequency distribution above, it can be inferred that from 30 students as the research samples there were 6 students who were included into the score of 80-84 or 20.00%, 1 students who got the score 76-79 or 3.33%, 8 students who got the score 72-75 or 26.67%, 10 students who got the score 68-71 or 33.33%, 4 students who got the score 64-67 or 13.33% and for the last there were 1 students who got the score 60-63 or 3.33%.

In addition, the chart below illustrated the frequency distribution of the students' reading skill in drawing conclusion score in post test:

Table 10
The chart of Frequency Distribution of the Students' Reading Skill in Drawing conclusion Score in Post Test



B. Hypothesis Testing

After applying test method, the researcher analyzed the data by using Chi-Square and t-test in order to prove whether there is a positive and significant influence of using collaborative strategic reading technique on the students' reading skill in drawing conclusion at the eleventh grade of SMK Ganesha Sekampung in the academic years 2019/2020, as follows:

1. Putting the data into the formula Chi-Square (χ^2)

After administering the written test method, the researcher analyzed the data by using of Chi-Square (χ^2) with two variables in order to prove whether there is any positive and significant influence of using collaborative strategic reading on the students' reading skill in drawing conclusion at the eleventh grade of SMK Ganesha Sekampung in the academic years 2019/2020, as follows:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 11
The Contingency Table of the Expected Frequency at the Result of Students' Reading Skill in Drawing Conclusion in Pre test and Post test

Variables	Category					Total
	Excelent	Good	Fair	Poor	Failed	
Pre-Test	1	2	3	4	5	$r_N =$
	0	9	6	15	0	30
Post-Test	6	7	8	9	10	$r_N =$
	6	19	5	0	0	30
Total	$c_N = 6$	$c_N =$	c_N	$c_N =$	$c_N =$	$N =$

$$28 = 15 \quad 0 \quad 60$$

$$11$$

Hypothesis testing by using chi-square analyzed as follows:

Table 12

The Testing of Data

Sel:	f_0	$f_e = \frac{c \cdot n \cdot x}{Rn}$	$f_0 - f_e$	$\frac{(f_0 - f_e)^2}{2}$	$\frac{(f_0 - f_e)^2}{f_e}$
1	0	$\frac{6 \times 30}{60} = 3$	- 3	9	3
2	9	$\frac{28 \times 30}{60} = 14$	- 5	25	1,8
3	6	$\frac{11 \times 30}{60} = 5.5$	0.5	0.25	0,04
4	15	$\frac{15 \times 30}{60} = 7.5$	7.5	56.25	7.5
5	0	$\frac{0 \times 30}{60} = 0$	0	0	0
6	6	$\frac{6 \times 30}{60} = 3$	3	9	3
7	19	$\frac{28 \times 30}{60} = 14$	5	25	1,8
8	5	$\frac{11 \times 30}{60} = 5.5$	-0.5	0.25	0,04
9	0	$\frac{15 \times 30}{60} = 7.5$	-7.5	56.25	7.5
10	0	$\frac{0 \times 30}{60} = 0$	0	0	0
Total	N= 60	$f_t = 60$	=0	-	$X^2 = 24,68$

From data above, the value of chi-square was 24,68. Then know the critical value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:⁵⁹

$$Df = (c - 1) (r - 1)$$

Note:

Df = Degree of freedom

c = Column

r = Row

$$Df = (5-1) (2-1) = 4$$

Table 13

The table of Critical Value of Chi-Square of		
Level	5%	1%
df 4	9,488	13,227

- 1) The critical value of χ^2 table for 5% level was, 9,488
- 2) The critical value of χ^2 table for 1% level was, 13,227

From all data analysis above, it could be known that:

- 1) $\chi^2_{\text{observed}} = 24,68$
- 2) $\chi^2_{\text{table or expectancy}} = 5\% (9,488) \text{ and } 1\% (13,227)$

The Degrees of freedom is 4. So the values of χ^2 table on degrees of freedom are 5% = 9,488 and 1% = 13,227. In this research, the students have been done all of the tests individually and group. It was benefit to

⁵⁹ L.Rgay,et all, *Educational Research Competence for Analysis and Applications*, (USA:PEARSON, 2012), P.366

know the influence of using CSR Technique on the students' reading skill in drawing conclusion from the result of those tests,

From the data above shown the comparison of χ^2 bar with χ^2 table was: $9,488 < 24,68 > 13,227$ in 5% and 1% significance. It means that alternatif hypothesis (H_a) which explains "there is a positive and significant influence of using collaborative strategic technique on the students' reading skill in drawing conclusion".

2. Putting the data into formula T-test

To find whether there is positive and significant influence of using collaborative strategic reading technique on the students reading skill in drawing conclusion at the eleventh grade of SM Ganesha Sekampung in Academic Year of 2019/2020. The researcher used the T-test formula. Firstly, the researcher prepared the table and put the data into the formula t-test as below to get "t_{observation}"

Table 14
The Score Pre-test and Post-test Result of the Students' Reading Skill
in Drawing Conclusion

No	Name	Pre-test (X_1)	Post-test (X_2)	D ($X_1 - X_2$)	D ² ($X_1 - X_2$) ²
1.	AP	76	80	16	256
2	ACR	65	72	7	49
3	AM	64	75	11	121
4	AP	56	70	14	196
5	ACL	52	65	13	169
6	ARW	74	82	8	64
7	BA	58	65	7	49
8	BP	64	70	6	36
9	DRW	70	75	5	25
10	DKW	66	70	4	16
11	ET	62	75	13	169

12	FF	54	65	11	121
13	FA	50	60	10	100
14	IMF	46	65	19	361
15	IP	58	75	17	289
16	K	50	70	20	400
17	NWE	60	75	15	225
18	NNA	72	80	8	64
19	RA	54	70	16	256
20	RD	50	70	20	400
21	RAS	60	68	8	64
22	SPH	70	72	2	4
23	TA	56	70	14	196
24	UKAS	72	80	8	64
25	VL	62	75	13	169
26	WP	74	84	10	100
27	YAL	60	70	10	100
28	YRA	76	84	8	64
29	YDW	62	70	8	64
30	ZID	60	76	16	256
		$\sum X_1 =$	$\sum X_2 =$	$\sum D = 337$	$\sum D^2 = 4191$
		1903	2178		

The average of D = $(337:30) = 11$

After it, put the data into the formula of t-test. Then, calculate of t-test. It can be calculated by using the formula below:

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

$$t = \frac{11}{\sqrt{\frac{4191 - \frac{(337)^2}{30}}{30(30-1)}}$$

$$t = \frac{11}{\sqrt{\frac{4191 - (3785)}{30 \times 29}}}$$

$$t = \frac{11}{\sqrt{\frac{406}{870}}}$$

$$t = \frac{11}{\sqrt{0,4666666667}}$$

$$t = \frac{11}{0,681300510884} = 16.145$$

Therefore, $t_{\text{observation}}$ is 16.145 as the result of the counting by using t-test formula above.

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

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

After considering the T-test table by using df 29, because 29 is higher than 20 and it's lower than 30, so it done by interpolation and can be found that:

Level Significant	5%	1%
df 20	2,09	2,84
df 30	2,04	2,75

Interpolation	5%	1%
d.f 20+ df 30	=2,09+2,04	=2,84+2,75
<u>2</u>	<u>2</u>	<u>2</u>
	= 2,065	2,795

To df 29 with df 5% is 2,065 and 1% is 2,795. With the t-observation is 16.145. Then, the data confirmed that to $T_{table} 2,065 < T_{observation} 16.145 > T_{table} 2,795$.

C. Interpretation

1. Interpretation of “ $\chi^2_{observed}$ ”

If $\chi^2_{observed} > \chi^2_{table}$, H_a is accepted and H_o is rejected

If $\chi^2_{observed} < \chi^2_{table}$, H_a is rejected and H_o is accepted.

The critical value of “ $\chi^2_{observed}$ ” was 24,68. in conclusion, the using of CSR technique can influence students’ reading skill in drawing conclusion at the eleventh grade of SMK Ganesha Sekampung.

2. Interpretation of $t_{observed}$

The researcher formulated to “ $t_{observed}$ to t_{table} ” as follow:

a) If $t_{observed} > t_{table}$, H_a is accepted and H_o is rejected.

b) If $t_{observed} < t_{table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the Alternative Hypothesis (H_a) such as: “there is a significant influence of using collaborative strategic reading technique on the students’ reading skill in drawing conclusion at the eleventh grade of SMK Ganesha Sekampung in the Academic Year of 2019/2020.

Finally, the data confirmed that “ t_{observed} ” = 16,145 is higher than “ t_{table} 2,065 in 5% and 2,795 in 1%. Therefore, it can be concluded that “there is a significant influence of using collaborative strategic reading technique on the students’ reading skill in drawing conclusion at the eleventh grade of SMK Ganesha Sekampung in the Academic Year of 2019/2020

D. Discussion

In this research, there are two variables, the independent variables is CSR technique (X), and dependent variables is drawing conclusion (Y). The variables were tested by using formula of T-test to investigate whether there is a significant influence of using collaborative strategic reading technique on the students’ reading skill in drawing conclusion at the eleventh grade of SMK Ganesha Sekampung in the Academic Year of 2019/2020.

During the research, the researcher found the problem. that was the students’ didn’t interest to English. so the researcher used CSR technique to solve problem on the students that assumes that english is difficult. the researcher used CSR technique in a passage, firstly the make a group then they have to find out the difficult meaning vocabulary (clunk) by using clunk cards. So that the students’ interested in doing assignment. That is how the researcher used CSR Technique.

By applying and analyzing those technique, the researcher assumed that the students’ reading skill in drawing conclusion can be raised by CSR

Technique with steps of CSR: a) preview, b) click and clunk, c) get the gist, d) wrap up.

E. Limitation

This research was conducted at the SMK Ganesha Sekampung. The subject of the research was eleventh grade of SMK Ganesha Sekampung in the Academic Year of 2019/2020. The result of this research explained the influence of using collaborative strategic reading technique on the students' reading skill in drawing conclusion at the eleventh grade of SMK Ganesha Sekampung in the Academic Year of 2019/2020. this research was conducted at the SMK Ganesha Sekampung. the subject of the research was the eight grade of SMK Ganesha Sekampung in the Academic Year of 2019/2020.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Collaborative Strategic Reading (CSR) Technique is one of techniques in learning English, especially in reading context. By the use of CSR technique appropriately, it could influence the students' English learning result. In this technique, the students study to manage of time to do assignment, because CSR Technique is read to find the difficult word and key word and then they have to conclude what the implied meaning on the text.

After analyzing the data, the discussion was concluded as follows:

In this research, the students have been done all of the tests individually and group. it was benefit to know the influence of using CSR technique on the students reading skill in drawing conclusion from the result of those tests, there was different score of students. it could be seen from the result of the students' pre-test and post-test.

There was significant Influence of using CSR Technique on the students' reading skill in drawing conclusion of SMK Ganesha Sekampung. It can be seen from the data confirmed that " $t_{\text{observed}} = 16,145$ is higher than " $t_{\text{table}} 2,065$ in 5% and 2,795 in 1%. Therefore, it can be concluded that "there is a significant influence of using collaborative strategic reading technique on the students' reading skill in drawing conclusion at the eleventh grade of SMK Ganesha Sekampung in the Academic Year of 2019/2020.

B. Suggestion

In line with the research findings previously, here are some suggestions that can be given related to the researcher conclusion and hopefully can take the benefit to anyone who read this “thesis”. The suggestions are as follows:

a. To The Teacher

The teacher is recommended to apply Collaborative Strategic Reading Technique for improving English material especially in reading such as drawing conclusion, inferences, summarizing, etc.

b. To The Students

The students must be active in learning process especially in English subject for themselves. They are suggested to increase their reading skill through Collaborative Strategic Reading (CSR) Technique to add knowledge for themselves. so they be accustomed to read English and to add knowledge for themselves

c. To The Headmaster

The Headmaster is advised to give direction to teachers and researchers to apply Collaborative Strategic Reading Techniques to improve English material especially in reading such as drawing conclusions, conclusions, summarizing, etc.

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APPENDICES

SYLLABLE

School : SMK Ganesha Sekampung
Subject : Bahasa Inggris
Class/Semester : XI / 1
Academic Year : 2019/2020

Standard competences:

Reading

5. Understanding the meaning of short functional text and essay writing simple form of recount, narrative and procedure in the context of daily life and to access knowledge.

Standard Competence	Basic Competence	Material	Learning Process	Indicator	Assessment	Time Allocate (minute)	Source/ Book	Character's Value
Reading 1. Understanding the meaning of short functional text and monologue form of reports, narrative and analytical exposition in context of daily life to access knowledge.	1.1 Response the meaning of short functional text (ex. Banner, poster, pamphlet etc.) formal and informal by using written language accurately, fluently, and acceptable in many context in daily life.	<i>banner, poster, pamphlet</i>	<ul style="list-style-type: none"> Read loud the descriptive, news, narrative text individually Discuss various aspects from text like the content, text structure in group. Practice using simple present to state the fact and passive voice to express to core message 	<ul style="list-style-type: none"> Read loud the variety written text in correct pronunciation and intonation Identify the topic of the text that is read Identify some information in short functional text 	Multiple choice	(8 x 45)	Look ahead 2 internet	<ul style="list-style-type: none"> - Friendly - Communicative - Social care - Curiosity - Democrat - Hard work - Discipline - Good read
						1 x 45		
						1 x 45		


2. Understanding the meaning of short functional text and essay in reports, narrative and analytical exposition in context of daily life to access knowledge.	2.1 Response the meaning and rhetorical steps in essay by using written language accurately, fluently and acceptable in daily life.	<ul style="list-style-type: none"> • Noun phrase • Ajective clause • Written text in narrative form • Written text in report form • Written text in analytical exposition form 	<ul style="list-style-type: none"> • Read loud the descriptive, news, narrative text individually • Discuss various aspects from text like the content, text structure in group 	<ul style="list-style-type: none"> • Identify the meaning of words in text that is read • Identify complication in narrative story • Identify events in text that is read • Identify characteristic of person or things in text • Identify case of the text • Identify argument • Identify rhetorical steps in the text • Identify the aim of communication that is read 	Multiple choice	(14 x 45)		
						2 x 45		
						2 x 45		

Approved by,
Headmaster


Guntoro
NIP: -



Researcher


Leo Nardi Purnawan
NPM: 14121557

Sekampung, Oktober 31th, 2019
English Teacher


Esti Rahayu, S.Pd.I
NIP: -

LESSON PLAN I

School : SMK Ganesha Sekampung

Subject : English

Class/Semester : XI / 1

Standard Competence : 1. Reading

Understanding the meaning of short functional text and monologue of reports, narrative and analytical exposition form in context of daily life to access knowledge.

Basic Competence :1.1 Response the meaning of short functional text (ex. banner, poster, pamphlet etc.) formal and informal by using written language accurately, fluently, and acceptable in many context in daily life.

Theme : Narrative (Malin Kundang story)

Aspect/Skill : Reading

Time allocation : 2 x 45

1. The aims of the learning process

At the end of the lesson, students can:

- Read loud the variety written text in correct pronunciation and intonation
- Identify the topic of the text that is read
- Identify some informations in short functional text

Character of students who are expected to:

- Friendly
- Communicative
- Social care
- Curiosity
- Democrate
- Independent
- Hard work
- Good reading

2. Material

Narrative

Narrative is kinds of text which is appropriate for telling the activity or event in the past that shows a problematic experience and resolution to amuse and give entertainment to the readers. Kind of narrative texts are short story, legend, fairy tale, and others texts that contain conflict and resolution. The function is to amuse or entertain the readers.

a. Generic Structure of Narrative

- 1) Orientation, the beginning of the story has the purpose of introducing the personality of the story, where and when the story happened.
- 2) Complication, how the problem begins until its climax of the trouble.
- 3) Resolution, how the problem is settled.
- 4) Re-orientation, the ending of the story which may comprise of closing remark to the story, moral lesson, advice or teaching from the author. However, this part of the story is optional. It may or not may find in the story.

b. Grammatical Features of Narrative

The general grammatical characteristics of narrative texts involve:

- 1) Use of specific nouns to mention or describe the specific people, animals and things that the story is about;
- 2) Use of adjectives to construct noun groups to describe the people, animals or things in the story;
- 3) Use of time connectives and conjunctions to sequence incident through time;

- 4) Use of adverbs and adverbials phrases to find the place of the specific event;
- 5) Use of past tense action verbs to show the actions in narrative;
- 6) Use of saying and thinking verbs to mention what characters are feeling, thinking or saying.

3. Method of learning : Lexical method

4. Steps of learning

No	Activity in learning process	Time
1	<p>Apperception</p> <ol style="list-style-type: none"> a. Salutation/greeting b. Checking student's attendance c. Asking something that related to the material 	10'
2	<p>Exploration</p> <ol style="list-style-type: none"> a. Giving a narative text to the students b. Read loud and ask them to find the difficult words of the text <p>Ellaboration</p> <ol style="list-style-type: none"> c. Giving a chance to the students to find the meaning of the words. d. Guiding the students to practice reading comprehension by using Lexical method. e. Give the mark and notice of collocation f. Motivating the students to ask. g. Giving a chance to the students to answer the questions. h. Observing the difficulties of students in gaining the material in the class. 	50'
3	<p>Confirmation and conclusion</p> <ol style="list-style-type: none"> a. Giving feedback to the students about the material has been given b. Concluding the material with students together c. Closing the learning activity 	10'

5. Sources

- Media: Marker, White board
- Package book
- Internet

6. Scoring

Indicator competence achievement	Scoring technique	Instrument form	Instrument/questions
1. Identify monologue text in the form of narrative. 2. Responding to questions about the narrative text.	Written test	Multiple choice	Read the following text and answer the questions correctly!

Sekampung, November 2019

Reseseacher

English Teacher



Leo Nardi Purnawan
NPM: 14121557



Esti Rahayu, S.Pd.I
NIP:-

Headmaster

Guntoro
NIP:-



THE INSTRUMENT GRILLES OF PRE-TEST

School grade : SMA
 Study Program : Science XI
 Subject : English

Time : 50 menit
 Total : 25 questions
 Type : Multiple choice

No.	Standard Competence	Material	Question Indicator	Rate	Question number
1.	1.Understanding the meaning of short functional text and monologue form of reports, narrative and analytical exposition in context of daily life to access knowledge.	<p>Narative text</p> <p>The Legend of Timun Emas</p> <p>Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child.</p> <p>One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.</p> <p>The farmers were so happy. They</p>	Will be shown the narative text then the student will identify the main idea one of the paragraph.	Difficult	1
			The question still based on the paragraph but here lean on the character one of the person	Midle	2
			There are many moment that will be explained in the text.Here the student will identify one of the problem which happen.	Midle	3
			The question still based on the paragraph but here lean		4

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.</p> <p>Not longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Several years later, Timun Mas has changed into a beautiful girl.</p> <p>On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. "What do you mean, Father? I don't understand," said Timun Mas.</p> <p>After that, the giant came into their house. "Run Timun Mas. Save your life!"</p>	<p>on how do people there solve one of the problems that happen</p> <p>Will be shown the narative text then the student will identify the implied meaning of the story above.</p> <p>The question still based on the paragraph but here lean on the setting of the story.</p> <p>The question still based on the paragraph but here lean on giving the antonym or synonym of the word there.</p> <p>The student will identify the statement from the text are not tru and true so that they will understand over all the main point.</p>	<p></p> <p>Difficult</p> <p>Midle</p> <p>Midle</p> <p>Difficult</p> <p>Midle</p>	<p></p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.</p> <p>Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt the giant.</p> <p>However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp.</p> <p>The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again</p>	<p>The question still based on the paragraph but here lean on how do the stuent understand about the generic structure of the narative by asking the re-orientation side.</p> <p>Will be asked still based on the text then the student will identify the main idea one of the paragraph.</p> <p>The question still based on the paragraph but here lean on giving the antonym or synonym of the word there.</p> <p>The question still based on the paragraph but here lean on giving to</p>	<p>Midle</p> <p>Midle</p> <p>Midle</p>	<p>10</p> <p>11</p> <p>12</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
			the refers to.		
		<p style="text-align: center;">Catano</p> <p>A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.</p> <p>One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens.</p>	<p>Will be shown the second narative text then the student will identify the main idea or will give the tittle of the text as close as possible with the text.</p> <p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The question still based on the paragraph but here lean on giving to the refers word.</p> <p>The question still based</p>	<p>Difficult</p> <p>Midle</p> <p>Easy</p> <p>Easy</p>	<p>13</p> <p>14</p> <p>15</p> <p>16</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three chickens dead on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"</p>	<p>on the paragraph but here lean on the plot or writtent content.</p>	<p>Easy</p>	<p>17</p>
			<p>The question still based on the paragraph but here lean on the plot or writtent content.</p>	<p>Difficult</p>	<p>18</p>
			<p>The student will identify the statement from the text are not tru and true so that they will understand over all the main point</p>	<p>Midle</p>	<p>19</p>
		<p>One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Non sense! You are not King!" "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me." Fox went into the forest with tiger in heels.</p> <p>When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of</p>	<p>The question still based on the paragraph but here lean on the plot or writtent content.</p>	<p>Midle</p>	<p>20</p>
			<p>The question still based on the paragraph but here lean on the plot or writtent content.</p>	<p>Midle</p>	<p>21</p>
			<p>The question still based on the paragraph but here lean on the plot or writtent content.</p>	<p>Midle</p>	<p>22</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>monkey, the monkey saw the tiger behind fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the fox go.</p>	<p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The student will identify the statement from the text are not true and true so that they will understand over all the main point</p> <p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The question still based on the paragraph but here lean on giving the antonym or synonym of the word there.</p>	<p>Easy</p> <p>Midle</p> <p>Midle</p>	<p>23</p> <p>24</p> <p>25</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
			The question still based on the paragraph but here lean on giving to the refers word.		

Pre-Test of The Research

Date : November 2019

Time : 50 minute

This text for answer the questions number 1-10.

Timun Emas

Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child.

One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.

Not longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Several years later, Timun Mas has changed into a beautiful girl.

On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. "What do you mean, Father? I don't understand," said Timun Mas.

After that, the giant came into their house. "Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt the giant.

However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp.

The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again

1. What does the first paragraph tell about?
 - A. The farmers had been married for many years but did not have a child.
 - B. The farmers prayed to giant to get a child.
 - C. The giant gave bunch of cucumber seeds.
 - D. The giant wanted to bring timun mas.
 - E. A big golden cucumber grew from the plants.

2. Where did the story take place?
 - A. In the sea B. In the jungle C. In the river
 - D. In the house E.. In the field

3. Which statement is true according to the text?
 - A. The farmers fulfill the promise to give their daughter to the giant.
 - B. The giant gave to the farmers a son.
 - C. After timun mas was 17th years old, the giant wanted to take her.
 - D. Timun mas was taken by the giant easily.
 - E. The farmers was happy when the giant wanted to take timun mas.

4. After "it" had ripe, the farmers picked and cut it.
The underlined word refers to

- A. The farmers B. The giant C. The tree
D. The gold cucumber E. The jungle

5. He chased Timun Mas away. What does the underlined word mean?
A. Get B. Hunt C. Throw D. Find E. Hurt
6. What does the fifth paragraph tell about?
A. The farmers were happy when they got a child, timun mas.
B. Timun mas tried to fight the giant.
C. The giant was still able to chase Timun Mas.
D. Timun mas threw cucumber feeds to the giant.
E. The farmers gave timun mas a bag to save her life.
7. The statements below is true, except.....
A. The farmers' daughter name was timun mas or gold cucumber.
B. The farmers gave timun mas a bag to save her life from the giant.
C. At the end, timun mas killed the giant successfully.
D. The farmers killed the giant.
E. Timun mas killed the giant by using magic bag that was given by her parents.
8. What kind of the text is it?
A. Analytical Exposition B. Narrative C. Descriptive
D. Recount E. Spoof
9. They knew that they had to keep their promise to the giant, but they also did not want to lose their beloved daughter. What is the synonym of word "keep"?
A. Kill B. Save C. Break D. Throw E. Bunch
10. He knew that the farmers wanted to break their promise. What is the opposite of the underline word?

- A. Contravene B.Fulfill C.Defy
D. Oppose E.Chase

This text for answer the questions number 11-20.

CATANO

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three chickens dead on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

11. Where did the story take place?

- A. London B.Jakarta C.Puerto Rico
D. Buenos Aires E. England

12. What is the word that the parrot cannot say?

- A. Catano B. Canato C.Tacano D.Nacato E.Nataco

13. Why the man was angry and threw the bird into the chicken house?
- A. Because the bird was so ugly and stupid
 - B. Because the bird didn't follow the man to say catano
 - C. Because the bird was so clever
 - D. Because the bird can follow the man to say catano
 - E. Because the man wanted to kill the bird
14. Which statement is true according to the text?
- A. The parrot can't say catano
 - B. At the end the parrot can say catano
 - C. Catano was the name of the parrot
 - D. The man never got angry with the parrot
 - E. He saw three cows dead on the floor
15. What did the man do with the bird while the bird cannot say catano?
- A. The man ate the bird.
 - B. B.The man sold the bird.
 - C. The man killed the bird.
 - D. The man picked up the bird and threw him into the chicken house
 - E. The man saved the bird.
16. What happened with the bird and chickens in the end of the story?
- A. The bird killed chickens.
 - B. B. The three chickens killed the bird.
 - C. The bird played with the chicken.
 - D. The bird ate one of the three chickens.
 - E. The bird was died.
17. What is the story about?
- A. A Cat
 - B. A parrot
 - C. A parrot and the owner
 - D. A parrot, the owner, and chickens
 - E. A Smart chickens

18. "It was very smart". The underlined word refers to
- A. The man B.The bird C.The chicken D.The buffalo E.The cow
19. "The parrot was very smart". The word 'smart' means
- A. Stupid B.Stubborn C.Clever D.Beautiful E.Dilligent
20. "The parrot was screaming at the fourth chickens"
- What does the underlined word mean?
- A. Smiling B.Shouting C.Crying D.Laughing E.Happying

This text for answer the questions number 21-25.

KING OF THE JUNGLE

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Non sense! You are not King!" "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me." Fox went into the forest with tiger in heels.

When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of monkey, the monkey saw the tiger behind fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the fox go.

21. What does the text actually tell about?
- A. Where the tiger and fox meet. B.Who the king of the forest is.
C. Why the fox annoyed the tiger. D.Why the fox still exists.
E. The tiger is the king of the jungle.
22. When tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle". What did the Tiger said?

- A. Ok, you are king.
 - B. Sorry, you are a good fox.
 - C. Nonsense, you are not king.
 - D. All Right. You are patient.
 - E. Sure, you are the great king.
23. The moral value that we can learn from the story is ...
- A. The truth must appear in the world.
 - B. False confidence often lead disaster.
 - C. Misfortune tests the sincerity of our friends.
 - D. An intelligent person defeats a strong man.
 - E. A good person will be appreciated by other people.
24. The monkeys saw Tiger behind Fox and they fled. The underlined word refers to ...
- A. The tiger
 - B. The fox
 - C. The group of monkeys
 - D. The fox and the tiger
 - E. The deer
25. What does the first paragraph tell about?
- A. The tiger wanted to attack the fox.
 - B. The fox is unbelieve if the tiger is the king of the jungle.
 - C. The group of monkey attacked the tiger.
 - D. The tiger admitted the fox was the king at the jungle.
 - E. The fox flee from the tiger.

This text for answer the questions number 26-30.

History Of The Earth

We believe the Earth is about 4.6 billion years old. At present, we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have

affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth's rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

26. In line 8, the word "obliterated" means...

- A. created
- B. destroyed
- C. changed
- D. erosion
- E. Eruption

27. According to this passage, how do scientists estimate the age of the Earth?

- A. By studying fossils
- B. By examining fossils
- C. By studying sunspots
- D. By examining volcanic activity
- E. By measuring the ratios of radioactive elements in rocks

28. Scientists estimate the age of the Earth as ...

- A. 4 billion years old.
- B. 3 1/3 billion years old.
- C. 4.6 billion years old.
- D. 6 billion years old.
- E. 6.6 billion years old.

29. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by the celestial bodies?

- A. Volcanic activity
- B. Solar radiation
- C. Gravity activity
- D. Crustal motions
- E. Global warming

30. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?

- A. Human alteration of the Earth.
- B. Erosion and crustal motions.
- C. Solar flares.
- D. Deforestation and global warming
- E. Erosion and deforestation

This text for answer the questions number 31-35.

The fox and the goat

Fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself." The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well." The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only has as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again.

31. What is the type of the text above ?

- A. Recount C. Procedure E.Descriptive

- B. Narrative D. Report
32. What is the setting for this story
- A. It is a well C. It is a fox E. All is well
B. It is a city D. It is a house
33. Why did the goat jump into the well? because
- A. It was hungry C. It was thirsty E. It was dead
B. It was sad D. It was good
34. What is the type of the text?
- A. Myths C. Folk tales E. Mummy
B. Plays D. Fable
35. Why did the fox get the goat into the well? because....
- A. The fox was very hungry and thirsty
B. The goat was very hungry and thirsty
C. The fox promised that it would help to get out of the well
D. The fox needed the goat to get out of the well
E. The Goat was promised that

This text for answer the questions number 36-40.

The story of four rabbits

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got

home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

36. Who was the naughtiest rabbit ?
- A. Flopsy C. Cotton-tail E. Parker
B. Mopsy D. Peter
37. What did Flopsy, Mopsy and Cotton-tail eat?
- A. Carrot C. Lettuce E. Blackberries
B. French beans D. Black panter
38. What did Peter lose while he was running?
- A. One of his shoes C. Medicine E. Herbivora
B. Vegetable D. A pair of shoes
39. Why did Peter get sick? Because
- A. He was so tired C. He caught a cold
B. He did not eat D. He was eating too much
E. He was coming
40. Whom did Peter meet at the garden?
- A. His mother C. Mr. McGregor E. His uncle
B. Flopsy D. His Father

This text for answer the questions number 41-45.

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion looks down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit.

"Oho," the lion said. "Didn't you mention me to him?"

"Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?"

Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

41. What do you think of the animal on the well?
- | | |
|-----------------------------------|--------------------|
| A. The image of the lion himself. | C. A strong animal |
| B. An intolerable braggart. | D. Another lion |
| E. Another man | |
42. The lion was proud of his...
- | | | |
|---------|-------------|---------|
| A. Hair | C. Teeth | E. Foot |
| B. Eyes | D. Strength | |
43. What can we learn from the story?
- | | |
|------------------------|--------------------------------|
| A. Be a good neighbor. | C. An enemy can be good friend |
|------------------------|--------------------------------|

- B. Don't be so arrogant. D. A friend in need is a friend indeed
E. Don't worry

44. What is the type of the text above?

- A. Report C. Narrative E. Review
B. Descriptive D. Recount

45. The generic structure of the text is.....

- A. Orientation > Complication > Resolution > Re-Orientation
B. Orientation > Events > Re-Orientation
C. General Classification > Description
D. Identification > Description
E. Event>identification

This text for answer the questions number 46-50.

THE NEW YEAR

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

46. When did the clock stopped?

- A. At 5.12 B. At 11.55 E. At 12.55
C. At 12.00 D. At 12.02

47. Why did the people gather under the Town Hall clock?

- A. To welcome the New Year B. To see the newly bought clock
C. To strike the laughing people D. To stop people who shouted
E. To see the laughing people

48. Based on the text, where was the writer?

- A. At school
B. At home
C. AT the beach
D. At the market
E. At the center of the town

49. What probably happened when someone shouted that the clock stopped?

- A. Everybody directly celebrated the New Year

- B. Everybody sings and laugh.
- C. Everybody looked for a watch.
- D. Everybody shouted too.
- E. Everybody shut up.

50. When did the event happen?

- A. In the middle of the year
- B. The end of the year
- C. Christmas celebration
- D. At the weekend as usual
- E. Eid al-Fitri celebration

Answer Sheet of Pre-Test

Name :

Class :

No. Absen :

Score:

Cross the right answer!

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

Answer Sheet of First Test



Page No. _____

26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

Answer Key Pre-Test

1. A	11. C	21. C	31. B	41. A
2. B	12. A	22. C	32. A	42. D
3. C	13. B	23. D	33. C	43. A
4. A	14. B	24. C	34. D	44. C
5. B	15. D	25. A	35. D	45. A
6. E	16. A	26. B	36. D	46. A
7. D	17. B	27. E	37. E	47. A
8. B	18. B	28. C	38. D	48. E
9. C	19. D	29. D	39. A	49. B
10. B	20. B	30. B	40. C	50. B

SYLLABLE

School : SMK Ganesha Sekampung
Subject : Bahasa Inggris
Class/Semester : XI / 1
Academic Year : 2019/2020

Standard competences:

Reading

5. Understanding the meaning of short functional text and essay writing simple form of recount, narrative and procedure in the context of daily life and to access knowledge.

Standard Competence	Basic Competence	Material	Learning Process	Indicator	Assessment	Time Allocate (minute)	Source/Book	Character's Value
---------------------	------------------	----------	------------------	-----------	------------	------------------------	-------------	-------------------

Reading 1. Understand the meaning of short functional text and monologue form of reports, narrative and analytical exposition in context of daily life to access knowledge.	1.1 Response the meaning of short functional text (ex. Banner, poster, pamphlet etc.) formal and informal by using written language accurately, fluently, and acceptable in many	<i>banner, poster, pamphlet</i>	<ul style="list-style-type: none"> • Read loud the descriptive, news, narrative text individually • Discuss various aspects from text like the content, text structure in group. • Practice using simple present to state the fact and passive voice to express to core message 	<ul style="list-style-type: none"> • Read loud the variety written text in correct pronunciation and intonation • Identify the topic of the text that is read • Identify some information in short functional text 	Multiple choice	(8 x 45)	Look ahead 2 internet	<ul style="list-style-type: none"> - Friendly - Communicative - Social care - Curiosity - Democrat - Independent - Hard work - Discipline - Good read
						1 x 45		
						1 x 45		

2. Understanding the meaning of short functional text and essay in reports, narrative and analytical exposition in context of daily life to access knowledge.	2.1 Response the meaning and rhetorical steps in essay by using written language accurately, fluently and	<ul style="list-style-type: none"> • Noun phrase • Ajective clause • Written text in narrative form • Written text in report form 	<ul style="list-style-type: none"> • Read loud the descriptive, news, narrative text individually • Discuss various aspects from text like the content, text structure in group 	<ul style="list-style-type: none"> • Identify the meaning of words in text that is read • Identify complication in narrative story • Identify events in text that is read • Identify characteristic of person or things in text 	Multiple choice	(14 x 45)		
						2 x 45		
						2 x 45		

LESSON PLAN II

School : SMK Ganesha Sekampung

Subject : English

Class/Semester : XI / 1

Standard Competence : 2. Reading

Understanding the meaning of short functional text and monologue of reports, narrative and analytical exposition form in context of daily life to access knowledge.

Basic Competence :2.1 Response the meaning and rhetorical steps in essay by using written language accurately, fluently and acceptable in daily life.

Theme : Narrative

Aspect/Skill : Reading

Time allocation : (2 x 45)

1. The aims of the learning process

At the end of the lesson, students can:

- Read loud the variety written text in correct pronunciation and intonation
- Identify the topic of the text that is read
- Identify some information in short functional text

Character of students who are expected to:

- | | | |
|-----------------|---------------|----------------|
| - Friendly | - Democrate | - Good reading |
| - Communicative | - Independent | |
| - Social care | - Hard work | |
| - Curiosity | - Dicipline | |

2. Material

Narrative

Narrative is kinds of text which is appropriate for telling the activity or event in the past that shows a problematic experience and resolution to amuse and give entertainment to the readers. Kind of narrative texts are short story, legend, fairy tale, and others texts that contain conflict and resolution. The function is to amuse or entertain the readers.

a. Generic Structure of Narrative

- 1) Orientation, the beginning of the story has the purpose of introducing the personality of the story, where and when the story happened.
- 2) Complication, how the problem begins until its climax of the trouble.
- 3) Resolution, how the problem is settled.
- 4) Re-orientation, the ending of the story which may comprise of closing remark to the story, moral lesson, advice or teaching from the author. However, this part of the story is optional. It may or not may find in the story.

b. Grammatical Features of Narrative

The general grammatical characteristics of narrative texts involve:

- 1) Use of specific nouns to mention or describe the specific people, animals and things that the story is about;
- 2) Use of adjectives to construct noun groups to describe the people, animals or things in the story;
- 3) Use of time connectives and conjunctions to sequence incident through time;

- 4) Use of adverbs and adverbials phrases to find the place of the specific event;
- 5) Use of past tense action verbs to show the actions in narrative;
- 6) Use of saying and thinking verbs to mention what characters are feeling, thinking or saying

3. Method of learning : Lexical method, group discussion.

4. Steps of learning

No	Activity in learning process	Time
1	<p>Apperception</p> <ol style="list-style-type: none"> a. Salutation/greeting b. Checking student's attendance c. Asking about something that related to the material 	10'
2	<p>Exploration</p> <ol style="list-style-type: none"> a. Deviding the students into some groups, each groups consist of 4 students. b. Giving a text to the students and ask them to find the difficult words of the text. <p>Ellaboration</p> <ol style="list-style-type: none"> c. Giving a chance to the students to find the meaning of the words. d. Guiding the students to practice reading comprehension by using Lexical method. e. Giving the mark and note to the collocation f. Record the collocation and play with them g. Motivating the students to ask. h. Asking the students to answer the questions. i. Observing the difficulties of students in gaining material was given. 	50'
3	<p>Confirmation and conclusion</p> <ol style="list-style-type: none"> a. Giving feedback to students b. Concluding the material with the students together c. Closing the learning activity 	10'

5. Sources

- Media: Marker, White board
- Package book
- Internet

6. Scoring

Indicator competence achievement	Scoring technique	Instrument form	Instrument/questions
1. Identify monologue text in the form of narrative. 2. Responding to questions about the narrative text.	Written test	Multiple choice	Read the following text and answer the questions correctly!

Sekampung, November 2019

Reseseacher

English Teacher



Leo Nardi Purnawan
NPM: 14121557



Esti Rahayu, S.Pd.I
NIP:-

Headmaster

Guntoro, S.Pd
NIP:-



THE INSTRUMENT GRILLES OF PRE-TEST

School grade : SMA
 Study Program : Science XI
 Subject : English

Time : 50 menit
 Total : 25 questions
 Type : Multiple choice

No.	Standard Competence	Material	Question Indicator	Rate	Question number
1.	1.Understanding the meaning of short functional text and monologue form of reports, narrative and analytical exposition in context of daily life to access knowledge.	Narative text The Legend of Timun Emas Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child. One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a	Will be shown the narative text then the student will identify the main idea one of the paragraph.	Difficult	1
			The question still based on the paragraph but here lean on the character one of the person	Midle	2
			There are many moment that will be explained in the text.Here the student	Midle	3

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>child. But you have to give me that child when she is 17 years old," said the giant.</p> <p>The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.</p> <p>Not longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Several years later, Timun Mas has changed into a beautiful girl.</p> <p>On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew</p>	will identify one of the problem which happen.		
			The question still based on the paragraph but here lean on how do people there solve one of the problems that happen		4
			Will be shown the narative text then the student will identify the implied meaning of the story above.	Difficult	5
			The question still based on the paragraph but here lean on the setting of the story.	Midle	6
			The question still based on the paragraph but here	Midle	7

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>they had to keep their promise to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. "What do you mean, Father? I don't understand," said Timun Mas.</p> <p>After that, the giant came into their house. "Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.</p> <p>Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt the giant.</p>	<p>lean on giving the antonym or synonym of the word there.</p> <p>The student will identify the statement from the text are not true and true so that they will understand over all the main point.</p> <p>The question still based on the paragraph but here lean on how do the student understand about the generic structure of the narrative by asking the re-orientation side.</p>	<p>Difficult</p> <p>Midle</p> <p>Midle</p> <p>Midle</p>	<p>8</p> <p>9</p> <p>10</p> <p>11</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp.</p> <p>The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again</p>	<p>Will be asked still based on the text then the student will identify the main idea one of the paragraph.</p> <p>The question still based on the paragraph but here lean on giving the antonym or synonym of the word there.</p> <p>The question still based on the paragraph but here lean on giving to the refers to.</p>	Midle	12

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p style="text-align: center;">Catano</p> <p>A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.</p> <p>One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him</p>	<p>Will be shown the second narative text then the student will identify the main idea or will give the tittle of the text as close as possible with the text.</p> <p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The question still based on the paragraph but here lean on giving to the</p>	<p>Difficult</p> <p>Midle</p> <p>Easy</p> <p>Easy</p>	<p>13</p> <p>14</p> <p>15</p> <p>16</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three chickens dead on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!</p>	<p>refers word.</p> <p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The question still based on the paragraph but here lean on the plot or writtent content.</p>	<p>Easy</p> <p>Difficult</p> <p>Midle</p> <p>Midle</p>	<p>17</p> <p>18</p> <p>19</p> <p>20</p>
		<p>One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare</p>	<p>The student will identify the statement from the text are not tru and true so that they will understand over all the main point</p>	<p>Midle</p> <p>Midle</p>	<p>21</p> <p>22</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
		<p>you attack the king of the jungle?" Tiger looked at him in amazement. "Non sense! You are not King!" "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me." Fox went into the forest with tiger in heels.</p> <p>When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of monkey, the monkey saw the tiger behind fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the fox go.</p>	<p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The student will identify the statement from the text are not true and true so that they will understand</p>	<p>Easy</p> <p>Midle</p> <p>Midle</p>	<p>23</p> <p>24</p> <p>25</p>

No.	Standard Competence	Material	Question Indicator	Rate	Question number
			<p>over all the main point</p> <p>The question still based on the paragraph but here lean on the plot or writtent content.</p> <p>The question still based on the paragraph but here lean on giving the antonym or synonym of the word there.</p> <p>The question still based on the paragraph but here lean on giving to the refers word.</p>		

Post – Test of The Research

Date : November 2019

Time : 50 minutes

This text is to answer the questions number 1-12.

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying. "You are going to born a baby, and later you will give birth for many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it". "You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village died.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped into the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph tell about?
 - A. The earthquakes and thunders in the sky
 - B. The condition of the volcano on one day

- C. The condition of Kesuma's family
 - D. The voice in the sky
 - E. The couple's promise
2. How was Kesuma's personal characteristic?
- A. Melancholic B. Heroic C. Tragic
 - D. Fearful E. Shameful
3. What problem was faced by Kesuma's parents?
- A. They had to give sacrifices for the Gods
 - B. They couldn't get a baby after getting married for a long time
 - C. They couldn't bring their children to the Gods to be sacrificed
 - D. The villagers would force them to sacrifice themselves
 - E. They couldn't save all their children from the earthquake
4. How was the couple's effort to get a baby?
- A. They took another baby from other parents
 - B. They meditated and prayed to their God
 - C. They gave sacrifices to the God
 - D. They asked other people to give them a baby
 - E. They asked other people to give sacrifices to the Gods.
5. What lesson we get from the story?
- A. Kesuma is very brave.
 - B. Kesuma's parents loved him very much.
 - C. Gods want sacrifices from the people.
 - D. Gods love every people who ask to him.
 - E. Every one must keep his promise.
6. Where is the story take place?
- A. The story takes place in west Java
 - B. The story takes place in Jakarta
 - C. The story takes place in east Java
 - D. The story takes place in Bandung
 - E. The story takes place in west Sumatra
7.because the earthquakes and the thunders were becoming more and more horrifying. The synonym of the underline word is?
- A. Screaming B. Shouting C. Fighting D. Scarying E. Boring
8. The statements below are not true, except.....(paragraph 3)
- A. The couple forgot their promise to give their son to the gods.
 - B. There was a couple who wanted a child and they prayed to the gods.
 - C. The couple gave their son to the gods.

- D. The gods took their son
E. The gods reminding the couple about their promise.
9. In the end of the story, what happened with kesuma?
A. Kesuma jumped into the crater of the volcano and amazingly the earthquakes and the eruption stopped at once.
B. Kesuma jumped into the crater of the volcano and the eruption attack him.
C. Kesuma jumped into the crater of the volcano and the earthquakes his home.
D. Kesuma jumped into the crater of the volcano and he died.
E. Kesuma jumped into the crater of the volcano and he was safe.
10. What is the main idea from paragraph four?
A. The sky was very dark
B. The couple was very afraid
C. There was disaster in the village and many people died
D. The volcano erupted
E. There were series of earthquakes followed by thunders in the sky.
11. there was a voice in the sky, reminding the couple about their promise. What is antonym of the underline word?
A. Remembering B. Breaking C. Giving
D. Forgetting E. Showing
12. “I would sacrifice myself in order that our family..... the underline word refers to?
A. The writer B. The reader C. Kesuma’s parent D. Kesuma E. Gods

This text is to answer the questions number 13-25

ALIBABA

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

Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself.

The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the

thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba's house. After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba.

Ali Baba who was a kind man invited the boss of the thief to have lunch together. After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison. Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.

13. What does the story tell about?
 - A. Ali Baba is the richest man after he found much money in a cave.
 - B. Ali Baba attacked the thieves alone.
 - C. The thieves killed Ali Baba.
 - D. The thieves got the money from Ali Baba successfully.
 - E. Ali Baba worked together with the thieves to take the money from a cave.

14. Where Ali Baba found and took the money and treasure?
 - A. Ali Baba found the money and treasure in the stone.
 - B. Ali Baba found the money and treasure in a castle.
 - C. Ali Baba found the money and treasure in a cave.
 - D. Ali Baba found the money and treasure in mountain.
 - E. Ali Baba found the money and treasure in bank.

15. The next morning he found a lot of money in the cave. The underlined word refers to
 - A. Ali Baba
 - B. Ali Baba's brother
 - C. Ali Baba's maid
 - D. Ali Baba's wife
 - E. Ali Baba's sister

16. Who that was killed by the thieves?
 - A. Ali Baba
 - B. Ali Baba's wife
 - C. Ali Baba's brother
 - D. The thieves' friends
 - E. Ali Baba's maid

17. How the cave can be opened?
 - A. The cave can be opened by pushing the stone.
 - B. The cave can be opened by saying "please open the cave"
 - C. The cave can be opened by smashing the cave.
 - D. The cave can be opened by saying "open sesame"
 - E. The cave can't be opened by anyone.

18. What statement is true according to the text?
 - A. Ali Baba heard the thieves when they opened the castle.

- B. Ali Baba found much money and golden treasures in the castle.
- C. Ali Baba became a rich man in the village.
- D. The thieves wanted to kill Ali Baba's wife.
- E. The thieves helped Ali Baba to get the treasure.

19. Who is Ali's wife?
- A. His maid
 - B. His neighbor
 - C. His enemy
 - D. The thieves' daughter
 - E. The thieves' neighbor
20. The boss of the thieves was caught, and put into prison. What does the synonym of the underline word?
- A. Treasure
 - B. Jar
 - C. Money
 - D. Cave
 - E. Jail
21. She finally boiled hot oil and poured it into the jars to kill all of them. The underline word refers to....
- A. Ali Baba
 - B. His maid
 - C. His brother
 - D. The thieves
 - E. Ali Baba's neighbor
22. The statements below are true, except....
- A. Ali Baba became a rich man in the village.
 - B. Ali Baba got the treasure from the cave.
 - C. The thieves wanted to kill Ali Baba and took his treasure.
 - D. Ali Baba was killed by the thieves.
 - E. The cave can be opened by saying "open sesame".
23. What is the background of Ali Baba's life?
- A. The rich man
 - B. The handsome man
 - C. The poor man
 - D. The gentle man
 - E. The thief
24.He was a merchant who wanted to sell the jars to Ali Baba. What does the antonym of the underline word?
- A. Sold
 - B. Tailor
 - C. Sale
 - D. Offer
 - E. Buy
25. In the first paragraph there is statement ...so he heard the opening word. The underline word refers to....
- A. The door
 - B. The key
 - C. The giant
 - D. The job
 - E. The guide

Read the following text to answer the questions number 26 to 29!

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

26. What is the purpose of the text?

- A. To entertain the readers
- B. To persuade the readers that something should or should not be the case
- C. To inform the readers about the events of the day which are considered newsworthy
- D. To explain something
- E. To persuade something

27. What is the moral value of the text?

- A. Don't look at someone because of his clothes
- B. It is best to prepare for the days of necessity
- C. Common people may prove great ones
- D. United we stand, divided we fall
- E. The little mouse went up to him and soon

28. Paragraph three mainly tells us that

- A. The little mouse asked for forgiveness
- B. The hunters carried the lion alive to the King
- C. The lion was tied to a tree by the hunters
- D. The little mouse could prove that he could help the lion
- E. The lion air

29. What did the little mouse do to prove his words?

- A. He would never forget the lion
- B. He tried hard to help the lion free
- C. He ran up and down upon the lion

- D. He asked for apology to the king of the beast
- E. He look at the litle mouse

Read the following text to answer the questions number 30 to 34!

A Woman and the Wolves

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

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

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

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

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

30.What separated between one village to another a long time ago in the New Territories ?

- A. Another village
- B. Mountains
- C. Sea
- D. Hills .ve towers and logs
- E, Forests

31.Who was Ah Tim ?

- A. The young woman's brother
- B. The young woman's son

- C. The young woman's brother and nephew
- D. The young woman's brother's son
- E. The young woman's brother and grandfather

32. Who walked in front when they were in the forest ?

- A. Ah Tim
- B. The woman
- E. The young Woman
- C. Her brother's nephew
- D. The baby and his mother

33. How could the wolves catch Ah Tim ?

- A. He was afraid
- B. He was stumbled by a stone
- E. He was tired
- C. The woman cried
- D. The wolves were good runners

34. The woman gave her son to the wolves because....

- A. She loved her nephew than her son.
- B. She thought about how her brother would be
- C. She wanted her son was eaten by the wolves
- D. She kept a grudge on his brother
- E. She look her son

Read the following text to answer questions number 35 to 38!

The story of Two roosters

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

35. From the text we know that

- A. Only one rooster can rule the roost
- B. The farm can rule the roost
- C. The roosters are fighting to flap their wings

- D. The eagle had watched them all day
- E. The farm needs a new king

36. Why the roosters were fighting fiercely ?

- A. To be the king
- B. To get the hen
- C. To get feeds
- D. To trained the muscles
- E. To get the king

37. What is the main idea of paragraph 3?

- A. An eagle watching the rooster from a distance
- B. The loosing rooster came out from its hiding place
- C. The eagle took the winning rooster as its prey
- D. The winning rooster celebrates its winning proudly
- E. The eagle rooster comeout

38. What can we learn from the story?

- A. There's always a bigger enemy in this life
- B. There's always watching
- C. Always grab an opportunity before you
- D. Don't be cocky when we have achieved our goal
- E. Don't be bigger

Read the following text to answer questions number 39 to 42.

MOUSE DEER AND MR. CROCODILE

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh.. I hate this branches, I don't like it!" Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it

precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

39. Why did mouse deer want to go across the river?

- A. Because he was very hungry
- B. Because he wanted to cheat Mr. Crocodile
- C. He wanted to eat some dying trees
- D. He was afraid of the current of the river
- E. Because he was coming

40. How many crocodiles were there in the story above?

- A. Three crocodiles
- B. Ten crocodiles
- C. Thirteen crocodiles
- D. Not mentioned
- E. Thirty crocodiles

41. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with

- A. Accurately
- B. Objectively
- C. Definitely
- D. Obviously
- E. Descriptively

42. After reading the text, we may conclude that the mouse deer was

- A. Very greedy animal
- B. Cunning animal
- C. Dumb animal
- D. Frightened animal
- E. The Animal

Read the following text to answer questions number 43 to 45.

THE BEAR AND THE TWO FRIENDS

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger. Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

43. What can we get from the story?

- A. We have to save ourselves
- B. We have to learn how to climb

- C. Bear will not harm a dead man
- D. True friend always stand by us in ups and downs
- E. We have problem

44. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to

- A. The bear
- B. The dead man
- C. The friend who cannot climb
- D. The friend who climb the tree
- E. The dead bear

45. Where do you think the story happened?

- A. In the river
- B. In the park
- C. In the woods
- D. In the zoo
- E. In the sea

Read the following text to answer questions number 46 to 50.

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

46. The text above mainly discusses about.....
- A. the writer's impression about Borobudur
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton
 - E. the writer's trip to Yogyakarta
47. The text is written in the form of a/an...
- A. Recount
 - B. Narrative
 - C. report
 - D. Anecdote
 - E. spoof
48. The purpose of the text is to.....
- A. tell past events
 - B. entertain readers
 - C. describe the smugglers

- D. report an event to the police
- E. inform readers about events of the day

49. What are the big temples in Prambanan?
- A. angkor wat, syiwa, and sudra temples
 - B. paria, brahmana, and temples
 - C. brahmana, syiwa, and wisnu temples
 - D. wisnu, syiwa, and borobudur temples
 - E. borobudur, syiwa, and brahmana temples

50. When did they go home?
- A. On Saturday morning
 - B. On Friday evening
 - C. On Thursday evening
 - D. On Friday afternoon
 - E. On Saturday evening

Answer Sheet of Post-Test

Name :

Class :

No. Absen :

Score:

Cross the right answer!

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

26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

Answer Key Post-Test

1. C	11. C	21. C	31. D	41. A
2. B	12. A	22. C	32. A	42. B
3. B	13. B	23. D	33. B	43. D
4. A	14. B	24. C	34. B	44. A
5. E	15. D	25. A	35. D	45. C
6. E	16. A	26. A	36. A	46. E
7. D	17. B	27. C	37. C	47. A
8. B	18. B	28. D	38. D	48. A
9. C	19. D	29. B	39. A	49. C
10. B	20. B	30. E	40. B	50. B

Table
Criteria of Reading Skill

No.	Criteria	Score
1.	Clarity : Students can read the text clearly, comprehensible and accurately	0-25
2.	Voice / Noun Verbal Communication : Pronunciation, Intonation, and accuracy was clear, and expression were used to enhance communication	0-15
3.	Fluency : Students noted as a facilitator helping the conversation were evident. There may have been a few pauses.	0-25
4.	Comprehension : The Students Fully understood the text and question asked and answered correctly	0-35
	Total	100

The Photos of Pre-Test



TREATMENT



The Photos of Post-Test





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

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: iainmetro@metrouniv.ac.id

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

Nama : Leo Nardi Purnawan

Jurusan : TBI

NPM : 14121557

Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 15/08/2019		✓	Revise your prior research enrich the theory Sampling technique Reference	
2	Thursday 22/08/2019		✓	- Revise again - Show reference	
3	Thursday 12/09/2019		✓	Acc and continue to the first sponsor	

Mengetahui:

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



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

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Leo Nardi Purnawan

Jurusan : TBI

NPM : 14121557

Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	12/9/2019	✓		Revisi Footnote Revisi Chapter I	
2	19/9/2019	✓		Revisi Chapter II	
3	26/9/2019	✓		Revisi Chapter III	
4	7/10/2019	✓		ACC Seminar	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing I

Drs. Kurvani, M.Pd.
NIP. 19620215 199503 1 001



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

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

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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Leo Nardi Purnawan

Jurusan : TBI

NPM : 14121557

Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 07/11/2019		✓	Acc Research Instrument	

Mengetahui:

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Leo Nardi Purnawan

Jurusan : TBI

NPM : 14121557

Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	8/11/2019	✓		Iskone has tapsel dr RPR - judul - Direksi - Deskripsi - Answer Sheet - Answer Key	
2	14/11/2019			ACC LPD	

Mengetahui:
Ketua Jurusan TBI

Ahmad SubhanRoza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing I

Drs. Kuryani, M.Pd.
NIP. 19620215 199503 1 001



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

Nama : Leo Nardi Purnawan

Jurusan : TBI

NPM : 14121557

Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Monday 09/12/2019		✓	Revise chapter IV - V	
2	Thursday 12/12/2019		✓	Revise again the design - Conclusion	
3	Friday 13/12/2019		✓	Acc and continue to the first sponsor	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



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

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M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : Leo Nardi Purnawan

Jurusan : TBI

NPM : 14121557

Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	12/12 2019	✓		✓ Surat Keterangan Pra Survey & Riset emi salk ? - Foto proses pembuatan ✓ Rasse Chapter W4V -	
2	18/12 2019	-		ter Manajemen	

Mengetahui:

Ketua Jurusan TBI

Ahmad SubhanRoza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing I

Drs. Kurvani, M.Pd.
NIP. 19620215 199503 1 001



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

Nomor : B-2616/In.28.1/J/TL.00/08/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMK GANESHA SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **LEO NARDI PURNAWAN**
NPM : 14121557
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE EFFECT OF USING COLLABORATIVE STRATEGY READING (CSR) TECKNIQUE ON THE STUNDENTS READING SKILL IN DRAWING CONCLUSION AT THE ELEVENTH GRADE OF SMK GANESHA SEKAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di SMK GANESHA SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Agustus 2019
Ketua Jurusan
Tadris Bahasa Inggris

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



PERGURUAN GANESA METRO
Akte Notaris No. 45 / 2005
SEKOLAH MENENGAH KEJURUAN (SMK) 2 GANESA SEKAMPUNG
KELOMPOK BISNIS DAN MANAJEMEN
TERAKREDITASI

Alamat : Jln. Raya Sekampung No. 56 Sekampung Lampung Timur 34182 Telp. (0725) 49053

Nomor : 420/173/15/SMK.08/2019.
Lampiran : -
Perihal : Surat Balasan **Izin Pra Survey**

Kepada Yth : Ketua Jurusan Tarbiyah IAIN Metro
Di_
Metro.

Dengan hormat,

Menanggapi Surat Saudara Ketua Jurusan Tarbiyah IAIN Metro Nomor :Sti.13/JST/PP.00.9/0044/2019 Perihal Izin Pra Survey Mahasiswa/i Strata Satu (S1) IAIN Metro, pada prinsipnya kami tidak keberatan menerima Mahasiswa/i tersebut untuk melaksanakan **Pra Survey** disekolah kami.

Demi keberhasilan dan lancarnya Pra Survey tersebut kami mohon Pembimbing Pra Survey IAIN Metro untuk senantiasa membantu pelaksanaan Pra Survey di sekolah kami.

Demikian Surat Balasan dari kami, atas perhatiannya kami ucapkan terima kasih.

Sekampung, 08 Agustus 2019
Kepala SMK 2 Ganesa Sekampung





**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

SURAT TUGAS

Nomor: B-3891/In.28/D.1/TL.01/11/2019

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

Nama : LEO NARDI PURNAWAN
NPM : 14121557
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK GANESHA SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON THE STUDENTS READING SKILL IN DRAWING CONCLUSION AT THE ELEVENTH GRADE OF SMK GANESHA SEKAMPUNG IN THE AKADEMIC YEAR OF OF 2019/2020".
 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 : 19 November 2019



Mengetahui,
Pejabat Setempat

GUNTORO. S.P.



Wakil Dekan I,

Dra. Isti Fatonah MA
19670531 199303 2 003



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

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

Nomor : B-3892/In.28/D.1/TL.00/11/2019
Lampiran :-
Perihal : IZIN RESEARCH

Kepada Yth.,
Kepala SMK GANESHA
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3891/In.28/D.1/TL.01/11/2019, tanggal 19 November 2019 atas nama saudara:

Nama : LEO NARDI PURNAWAN
NPM : 14121557
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK GANESHA SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON THE STUDENTS READING SKILL IN DRAWING CONCLUSION AT THE ELEVENTH GRADE OF SMK GANESHA SEKAMPUNG IN THE AKADEMIC YEAR OF OF 2019/2020".

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

Wassalamu'alaikum Wr. Wb.



Metro, 19 November 2019
Wakil Dekan I,

Isti Fatonah MA
Dr. Isti Fatonah MA
NIP 19670531 199303 2 003



PERGURUAN GANESA METRO

Akte Notaris No. 45 / 2005

SEKOLAH MENENGAH KEJURUAN (SMK) 2 GANESA SEKAMPUNG

KELOMPOK BISNIS, MANAJEMEN & TEKNIK INFORMASI DAN KOMUNIKASI

TERAKREDITASI

Alamat : Jln. Raya Sekampung No. 56 Sekampung Lampung Timur 34182 Telp. (0725) 49053

Nomor : 420/173 /15/SMK.09/2019.

Lampiran : -

Perihal : Surat Balasan **Izin Research**

Kepada Yth : Wakil Dekan I Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri
Metro

Di_
Metro.

Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama : **GUNTORO, S.Pd**

Jabatan : Kepala SMK 2 Ganesa Sekampung
Kabupaten Lampung Timur

Menerangkan bahwa,

Nama : LEO NARDI PURNAWAN

NPM : 14121557

Semester : 11 (Sebelas)

Jurusan : Pendidikan Bahasa Inggris

Pada prinsipnya kami tidak keberatan menerima Mahasiswa/i tersebut untuk melaksanakan kegiatan penelitian (**Research**) disekolah kami dengan Judul “ ***THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON THE STUDENT READING SKILL IN DRAWING CONCLUSION AT THE ELEVENTH GRADER OF SMK GANESHA SEKAMPUNG IN THE ACADEMIC YEAR OF 2019/2020.***”

Demikian Surat Balasan dari kami, atas perhatiannya kami ucapkan terima kasih.



Sekampung, 25 Nopember 2019

Kepala SMK 2 Ganesa Sekampung

GUNTORO, S.Pd.



PERGURUAN GANESA METRO
Akte Notaris No. 45 / 2005
SEKOLAH MENENGAH KEJURUAN (SMK) 2 GANESA SEKAMPUNG
KELOMPOK BISNIS DAN MANAJEMEN
TERAKREDITASI

Alamat : Jln. Raya Sekampung No. 56 Sekampung Lampung Timur 34182 Telp. (0725) 49053

SURAT KETERANGAN
Nomor : 420 / 173 / 15 / SMK.09 / 2019

Yang bertanda tangan dibawah ini kepala SMK 2 Ganesha Sekampung Kabupaten Lampung Timur, menerangkan bahwa :

Nama : LEO NARDI PURNAWAN
NPM : 14121557
Jurusan : Tarbiyah
Program Study : Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah melaksanakan Penelitian Ilmiah dalam rangka menyelesaikan studinya di jurusan Tarbiyah Program Study Bahasa Inggris IAIN Metro di SMK 2 Ganesha Sekampung Kabupaten Lampung Timur.

Demikian Surat Keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Sekampung, 25 Nopember 2019
Kepala SMK 2 Ganesha Sekampung



CURRICULUM VITAE



The name of the writer is Leo Nardi Purnawan. He was born in Batanghari, now Batanghari on October 25th 1995. He is the First child of Mr. Zulkifli Japar and Mrs. Haryati.

He was enrolled his study at TK Balerejo, Batanghari, Lampung on 2000 and graduated on 2001. He continued his study at Elementary School 2 Balerejo on 2001 and graduated on 2007. And then, he continued his study at Junior High School 1 Batanghari, Lampung on 2007 and graduated on 2011. He continued his study at Madrasah Aliyah Riyadlus Shalihin on 2011 and graduated on 2014. After finishing his study in Madrasah Aliyah Riyadlus Shalihin on 2011 he decided to continue at IAIN Metro on 2014 and he secured his Strata 1 (S1) degree of English Education Study Program of State Islamic College IAIN Metro in 2019.