

**IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH
COLLABORATIVE STRATEGIC AT SMPN 17 MAKASSAR
(An Action Research of the Second Year Students)**

SKRIPSI

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FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
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2013**

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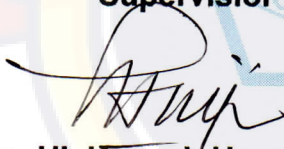
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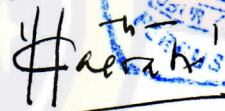
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**IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH
COLLABORATIVE STRATEGIC AT SMPN 17 MAKASSAR
(An Action Research of the Second Year Students)**

SKRIPSI

**Submitted to the Faculty of Teachership and Educational Science
in Partial Fulfillment of the Requirements For the Sarjana Degree**

UNIVERSITAS

BOSOW

By

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**ENGLISH EDUCATION DEPARTMENT
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UNIVERSITY "45" MAKASSAR
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ABSTRAK

Arfan Hidayat Alahya, 2013. "IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH COLLABORATIVE STRATEGIC AT SMPN 17 MAKASSAR (An Action Research of the Second Year Students)". Dibimbing oleh Hj. Hanyah Haneng dan Nurhaerati.

Penelitian ini mengaplikasikan strategi membaca untuk meningkatkan kemampuan membaca siswa. Tujuan penelitian ini adalah untuk mengetahui apakah strategi membaca dapat meningkatkan kemampuan membaca siswa dan apakah siswa tertarik belajar membaca dengan menggunakan strategi membaca.

Penelitian ini merupakan penelitian tindakan kelas. Sampel penelitian adalah siswa kelas VIII.9 SMPN 17 Makassar. Dalam penelitian ini digunakan teks bacaan untuk memperoleh data mengenai kemampuan siswa membaca.

Dari hasil analisis data diperoleh nilai rata-rata kemampuan membaca siswa bahasa Inggris pada *siklus 1* adalah 68.57, dan nilai rata-rata pada *siklus 2* adalah 92.38. Dari hasil tersebut dapat disimpulkan bahwa terdapat pengaruh teks bacaan dalam proses pembelajaran membaca bahasa Inggris siswa. Ini berarti bahwa penggunaan strategi kolaboratif membaca dapat meningkatkan kemampuan membaca siswa dalam pembelajaran bahasa Inggris.

ACKNOWLEDGEMENT

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Makassar, May 2013



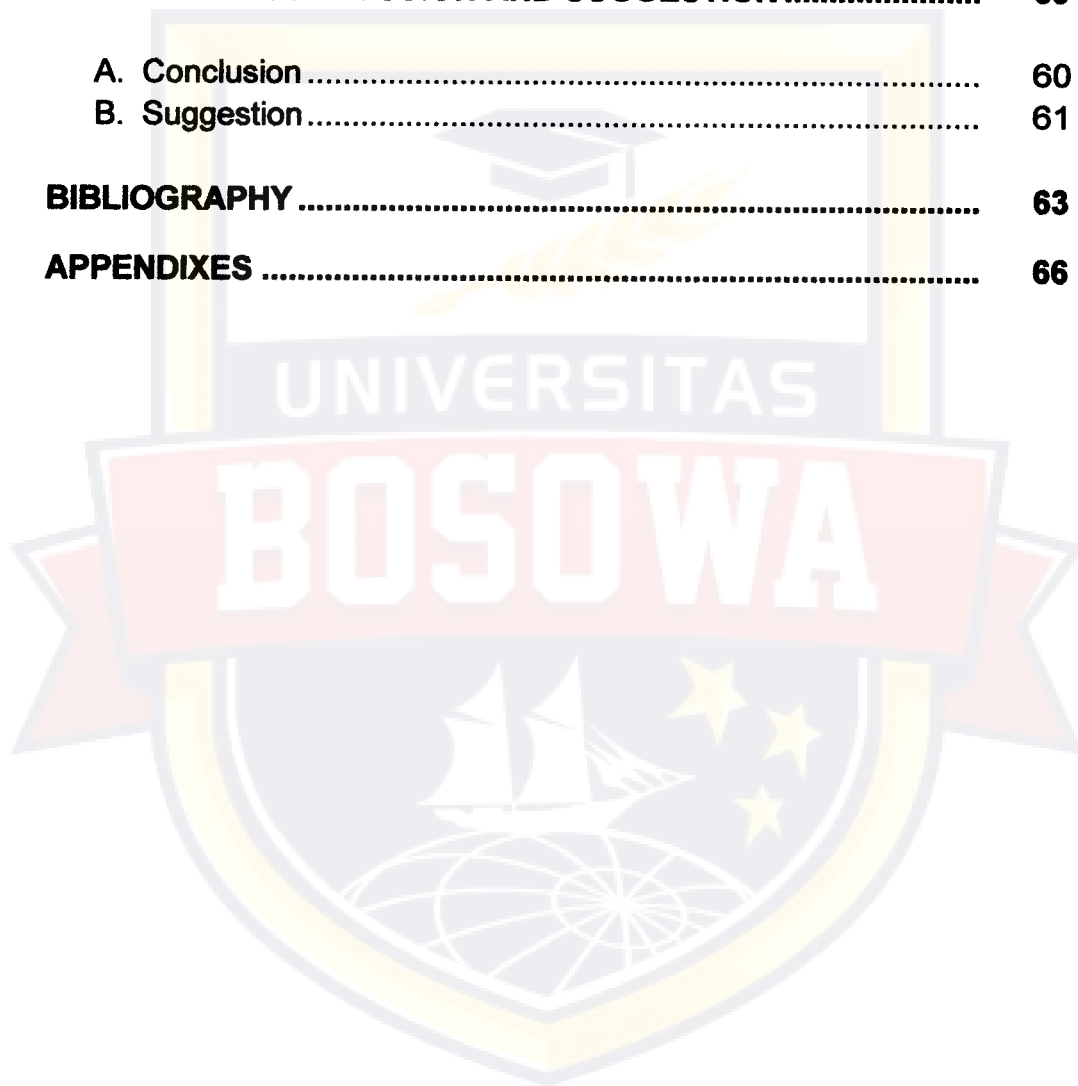
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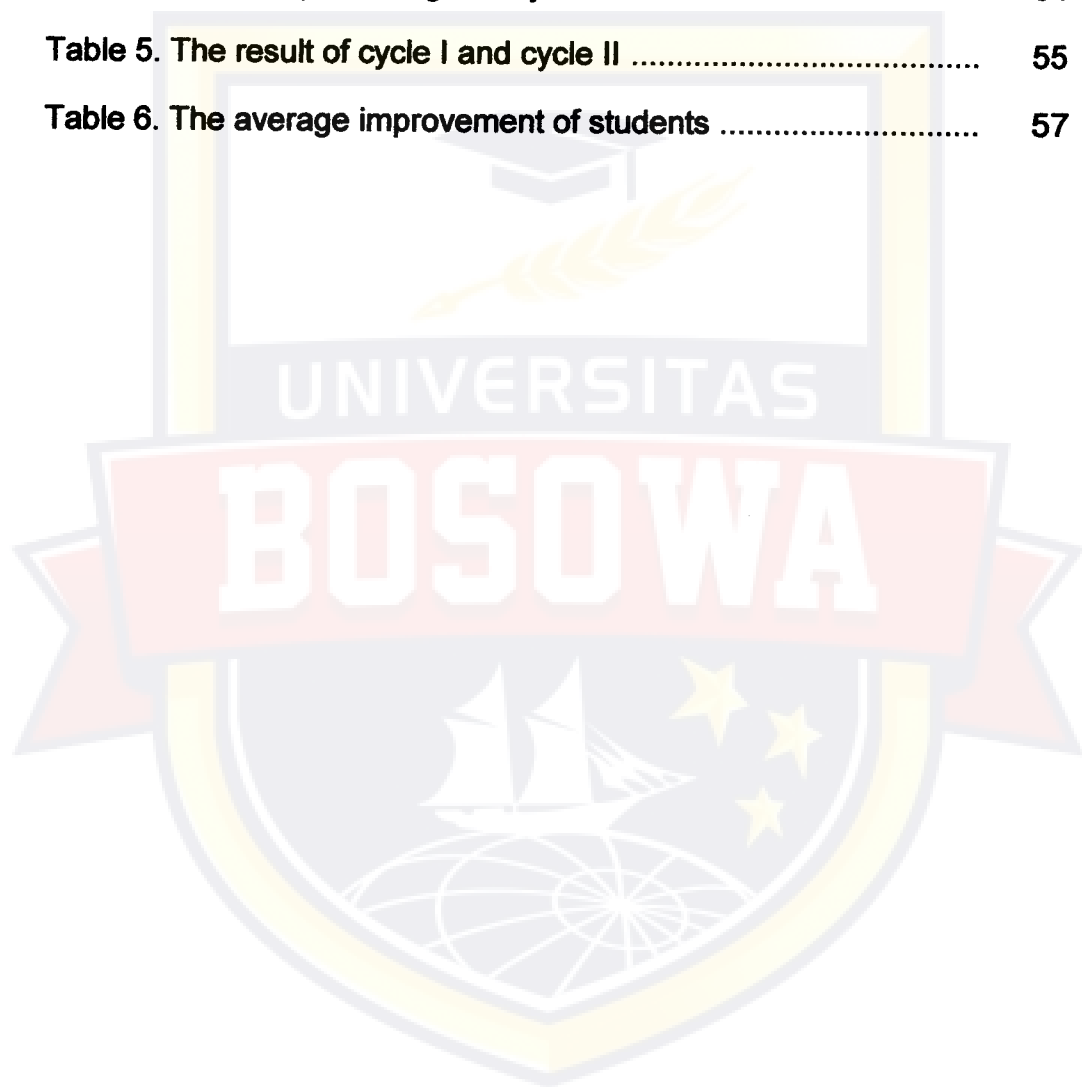
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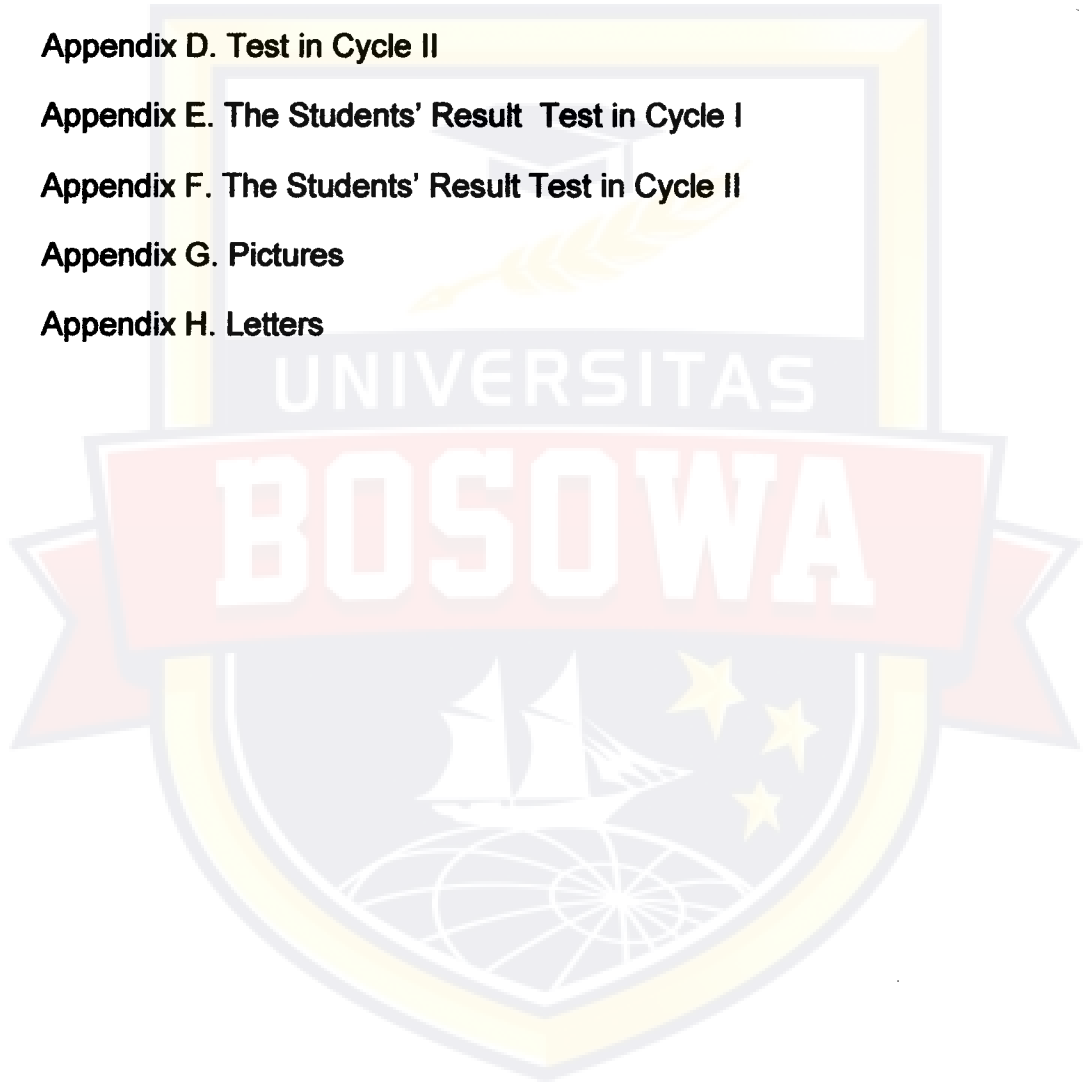
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CHAPTER I

INTRODUCTION

A. Background

English as an international language is spoken in most international events and used as the medium of information flow on science, technology and culture. Learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely differences aspects and systems, which should be understood by the students or the learner, such as pronunciation, spelling, and the cultural background of the language.

Besides that we also remember that there are some important factors in foreign language learning, which will mostly influence students or learners in mastering the language. Subhan (1990: 18) in his paper (entitled) "*Some important factors in foreign language learning*". Explained that learning a foreign language involved five factors. The first all is intelligence. It is a gate for knowledge. Secondly, motivation plays influential role in encouraging students to learn the language. It covers both intrinsic motivation which comes from the students themselves and extrinsic one which comes from outside. The third and fourth ones have close relation with each other that are students' attitudes and strategy of language learning. Facilities of language learning are the last factor which is not less important than the others.

Reading skills as part receptive competence is very important because it is a medium of communication and a tool of learning. Obviously, a student who wants to develop his/her knowledge should have ability in reading. Through reading the students develop his/her knowledge should have ability in reading. Through reading the students can improve their knowledge in many fields of science. This supported by Harper in Mardiana (1993) who states that: the purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain methods. In other words, to extent our experience of the world in which we live.

In the Basic Course Outline (GBPP) of English Curriculum 2004, it is stated that English is considered as a tool or instrument for expressing meaning. Based on the concept and the function of English as stated in that BCO, the teaching of English at secondary school aims to develop the four language skills (listening, speaking, reading and writing). The Indonesian students start learning English at the Junior High School (SMP). The process continues at Senior High School (SMA). In fact, now, English is also taught in some Elementary School as the local content and even in some Kindergartens.

The fact, that till now almost of teaching condition at Senior High School in our country is still less emphasis on the learning activity as a process. In reality at SMPN 17 Makassar, the researcher do pre-observation that is done at the first year students of SMPN 17 Makassar,

he says that the mean score of the students' achievement in reading comprehension is very low. It is 5.05 mean score while the target is 7.00

Considering from the statement above, the researcher interested in conducting a research entitled "Improving the students reading comprehension through Collaborative Strategic at SMPN 17 Makassar"

B. Problem Statement

Based on the previous background above, the researcher formulates research questions as follow:

1. How is the improvement of the students' literal comprehension through Collaborative strategic Reading of first years students at SMPN 17 Makassar?
2. How is the students' proficiency in summarizing the text through Collaborative Strategic Reading.

C. Objective of the Study

In relation to the problem statements above, the objective of the study researcher find out that:

1. The use of Collaborative Strategic Reading in improving the Literal Reading Comprehension at the first years students of SMP NEGERI 17 MAKASSAR.
2. The use of Collaborative Strategic Reading in improving the Summarizing Reading Comprehension at the first year students of SMP NEGERI 17 MAKASSAR.

D. Significance of the Study

The result of study is expected to be useful information for the English teacher in general, English teacher for SMP particular. It is also useful for the quality improvement of English teaching especially reading comprehension through CSR method. The writer believes that each of study deeply makes sense to both teachers and students. This research will be useful for the teacher in improving the achievement of teaching English reading by applying the CSR method. For the students, it is hoped that through the study, they will get much input in improving their reading comprehension.

E. Scope of the Study

This research will focus on the study to improve the students' reading comprehension by using Collaborative Strategic at first year students' of SMPN 17 Makassar. Literal comprehension here covers main idea and Detail. Summarizing covers content and sequence idea. Reading comprehension here means that the students proficiency to understand the expository text, answer the question and make a note about the important information from the expository text.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents, the writer would like to explain some theories taken from the text books and any references with are concerned with this topic: they are the previous related research findings, the definition collaborative strategic reading, the strategy in teaching through collaborative strategic, benefits of collaborative strategic, definition of reading, kinds of reading technique, guides to efficient reading, step to improving reading comprehension, and any others. The literature review deals with the previous related research findings and pertinent ideas.

A. Collaborative Strategic Reading

1. Understanding Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Students strategies include previewing the text; giving ongoing feedback by deciding “click” (I get it) or “clunk” (I don’t get it) at the end of each paragraph; “getting the gist” of the most important parts of text; and “wrapping up” key ideas. (Klinger at al 1998)

CSR (collaborative strategic reading) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. (Klingner, 2011). CSR is a reading

comprehension practice that combines two instructional elements: (a) modified reciprocal teaching and (b) cooperative learning or students pairing. (Christine D. Bremer, 2002).

Collaborative Strategic Reading (CSR) is a method of teaching reading comprehension strategies originally designed for teacher-led small groups of students in special education whose first language is not English. It was later adopted to cooperative learning and peer-led small group instruction in general education classes that include students with special needs. (Vaughn, et al, 2000)

Collaborative Strategic Reading is an approach that works well in mixed-ability classrooms and helps students improve their reading comprehension. CSR can be implemented in a subject_area classroom, such as science or social studies, to improve students benefit by developing skills enabling them to better understands the material in their reading assignments. An additional benefit is the development of skills related to working in groups. (Christine D. Bremer, et.AI).

Palincsar & Brown in Klingner (2007: 143), state that CSR is grounded in socio-cultural theory and the principles of scaffolding, zona of proximal development and cognitive psychology. The idea is that cognitive development occurs when concepts first learned through social interaction become internalized and made one's own. Through the collaborative approach emphasized with CSR, learning is scaffold by both teacher and students. The teacher provides instruction in strategies, assigns group

roles, and provides a guide for reading and discussion. Students then scaffold each others' learning by providing immediate feedback at a level and in a manner that is just right for the others in the group.

CSR capitalized on this theoretical heritage and extended it to reflect knowledge about teaching English language learners and students with reading disabilities,. Fitzgerald in Klingner (2007: 143) states that one way CSR extended this approach was by helping students tap into their prior knowledge, and make connections with their own lives. Also, CSR takes into account that students with learning disabilities and English language learners benefit from explicit instruction. Therefore, the teacher carefully teaches the strategies using clear explanations and lost of modeling. He or she provides students with multiple opportunities to practice the strategies in supported situation before asking them to apply the strategies on their own in cooperative learning groups.

2. The Strategies of Collaborative Strategic Reading

In the following sections we provide an overview of how to teach each of the strategies. According to (Klingner et al., 2001), there are our strategies in use :

a. Strategy 1 (preview)

Students preview the entire passage before they read each section. The goals of previewing are:

- a) For students to learn as much about the passage as they can in a brief period of time (2-3 minutes)
- b) To activate their background knowledge about the topic, and
- c) To help them make predictions about what they will learn.

b. Previewing

Serves to motivate students' interest in the topic and to engage them in active reading from the onset. Introduce previewing to students by asking them whether they have ever been to the movies and seen previews. When students preview before reading, they should look at headings; words that are bolded or underlined; and picture, tables, graphs, and other key information to help them do two things:

1. Brainstorm what key they know about the topic and

2. Predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

c. Strategy 2 (click and clunk)

Students click and clunk while reading each section of the passage. The goals of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Click refers to portions of the text that make sense to the reader "click" comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "clunk"- comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk. (Jannette K. Klingner 1998).

Many students with reading and learning problems are fail to monitor their understanding when they read. Clicking and Clunking is designed to teach students to pay attention to when they are understanding or failing to understand what they are reading or what is being said to them. After students identify clunks, the class uses "fix-up" strategies to figure out the clunk. (Vaughn, et al, 2000).

d. Strategy 3 (get the gist)

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

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

e. Strategy 4 (wrap up)

Students learn to wrap up by formulating questions and answer about what they have learned and by reviewing key ideas. The goals are to improve students’ knowledge, understanding, and memory of what was read.

Students generate that ask about important information in the passage they have just read. The best way teach wrap up is to tell

students to use the 5W and an H questions (who, what, when, where, why, and how).

It is also good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions.

In short, the four comprehension strategies are described as follow:

Plan for Strategic Reading

CSR's Before Reading

1. Preview

- 1) Brainstorming: What do we already know about the topic?
- 2) Predict: What do we think we will learn about the topic when we read the passage?

R E A D (the first paragraph or section)

During Reading

2. Click and Clunk

- a. Were there any parts that were hard to understand (clunks)
- b. How can we fix the clunk? Use fix-up strategies.
 1. Reread the sentences and look for key idea to help you understand the word.
 2. Reread the sentence with the clunk and the sentences before or after the clunk looking for clue.
 3. Look for a prefix or suffix in the words.
 4. Break the word apart and look for smaller words.
- c. Get the Gist
 1. What is the most important person, place, or thing?
 2. What is the important idea the person, place, or thing?

R E A D (do steps and 3 again, with all the paragraph or section in the passage).

After Reading

Ask questions: what questions would show we understand the most important importation? What are the answers to that question? In short, the four comprehension strategies are described as follow.

3. How is the implementation of the Reading Collaborative Strategic

At the outset, the teacher provides explicit instruction to students to teach the CSR reading comprehension strategies. As with reciprocal teaching, the teacher first conveys the value in learning different comprehension strategies, emphasizing that these strategies are what good readers use to help them understand what they read, and that by learning the strategies, everyo

he can become a better reader. The teacher also emphasizes that reading is thinking. The teacher then uses a think aloud procedure to model how to use the different strategies while reading a short passage. Again, as with reciprocal teaching, students are exposed to all of the strategies on the first day, so that they can get a sense of CSR style strategic reading looks like. The teacher then provides additional instructional in each strategy, teaching students why, when, and how to apply each one. The CSR reading strategies include the following (Klingner et al., 2001):

1. *Preview*: The purpose of previewing are to (a) help Students identify what the text is about, (b) tap into their prior knowledge about the topic, and (c) generate interest in the topic. The teacher helps the students with previewing by reminding them to use all of the visual clues in the text, such as picture, charts, or graphs, and to look at the headings and subheadings used

throughout the passage. He or she might help them connect the topic to their own experiences and also preteach key vocabulary that is important to understanding the text but that does not lend it self to the click and clunk fix up strategies.

2. **Click and clunk:** Students use the process of click and clunk to monitor their comprehension of the text. When students understands the information, it “click”; when it does not make sense, it “clunk”. Students work together identify clunks in the text and use fix up strategies to help them “declunk” the word or concept. The clunk expert facilitates this process, using clunk cards. A different strategy for figuring out a clunk word, concept, or idea is printed on each card:

- a. Re-read the sentences without the word. Think about what would make sense?
- b. Re-read the sentence with the clunk and the sentences before or after the clunk, looking for clues.
- c. Look for a prefix or suffix in the word.
- d. Break the word apart and look for smaller words you know

Students record their clunks in their learning logs to Share with their teacher and peers.

3. **Get the gist:** Getting the gist means that students are able to state the main idea of a paragraph or cluster of paragraphs in

their own words, as succinctly as possible. In this way students learn how to synthesize information, taking a larger chunk of text and distilling it into a key concept or idea. Students are taught to identify the most important *who* or *what* in the paragraph, and then to identify the most important information they read about the *who* or *what*, leaving out details. Many teachers require that students state the main point of the paragraphs in 10 words or less.

4. *Wrap-up*: Students learn to “wrap-up” by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students’ knowledge, understanding, and memory of what they have read. Students generate questions about important information in the passage. They learn to use question starters to begin their questions: *Who*, *What*, *When*, *Why*, and *How* (“the five W and an H”). as with reciprocal teaching, students pretend they are teacher and think of questions they would ask they had read. Other students should try to answer the questions. Students are taught to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage but “in your head” (Raphael, 1986). In other words students are encouraged to ask questions that involve higher level thinking skills as well as literal recall. To review, students

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

Once students are proficient in using the comprehension strategies with the support of the teacher, they are ready to learn how to implement the strategies while working in heterogeneous cooperative learning groups. According to Johnson (1989), cooperative learning should encourage and include:

- Positive interdependence
- Considerable face to face interaction among students
- Individual accountability
- Positive social skills
- Self as well as groups evaluation or reflection

In cooperative groups, students do not simply work together on the same assignment; each person must have a key role to play and everyone is responsible for the success of the group. Students are told that they have two responsibilities: to make sure they learn the material and to help everyone else in their group learn it, too.

Students who have not previously worked in cooperative learning groups may need preparation in order to work productively and effectively in this context. It may be helpful for them to practice skills that are vital for the successful functioning of a group, such as attentive listening, asking for feedback, asking other for their opinion, taking turns, asking clarifying questions, and conflict resolution measures (Klingner et al., 2001; see also Kagan, 1991).

With CSR, students discuss what they have read, assist one another in the comprehension of the text, and provide academic and affective support for their classmates. With CSR everyone has a chance to try out all of the roles. These roles may include (Klingner et al., 2001):

4. Cooperative Learning Groups Roles

Once students have developed proficiency applying the comprehension strategies through teacher-led activities, they are ready to learn to roles they will perform while using CSR in their peer-led cooperative learning groups. Roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Roles should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the Leader. Students can perform more than one role a time, if necessary. Possible roles include the following:

1. **Leader.** This student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.
2. **Clunk Expert.** This student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.
3. **Announcer.** This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.
4. **Encourager.** This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.
5. **Reporter.** During the whole class wrap up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.
6. **Time Keeper.** This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

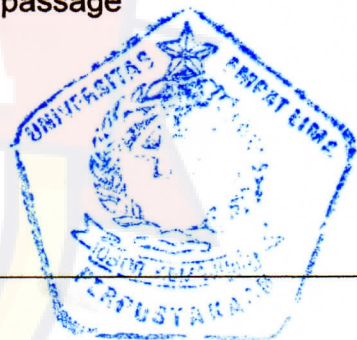
CSR Learning Log

Group:

Today's _____

date _____

Before Reading	Preview	What I already know about the topic	
		What I think will learn	
During Reading	Clunks		
After Reading	Wrap Up	Questions about the important ideas in the passage	
		What I learned	



- Name :**
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.

5. The Concept of Expository Text

- a. Definition of expository text

Expository text is nonfiction reading material. Expository text is a mode of writing in which the purpose of the author is to inform, explain, describe, or define his or her subject to the reader. Examples of expository texts are textbooks, encyclopedias, scientific book/journals, atlases, directions, guides, biographies, newspapers. Expository text is not written in the same structure (setting, characters, plot, problem and resolution) as literary works. This often causes readers to experience difficulty in understanding textbooks, especially in science and social studies. Students who aware of and understand the structures of expository text are better able to determine essential information and comprehend information text.

Authors who write expository texts research the topic to gain information. The information is organized in a logical and interesting manner using various expository text structure. The most common expository text structure include description, enumerative or listing, sequence, comparison, and contrast, cause and effect and problem solution.

a. Type Of Expository Text

S. Fink (web journal) explain five expository text structure, those are;

B. Some Concepts of Rading

a. Understanding of Reading

People sometimes did not understand what the meaning reading is although they how to read. The readers always confused about that because they thought that reading just the materials without comprehension.

Based on the consideration above, the experts give explanation about the meaning of reading and reading comprehension.

- 1) Mortemer and Charles in Anas (2008:9) said that reading is complex activity, just as writing, reading consist of large number of separate act, all of it will be performed in a good reading.
- 2) Jeremy (1991:190) stated that reading is an exercise dominated by the eyes and brain. The eyes receive the message and the brain has to work out the significance of these messages.
- 3) Nuttal (1982:18) said that reading is essentially concerned with meaning especially with the transfer of message from writer to reader.
- 4) Reading is a complex cognitive process of decoding symbol for the itention of deriving meaning (Reading comrehension) and/or constructing meaning. (Wikipedia Aducation)

From explanation above given by experts, we can conclude that reading is an activity between written and reader, the writer sends his idea in the written symbol and then the reader catches the from the printed pages.

b. Kinds or reading

According to Wekapedia Education, there are three kinds of reading. They are as follow.

1. Silent reading

Silent reading is a period of uninterrupted. Silent reading intends to improve reading comprehension, the face students reading.

2. Reading aloud

Reading aloud is very important device that cannot be overlooked because it is great aid in developing our reading skill. In reading aloud, the students will get experiences in producing the sound. By reading aloud, the students can improve their skill in pronunciation, intonation, and through reading aloud, they can increase their vocabulary.

3. Speed reading

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. If they do not have skill of speed reading, all the process of studying will be slow and ineffective.

C. Reading Comprehension

The various definition of reading comprehension has been formulated. Some of definitions of reading comprehension are presented in the following spaces.

According to Kustaryo in Anas (2008:11), reading comprehension is understand what have been read. It is an active thinking process that depends not only on comprehension skill but also the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing among author's purpose.

Johnson in burn (1989:148) state that reading comprehension is one unitary process and a set of discreet process. So the students explore comprehension from two angels, the written units that the reader must understand and the different levels of comprehension that students should achieve.

That definition above tells us that in reading comprehension the success of reader depends not only on his skill of comprehending but also on his experience and his prior knowledge related to what her reads.

Furthermore, reading comprehension is a communication process. It involves reconstructing an author message by using one's prior knowledge specially the knowledge of language.

Based on the definition above, we may say that reading comprehension is a special kind of thinking and communication process in which a reader is able to recognize words and sentences meaning, understand both explicit and implicit meaning of text, to be able to gain how ideas and concept, to make value of judgment by using his prior knowledge, knowledge of language and reading experience.

D. Level of Comprehension

The following level comprehension according to Smith (1969) and Carnie (1990). Levels of reading comprehension according to Smith (1969) and Wayne (1979) are:

1. Literal comprehension, which is the skill of getting the primary direct literal meaning of a word, ideas, or sentences in context.
2. Interpretation, that is identify ideas and meaning that are not explicit stated in the writing text.
3. Critical reading, that is to evaluate what is read and to examine critical the thoughts of the writer.
4. Creative reading, that is to apply ideas from the text to new situation and recombine author's ideas with other to front files concepts or to expand old ones.

Levels of reading comprehension according to Carnie in Carnie (1990) are:

1. Comprehension skill in the primary level consist of:

- Literal comprehension that is to receive information stated in passage.
- Sequencing comprehension that is to order several events from a passage according to when they happened.
- Summarization, that is to generate or to select a sentence the main idea.

2. Comprehension skill for the level consist of:

- Inferential comprehension, that is to reveals relationship between two objects or events (stated or not stated).
- Critical reading that is to identify the author's conclusion, to determine what guidance is presented, and to identify faulty argument.

3. Comprehension skill for advance levels that are the appreciation of the authors work.

E. Summarizing

A good summary should give an objective outline of the whole piece of writing. It should answer basic questions about the original text such as "Who did what, where, and when?", or "What are the main idea of the text?", "What are the main supporting points?", "What are the major pieces of evidence?". It should not be a paraphrase of the whole text using your own words. How to write a summary in 8 easy steps.

Writing a good summary demonstrates that you clearly understand a text....and that you can communicate that understanding to your readers. A summary can be tricky to write at first because it's tempting to include too much or too little information. But by following our easy 8-step method, you will be able to summarize texts quickly and successfully for any class or subject.

a) Divide...and conquer

First off, skim the text you are going to summarize and divide it into sections. Focus on any headings and subheadings. Also look at any bold faced term and make sure you understand them before you read.

b) Read

Now that you've prepared, go ahead and read the selection. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble-just get a feel for the author's tone, style, and main idea.

c) Reread

Rereading should be *active* reading. Underline topic sentences and key facts. Label areas that you want to refer to as your summary. Also label areas that should be avoided because the details though they may be interesting are too specific. Identify areas that you do not understand and try to clarify those points.

d) Once sentence at a time

You should now have a firm grasp on the text you will be summarizing. In steps 1-3, you divided the piece into sections and located the author's main ideas and points. Now write down the main idea of each section in one well developed sentence. Make sure that what you include in your sentences are key points, not minor details.

e) Write a thesis statement

This is the key to any well written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.

f) Ready to write

At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some transition words (*then, however, also, moreover*) that help with the overall structure and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:

- Write in the present tense.
- Make sure to include the author and title of the work
- Be concise: a summary should not be equal in length to the original text
- If you must use the words of the author, cite them
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

g) Check for accuracy

Reread your summary and make certain that you have accurately represented the author's ideas and key points. Make sure that you have correctly cited anything directly

quoted from the text. Also check to make sure that your text does not contain your own commentary on the piece.

h) Revise

Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation. If you have time, give your summary to someone else to read. This person should be able to understand the main text based on your summary alone. If he or she does not, you may have focused too much on one area of piece and not enough on the author's main idea.

F. Factor Influencing Comprehension

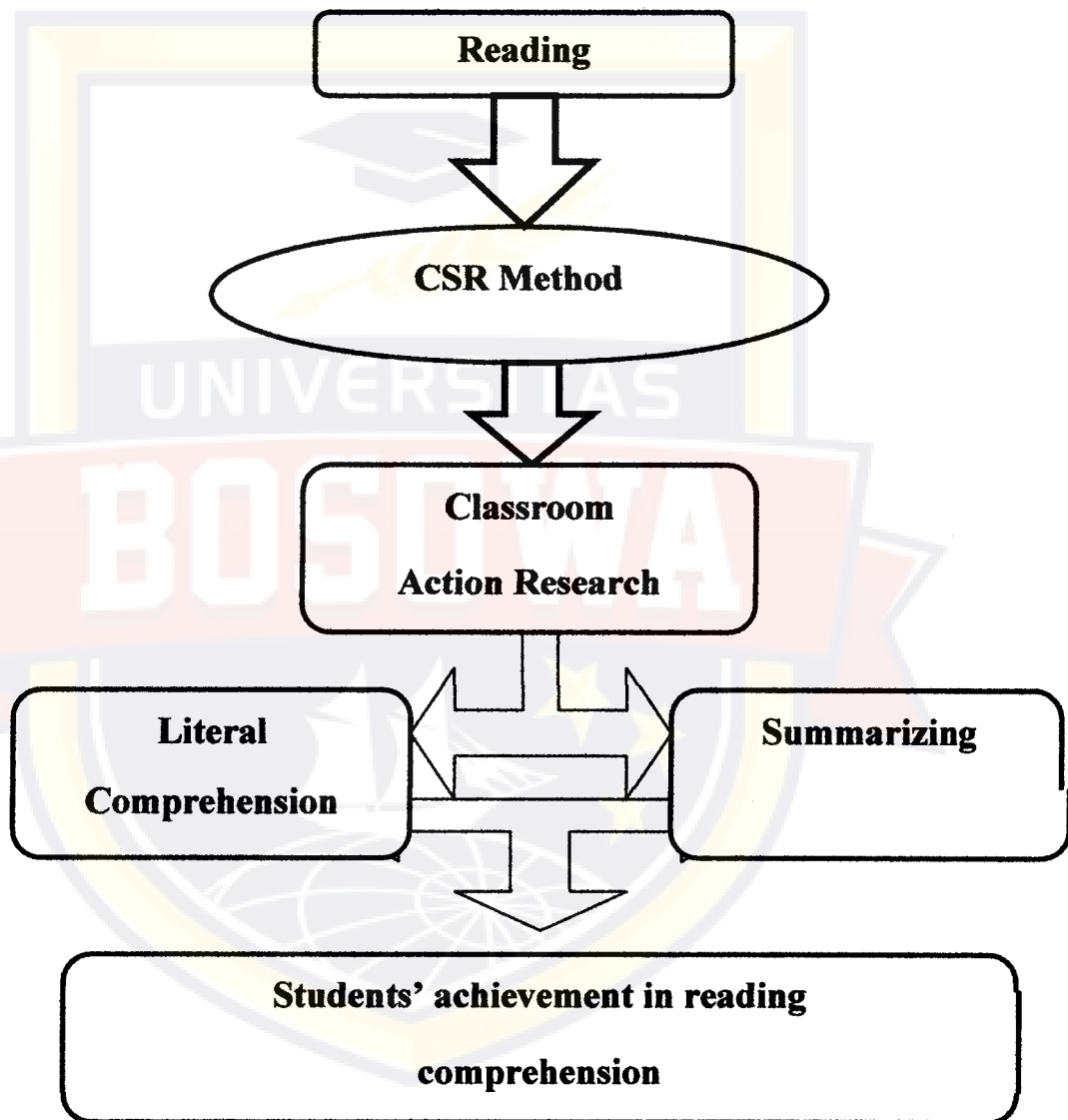
There are external and internal factor in reading comprehension. Those are influences in the success in reading.

1) Motivation

Motivation is very important to the success and failure in reading. It depends on one's motivation to read, when the students have high motivation to read they will work hard to overcome the difficult material. One's motivation could be influence by external and internal factor, such as the material used by the teacher and prior knowledge.

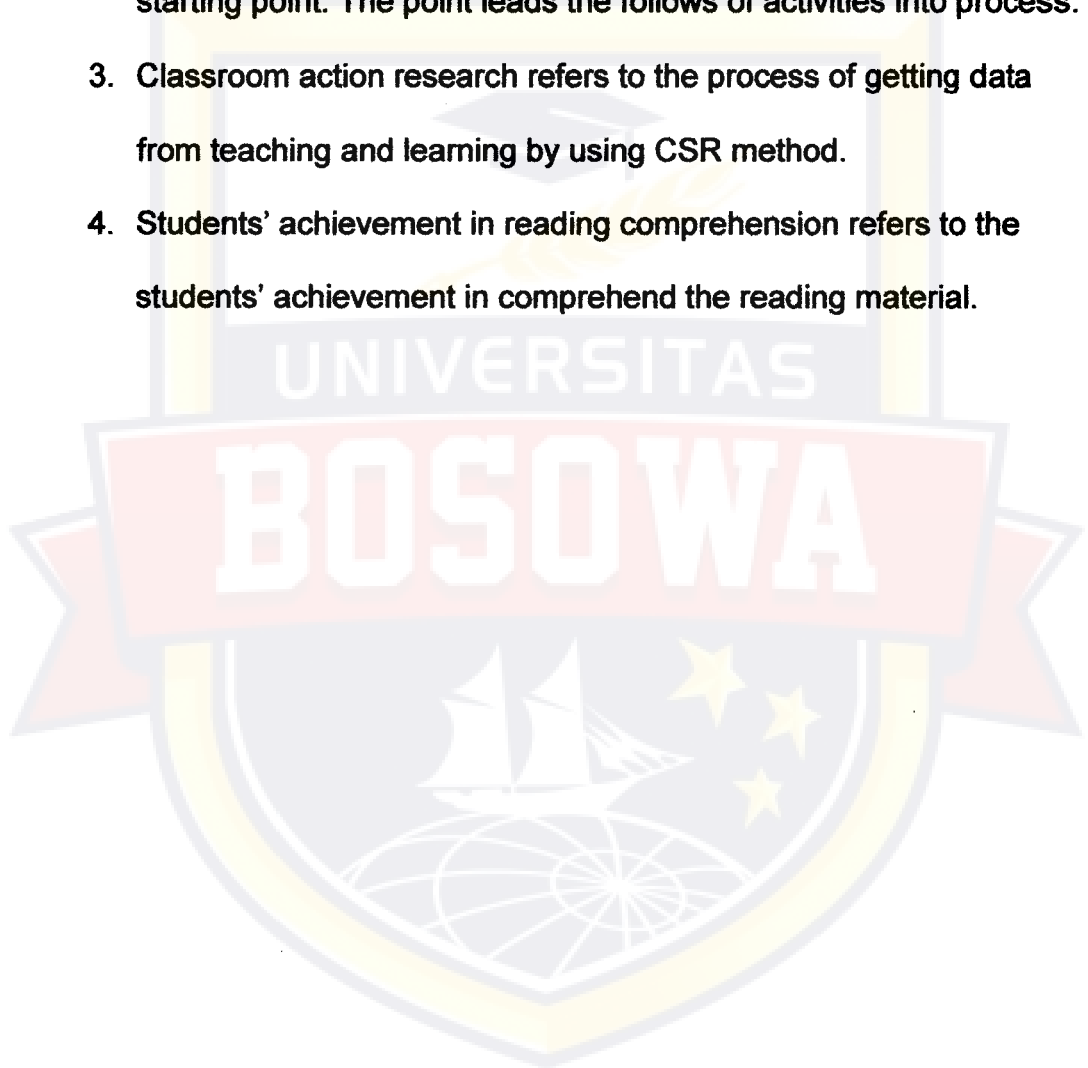
G. Conceptual Framework

The concept of framework underlying in this research will presented in the following diagram



In the diagram above, input, process, and output are briefly clarified as follows:

1. Reading refers to the material that is going to read.
2. CSR method refers to the use of method which functions as the starting point. The point leads the follows of activities into process.
3. Classroom action research refers to the process of getting data from teaching and learning by using CSR method.
4. Students' achievement in reading comprehension refers to the students' achievement in comprehend the reading material.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research would be used a classroom action research design (CAR). In this Classroom Action Research (CAR), the observer would use classroom action research principle to collect the data.

The research was divided into two cycles with each cycles consists of four phases. It aimed at observing the improving the students' reading comprehension through collaborative Strategic Reading.

Cycle I

a. Planning

In this phase, the researcher prepared the lesson to imply the CSR method. Not only lesson plan, researcher also prepared the teaching scenario, indicator of the success studied and the instrument in collecting the data.

b. Action

In this step, the researcher implied the scenario of the studied. In this step, the teacher implied the scenario of the study. There were four meeting in this step. Each meeting included activities as follows:

1) Preview

The students previewed the reading material. Preview was strategy to activate students' prior knowledge, to facilitate their predictions about what they will read and to generate interested.

2) Click and Clunk

Click and Clunk. It was to monitoring students' understanding during reading. When students have clunk, teacher fix-up strategies to figure out of the clunk.

3) Get the gist

The teacher identified the students understanding about the reading material. One way to identify is by asking questions to the students.

4) Wrap up

In this step the teacher asked the students to generate some questions that require and answered involving their thinking skills. Finally, the teacher asked students to write down the most important ideas from the day's reading assignment.

At the first meeting in cycle 1, The researcher gave teaching material and researcher gave instruction for doing the text, but the students were lazy because the students didn't understand the instruction. At the second meeting in cycle 1, the researcher gave the motivation for the students interacted to learn in class and followed the instruction. At the third meeting in cycle 1. Researcher used the method Collaborative Strategic Reading and the first meeting until the

third meeting the students still confuse in first action. At the fourth meeting in cycle 1, the researcher explain again how to understand reading comprehension. The researcher explains collaborative strategic reading and then the students do it according explained the researcher.

c. Observation

In this phase, the researcher observed the students' response, participation and everything which was found during the teaching and learning process. For example, the students' participation, responds of the students about the material, results of the study, etc.

d. Reflection (evaluation)

After collecting the data, the researcher evaluated the teaching learning process. Then, the researcher did reflection by seeing the result of the observation. After that, the researcher made the next plan (re-planning) at the second cycle to get a good result.

Cycle 2

a. Planning

In this phase, the researcher prepared the lesson to imply the CRS method. Not only lesson plan, researcher also prepared the teaching scenario, indicator of the success studied and the instrument in collecting the data.

b. Action

In this step, the researcher implied the scenario of the studied. In this step, the teacher implied the scenario of the study. There were four meeting in this step. Each meeting included activities as follow:

1) Preview

The students previewed the reading material. Preview was strategy to activate students' prior knowledge, to facilitate their predictions about what they will read and to generate interested. The researcher helps the students to understand the first action.

2) Click and Clunk

Click and Clunk. It was to monitoring students' understanding during reading. When students have clunk, teacher teaches fix-up strategies to figure out of the clunk.

3) Get the gist

The teacher identified the students understanding about the reading material. One way to identify is by asking questions to the students.

4) Wrap up

In this step the teacher asked the students to generate some questions that require and answered involving their thinking skills. Finally, the teacher asked students to write down the most important ideas from the day's reading assignment.

At the fifth meeting in cycle 2, the researcher gave the students teaching material, before students read the material, the researcher

learning process. For example, the students' participation, responds of the students about the material, results of the study, etc.

d. Reflection (evaluation)

After collecting the data, the researcher evaluated the teaching learning process. Then., the researcher did reflection by seeing the result of the observation. After that, the researcher made the next plan (re-planning) at the second cycle to get a good result.

B. Research Subject

The research subject of this classroom action research was the second grade students in class VIII in 2012-2013 academic years. The class consisted of 42 students with 18 women and 24 men.

C. Research Instrument

There were two instruments used:

1. Observation Sheet

Observation sheet aimed to find out the students' data about their presence and activeness in teaching learning process.

F. Data Analysis

The data get from cycles was analyzed through the following steps: The data get through the test was analyzed by using the following steps:

1. Rubric assessment of reading comprehension by using this formula:

a. Literal Comprehension (Main Idea and Details)

Criteria	Score
The meaning and grammar are correct	4
The meaning is correct and some errors of grammar	3
Some errors of meaning and grammar	2
The meaning and grammar are correct	1
No answer	0

Depdikbud in Nirwana (2010:27)

b. Summarizing (Content and Sequence Idea)

Category	4	3	2	1
Content	The students response is complete. It indicates a very good understanding of the story	The response is partial and indicates a fairly good understanding of the story.	The response is fragmentary and indicates only minimal understanding of the story.	There is little or no response. It indicates a serious misunderstanding of the story.
Sequence Idea	Clearly follows the logical sequence of the original story.	Follows the logical sequence of the original story.	Some of the sequencing follows the original story.	Sequencing is erratic and does not follow the original story

Pollard Dianne, 9/25/2007

2. Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer} \times 10}{\text{Total Test Item}}$$

3. Calculating the mean score of the students' reading comprehension test by using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notes:

\bar{X} : Mean score

$\sum x$: The sum of all score

N : The number of students

(Gay in Hasnawati, 2000)

4. Calculating the percentage of the students' activity in learning process using formula :

$$P = \frac{F}{N \times 4} \times 100\%$$

Note :

P : Percentage

F : Frequency

N : Total Number of Subject

(Hatch and Hassen in Yakkop, 2006)

5. After collecting the data of the students, the researcher classified the score of the students, score, there were seven classifications which was used as follows:

Score	Classification
9,6 – 10	Excellent
8,6 – 9,5	Very good
7,6 – 8,5	Good
6,6 – 7,5	Fairly good
5,6 – 6,5	Fair
3,6 – 5,5	Poor
0 – 3,5	Very poor

(Depdikbud: 1985: 6)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two sections. The first section deals with the finding of the research and the research and the second section deals with discussions. The finding of the research cover the description of the result of data analysis that discussed in another section.

A. Findings

In this part, the writer presented about findings or the result of data analysis from reading test, and reading comprehension. The research process was conducted for two cycle using same materials.

1. Cycle I

1. Planning

In cycle I, the learning plan implemented one meeting and used 80 minutes. In this cycle, the explanation about reading comprehension, and gave reading text to the students. Then the writer observed and interviewed all the students about the content of the whole of the text to know the students' ability in reading.

2. The Implementation

This action was held on Friday, March 2013 which started at 07.50 to 08.30 and 42 students. In this cycle, the explanation about reading comprehension, and giving task to the students.

First of all, the writer gave the students work paper that contains reading text and the test. Then, the students read the text



and did the tasks while explanation about reading comprehension. The students answered the questions based on their understanding about the text. When the students did their task, the writer observed the students activities. During the learning process, the students showed their interest by taking part on the learning process. However, they were still nervous when they were asked by the writer to retell about the text. It was done to know the students motivation and interest in doing the task as influence of the use of Collaborative Strategic Reading in learning process.

3. The Result

The result of the test indicated that some of students could not answer the questions correctly. Based on the observation and interview to the students, the problem was in cycle I was shown, the content of the test is too long while the time was limited.

The rate percentage of the students score was contained through the test, in order to know the students' Reading Comprehension Though Collaborative Strategic, the raw score of the students were firstly tabulated. Then the writer determined the quality of the students' score into rate percentage and score classification as follows.

Table 1. The students' gained score in Cycle I

No	Nis	Students' Name	Fluency	Grammar	Pronunciation	Intonation	Score
1	118079	Andi Vita Saraswati	10	15	20	15	5
2	118080	Annisa Octavianty	15	20	20	20	7
3	118081	arwini puspita	20	20	20	20	8
4	118083	mega utami putri	10	20	10	10	5
5	118084	Muslimah	10	20	15	15	6
6	118085	Nur Wahyu nggraeni	20	30	10	10	7
7	118086	Nurfah Aqidah	20	15	15	25	7
8	118087	Nurul Izza Annafisa	15	15	20	10	6
9	118088	Rahmawati Marang	10	20	10	30	7
10	118090	siti aras ainun basri	30	25	25	10	9
11	118091	Wahyuni	25	10	20	25	8
12	118092	A. Andri Al Gazali	15	20	20	10	6
13	118093	Ahmad Maulana	15	25	30	25	8
14	118094	Akbar	10	20	10	10	5
15	118096	Aldiyansah	20	10	10	10	5
16	118097	andriyanto s	15	10	15	25	6
17	118098	Arfandi	10	10	20	10	5
18	118099	Arjun Ardianiawan	15	25	20	15	7
19	118100	Hendri	10	20	15	15	6
20	118101	Indra Wahyudi S	20	25	25	10	8
21	118102	Khairul Ikhwan	10	20	15	15	6
22	118103	Muh. Akbar	20	20	15	10	6
23	118104	Muh. Anugrah	10	20	15	15	6
24	118105	Muh. Fadil Ismail	20	30	35	15	11
25	118106	Muh. Farhan	20	25	20	15	8
26	118107	Muh. Nur Salam	10	20	10	10	5
27	118108	Muh. Yusuf	15	15	20	10	6
28	118109	Muhammad Radi	10	20	25	15	7

9	118110	Muis	15	20	15	15	6
0	118111	Naldy	10	10	20	10	5
1	118112	Rahmat Hidayatullah	15	25	20	15	7
2	118114	Vicky Pesulima	15	25	20	10	7
3	118115	Wahyu Hardiansyah	10	15	10	10	4
4	118117	Sarmila	25	15	15	20	7
5	118118	Rezki Setiawan	15	20	10	15	6
6	118120	Cindy Puspitasari	15	20	15	15	6
7	118127	Nun Hafizah N	10	25	25	5	6
8	118137	Uya Meliza Wijaya	20	25	20	15	8
9	118138	Wiwi Ariyanti Arief	25	20	30	15	9
0	118152	nur fajri rahmah	15	25	20	20	8
1	118153	nuraini habibulloh	15	25	20	15	7
2	128173	panji saputra sosman	15	20	25	10	7

Source : SMP Negeri 17 Makassar



Table 2. The rate percentage of Cycle I

Classifications	Score	Frequency	Percentage
Very Good	91 – 100	2	4.76%
Good	76 – 90	8	19.04%
Fair	61 – 75	17	40.47%
Poor	50 – 60	14	33.33%
Very Poor	Less than 50	1	2.38%
TOTAL		42	100%

Source : SMP Negeri 17 Makassar

The table above indicates that the students' achievement in Comprehension Reading in cycle I were 4.76% Very good, 19.04% good, 40.47% Fair, 33.33% poor, and 2.38% very poor.

The mean score of the cycle I as follows :

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{2950}{42} \\ &= 70.23\end{aligned}$$

The result of the implementation of cycle I shown that the students' reading comprehension was good, but it was not achieve the criterion of success. The standard of success criterion of the students reading in mean score is 70 (KKM of SMP Negeri 17 Makassar).

The result reveals that the mean score of the students is only 70,23. It means that the study has not been successful yet.

4. Reflection

Based on the data presented in table above, it can be stated that the implementation Reading comprehension through Collaborative strategic, skill reading was not successfully yet. The criterion of success was if the mean score of the students is 70. In terms of the students' activeness in this activity, the result of observation showed that some students could not do it well. Besides they did not like the kind of reading comprehension, they also looked confused in finding the correct answer because the writer gave the test with limited time.

Although some students showed their ability and motivation, the cycle II needed to be conducted. This was done because some students got score under the determined standard. There many students got score under 70. The cycle II was conducted to find the appropriate strategy in improving the students' reading comprehension through collaborative strategic.

2. Cycle II

1. Planning

For the cycle II, the learning plan implemented one meeting and used 120 minutes. The writer prepared RPP, attendance list, Students' work paper. In this cycle, the writer still used Reading comprehension to do the test, but using the different strategy from

cycle I. The strategy applied was the writer gave more time and motivation of how to read the text reading comprehension.

2. The Implementation

The second activities were done on Monday, March 2013 Which strated at 08.00 to 09.20. the activities done were like those on the first meeting that were teaching reading comprehension through collaborative strategic.

As the same pervious activities, there were activities done by the writer such as observed and interviewed the students. In the second meeting, the students became more relaxed and they began to the lesson reading teks. They were not afraid when they could memorize some of the words or phrases in the text. Furthermore, they could answer the questions easy and correctly.

3. The Result

The result of observation showed that most students were very active and serious doing their task. Before the time given was over, all students submitted their task. When they were interviewed, they could answer the questions directly and fluently, they also stated that they understood the task and the materials reading. The result of the test can be seen in the following table.

Table 3. The students' gained score in Cycle II

No	Nis	Students' Name	Fluency	Grammar	Pronunciation	Intonation	Score
	118079	Andi Vita Saraswati	25	30	20	25	10
	118080	Annisa Octavianty	25	30	20	20	9
	118081	arwini puspita	25	25	25	25	10
	118083	mega utami putri	15	20	20	20	7
	118084	Muslimah	20	30	15	35	10
	118085	Nur Wahyu nggraeni	20	30	25	20	9
	118086	Nurfah Aqidah	20	30	25	25	10
	118087	Nurul Izza Annafisa	20	25	20	30	9
	118088	Rahmawati Marang	20	20	25	30	9
	118090	siti aras ainun basri	30	25	25	20	10
	118091	Wahyuni	25	25	20	25	9
	118092	A. Andri Al Gazali	40	20	20	10	9
	118093	Ahmad Maulana	20	25	30	25	10
	118094	Akbar	15	25	15	20	7
	118096	Aldiyansah	20	15	25	15	7
	118097	andriyanto s	25	30	15	25	9
	118098	Arfandi	30	25	25	15	9
	118099	Arjun Ardianiawan	25	25	30	15	9
	118100	Hendri	30	20	15	15	8
	118101	Indra Wahyudi S	25	25	25	20	9
	118102	Khairul Ikhwan	30	20	15	15	8
	118103	Muh. Akbar	20	20	30	10	8
	118104	Muh. Anugrah	25	25	25	25	10
	118105	Muh. Fadil Ismail	20	30	35	15	10
	118106	Muh. Farhan	20	35	30	15	10
	118107	Muh. Nur Salam	20	20	20	10	7

Table 4. The rate percentage of Cycle II

Classifications	Score	Frequency	Precentage
Very Good	91 – 100	29	69.04%
Good	76 – 90	8	19.04%
Fair	61 – 75	5	11.90%
Poor	50 – 60	-	-
Very Poor	Less than 50	-	-
TOTAL		42	100%

Source : SMP Negeri 17 Makassar

The table above indicates that the students' achievement in Reading in cycle II were 69.04% very good, 19.04% good, and 11.90% fair.

The mean score of the cycle II as follows :

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{3880}{42} \\ &= 92.38\end{aligned}$$

The result of the implementation of cycle II shown that the students' reading comprehension was good and it was achieve the criterion of success. The result reveals that the mean score of the students is 92.38. It means that the study has successful.

4. Reflection

The whole data above indicates that the students' achievement in reading has improved. The result in cycle I is 68.57 it is improve become 92.38 in cycle II. It means that the

teaching by using reading comprehension through Collaborative strategic method can improve the students' ability in reading English text. The comparison between the result in Cycle I and Cycle II can be seen in the following table.

Table 5. The result of cycle I and cycle II

No	Nis	Students' Name	Score	
			Cycle I	Cycle II
1	118079	Andi Vita Saraswati	50	100
2	118080	Annisa Octaviany	75	95
3	118081	arwini puspita	80	100
4	118083	mega utami putri	50	75
5	118084	Muslimah	60	100
6	118085	Nur Wahyu nggraeni	70	95
7	118086	Nurfah Aqidah	75	100
8	118087	Nurul Izza Annafisa	60	95
9	118088	Rahmawati Marang	70	95
10	118090	siti aras ainun basri	90	100
11	118091	Wahyuni	80	95
12	118092	A. Andri Al Gazali	65	90
13	118093	Ahmad Maulana	95	100
14	118094	Akbar	50	75
15	118096	Aldiyansah	50	75
16	118097	andriyanto s	65	95
17	118098	Arfandi	50	95
18	118099	Arjun Ardianiawan	75	95
19	118100	Hendri	60	85
20	118101	Indra Wahyudi S	80	95
21	118102	Khairul Ikhwan	60	80

22	118103	Muh. Akbar	65	80
23	118104	Muh. Anugrah	60	100
24	118105	Muh. Fadil Ismail	100	100
25	118106	Muh. Farhan	85	100
26	118107	Muh. Nur Salam	50	70
27	118108	Muh. Yusuf	60	95
28	118109	Muhammad Radi	70	90
29	118110	Muis	80	95
30	118111	Naldy	50	95
31	118112	Rahmat Hidayatullah	75	100
32	118114	Vicky Pesulima	70	90
33	118115	Wahyu Hardiansyah	45	70
34	118117	Sarmila	75	85
35	118118	Rezki Setiawan	60	100
36	118120	Cindy Puspitasari	65	95
37	118127	Nun Hafizah N	65	100
38	118137	Uya Meliza Wijaya	80	100
39	118138	Wiwi Ariyanti Arief	90	95
40	118152	nur fajri rahmah	80	95
41	118153	nuraini habibulloh	75	90
42	128173	panji saputra sosman	70	100
Total			2950	3880
Mean Score			70.23	92.38

Source : SMP Negeri 17 Makassar

Based on observations on the implementation of the research and improvements in English learning students, especially in reading, using Collaborative strategic reading had effect in improving students' reading skill.

Improving to the English subject especially in reading which consisted 2 cycles, based on processing the data obtained then prepared the following description and reflection.

Table 6. The average improvement of students after Cycle I and cycle II

No.	Total cycle	Average	Percentage
1.	Cycle I	70.23	70%
2.	Cycle II	92.38	92%

Source : SMP Negeri 17 Makassar

B. Discussions

This section presents the discussion as in interpretation of the result of data analysis. This section discusses about the result after doing the research of the SMP Negeri 17 Makassar students to improve their reading comprehension, this section the students ability in reading after applying collaborative strategic.

After doing the research, the writer found out that students can improve their reading and making the class more active. The students was enjoyed because this strategy does not make students bored.

When Explain about collaborative Strategic reading for the students, they felt calm and facused. This is due to the use of unique potential rhythm that can energize students' motivation to focus on the presentation of linguistic material (Klingner et al., 2001). As a consequence, the frequency of the students who produced poor result was higher before the cycles. Some students were not motivated because they did the cycle I in the presence of being unable to perform the task well. When the students were desuggested in the treatment, they were able to use their memory maximally. As result, the percentage of the students with the poor result in the cycle II decreased. The students were able to achieve this because of the There are external and internal factor in reading comprehension. Those are influences in the success in reading.

The important factor is *motivation*. The Motivation is very important to the success and failure in reading. It depends on one's motivation to read, when the students have high motivation to read they will work hard to overcome the difficult material.

The factor is Concentration very easy to do if we are interest in what we read; concentration is much needed in reading comprehension. Before the treatment, the students felt nervous and did not have any confidence as I have mentioned before. So, they produced freely of being unable to do the test well. When

they get to close with the teacher during the treatment, they regained their self-confidence which then increased their energy to perform maximally.

The factor Teacher guidance influences how the students understand particular assignment because lack of sufficient guidance may also be a major factor in low reading comprehension.

The factor is length and difficult to the material for reading. This factor is related the influence reading comprehension to the students' environment surrounding the classroom. This condition supported the students to work well during the cycles. This factors also connected to the last factors which is *Preview, Click and clunk, get teh gist and wrap up*. This process is about reading comprehension the students to free their mind from boredom, before the treatment, the students were calm and silent but they did nit enjoy the exercise because they did feel bored. As result in cycle II, there was no students produced bad poor score.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion based on the analysis and finding presented in the previous chapter.

A. Conclusion

After applying all the steps of the research, the writer comes to the following conclusion :

1. Reading is one of skills in learning English. There are improvements of students' achievements in reading lesson by Collaborative Strategic.
2. Students are interested in reading by using through collaborative strategic reading (CSR).
3. Reading comprehension it can help students to reading skill in to read english texts so it had better applied in teaching reading. Activities should be continuously implemented to the students of SMP Negeri 17 Makassar in particular and the other English students in general.

B. Suggestion

Based on the result of this study, it is obvious that the students' achievement and their interest can be identified clearly. From the above conclusion, the writer would like to give some suggestions especially to the English teacher at SMP Negeri 17 Makassar as follows :

- a. It is suggested that teacher present reading materials which stimulate students' interest in reading by considering the difficulty of structure, diction, length, and topic of reading materials and the students' level.
- b. For students who got low achievement, it is suggested that teachers provide general concept or describe what an unfamiliar materials is about as well as motivate their students' interest in reading before discussing the unfamiliar material.
- c. Teachers should maintain students' interest by varying material presentation in ways that are meaningful to the students.
- d. Teachers should read as much as possible in order to enrich their knowledge and practice their fluency in reading as well as reading short passages.
- e. Teacher should use various ways to teach English. There are many kinds of method and one of the method is Collaborative Strategic Reading. In this research, Collaborative strategic reading method can help to improve students' achievements

especially in reading. Therefore this method can be recommended to the English teacher to be applied in teaching learning process, because this time most of the students in junior and senior high school prefer to use or reading comprehension to studying.



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UNIVERSITAS

BELGIA

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APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Neg. 17 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII 9/ GENAP
Tahun Pelajaran : 2012/2013
Alokasi Waktu : 4 X 40' (2 Pertemuan)

1. Standar Kompetensi: reading

6. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk Narrative dan recount untuk berinteraksi di lingkungan sekitar.

2. Kompetensi Dasar: reading

6.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

3. Indikator:

- Siswa mampu mengembangkan membaca dengan metode strategi membaca

4. Tujuan Pendidikan:

- Siswa mampu membaca dan menjawab pertanyaan berdasarkan teks yang diberikan

5. Karakter Siswa yang Diharapkan:

- Kreatif
- Bekerja sama
- Menghargai karya orang lain

Materi Pembelajaran:

Secara umum, Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Students strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph;"getting the gist" of the most important parts of text; and "wrapping up" key ideas. (Menjelaskan mengembangkan strategi membaca. Tujuannya adalah menggambarkan atau mengungkapkan orang cara membaca menggunakan metode strategi membaca)

Generic Structure pada strategic membaca :

1. Preview

- 1) **Brainstorming: What do we already know about the topic?**
- 2) **Predict: What do we think we will learn about the topic when we read the passage?**

R E A D (the first paragraph or section)

During Reading

2. Click and Clunk

- a. **Were there any parts that were hard to understand (clunks)**
 - b. **How can we fix the clunk? Use fix-up strategies.**
 1. **Reread the sentences and look for key idea to help you understand the word.**
 2. **Reread the sentence with the clunk and the sentences before or after the clunk looking for clue.**
 3. **Look for a prefix or suffix in the words.**
 4. **Break the word apart and look for smaller words.**
- c. **Get the Gist**
 1. **What is the most important person, place, or thing?**
 2. **What is the important idea the person, place, or thing?**

R E A D (do steps and 3 again, with all the paragraph or section in the passage).

After Reading

Ask questions: what questions would show we understand the most important importation? What are the answers to that question? In short, the four comprehension strategies are described as follow.

Contoh Reading comprehension



Introduction: The White House is located at 1600 Pennsylvania Avenue in Washington D.C.

Description: It is a huge house where the president of the United States of America stays and works during his term. People first recognized the building as the Presidential Palace and Theodore Roosevelt gave the name White House in 1901.

6. Langkah-langkah Kegiatan:

Pertemuan 1

a. Kegiatan Pendahuluan

- Salam dan bertegur sapa dengan siswa, menanyakan kabar.
- Mengecek kehadiran siswa.
- Menyampaikan tujuan pembelajaran yang akan diajarkan pada hari itu.
- Memberikan apresiasi dan memotifasi siswa.

b. Kegiatan Inti

Menjelaskan materi pokok pelajaran

- a. Pengertian metode strategic membaca.
- b. Langkah-langkah mengembangkan membaca dengan metode startegic membaca.
- c. Memberi contoh teks Reading comprehension

- d. Memberi kesempatan kepada siswa untuk belajar dan latihan membaca teks tentang tugas yang diberikan dan mendiskusikannya.
 - e. Memberikan bimbingan kepada siswa yang mengalami kesulitan dalam latihan keterampilan membaca berkaitan dengan tugas yang diberikan.
 - f. Melakukan pengamatan dan penilaian terhadap aktivitas proses belajar siswa dalam mengerjakan tugas (latihan membaca).
 - g. Melakukan tanya jawab dan memberikan umpan balikan.
- c. Kegiatan Penutup**
- Guru menyimpulkan dan mereview materi dari beberapa jawaban siswa baik yang benar maupun yang salah.
 - Memberikan ucapan salam kepada siswa

Pertemuan 2

a. Kegiatan Pendahuluan

- Salam dan bertegur sapa dengan siswa, menanyakan kabar.
- Mengecek kehadiran siswa.
- Memberikan apresiasi dan memotifasi siswa.

b. Kegiatan inti

- a. Menjelaskan kembali secara singkat mengenai metode strategic membaca.
- b. Bertanya kepada siswa apakah siswa masih ingat tentang metode strategic membaca
- c. Melakukan Tanya jawab mengenai kesulitan materi strategic membaca.
- d. meminta siswa menjawab dan membaca berdasarkan soal yang telah diberikan.

c. Kegiatan penutup

- a. Menanyakan kembali kesulitan siswa.
- b. Menyimpulkan materi pembelajaran.

7. Sumber Belajar

- Buku English focus

8. Penilaian Hasil Belajar

Indikator	Penilaian		
	Teknik	Bentuk	Contoh instrumen
<p>Indikator: Siswa mampu membaca teks yang diberikan dengan strategic membaca</p>	<p>Tes Tulis</p>	<p>Pilihan ganda</p>	<p>Snow White</p> <p>Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.</p> <p>One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.</p> <p>Snow White did not want her uncle and aunt to do this, so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.</p>

She was very tired and hungry. Then, she saw this little cottage. She knocked, but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What's your name?" Snow White answered, "My name is Snow White."

The other dwarfs asked, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you!" Then Snow White told the dwarfs the whole story, and the seven dwarfs lived happily ever

			after.
--	--	--	--------

• **Pedoman Penilaian**

a. Rate percentage of the students' score:

$$p = \frac{F}{N} \times 100 \%$$

Notation:

P: percentage

F: frequency of the students' activities

N: total of the students.

b. The score of each component is determined by using the following rating scale in the scoring of the composition

No	Aspek yang dinilai	Skor			
		1	2	3	4
1	Content				

2	Vocabulary				
3	Grammar/ language is use				
	Total skor	12			

Keterangan:

1. Kurang sekali
2. Kurang
3. Baik
4. Baik sekali

Makassar, 5 Maret 2013

Mengetahui,
Guru Mata Pelajaran

Peneliti mata Pelajaran

Hasni Muhtar, SPd.
NIP

Arfan Hidayat Alahya
NIM 4509101047

APPENDIX B**STUDENTS' ATTENDANCE LIST IN CYCLE I AND CYCLE II**

No	Nis	Students' Name	Signature	
			Cycle I	Cycle II
1	118079	ANDI VITA SARASWATI	✓	✓
2	118080	ANNISA OCTAVIANTY	✓	✓
3	118081	ARWINI PUSPITA	✓	✓
4	118083	MEGA UTAMI PUTRI	✓	✓
5	118084	MUSLIMAH	✓	✓
6	118085	NUR WAHYU ANGGRAENI	✓	✓
7	118086	NURFAH AQIDAH	✓	✓
8	118087	NURUL IZZA ANNAFISA	✓	✓
9	118088	RAHMAWATI MARANG	✓	✓
10	118090	SITI ARAS AINUN BASRI	✓	✓
11	118091	WAHYUNI	✓	✓
12	118092	A. ANDRI AL GAZALI	✓	✓
13	118093	AHMAD MAULANA WIRANANDA	✓	✓
14	118094	AKBAR	✓	✓
15	118096	ALDIYANSAH	✓	✓
16	118097	ANDRIYANTO S	✓	✓
17	118098	ARFANDI	✓	✓
18	118099	ARJUN ARDIANIAWAN	✓	✓
19	118100	HENDRI	✓	✓
20	118101	INDRA WAHYUDI SYARIEF	✓	✓
21	118102	KHAIRUL IKHWAN	✓	✓
22	118103	MUH. AKBAR	✓	✓
23	118104	MUH. ANUGRAH	✓	✓
24	118105	MUH. FADIL ISMAIL	✓	✓
25	118106	MUH. FARHAN RAMADHAN	✓	✓
26	118107	MUH. NUR SALAM	✓	✓

27	118108	MUH. YUSUF	✓	✓
28	118109	MUHAMMAD RADI	✓	✓
29	118110	MUIS	✓	✓
30	118111	NALDY	✓	✓
31	118112	RAHMAT HIDAYATULLAH	✓	✓
32	118114	VICKY JR PESULIMA	✓	✓
33	118115	WAHYU HARDIANSYAH	✓	✓
34	118117	SARMILA	✓	✓
35	118118	REZKI SETIAWAN BAMBANG	✓	✓
36	118120	CINDY PUSPITASARI	✓	✓
37	118127	NUN HAFIZAH NUR	✓	✓
38	118137	UYA MELIZA WIJAYA	✓	✓
39	118138	WIWI ARIYANTI ARIEF	✓	✓
40	118152	NUR FAJRI RAHMAH HANAFI	✓	✓
41	118153	NURAINI HABIBULLOH	✓	✓
42	128173	PANJI SAPUTRA SOSMAN	✓	✓



APPENDIX C

INSTRUMENT OF THE RESEARCH

TEST IN CYCLE I

PETUNJUK

1. Tes ini bertujuan untuk mengukur kemampuan membaca siswa terutama dalam strategic membaca.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu pendidikan Universitas "45" Makassar.
3. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan strategi membaca dengan baik. Baik secara individu maupun kelompok
4. Atas kerja sama para siswa peneliti ucapkan terima kasih.

INSTRUCTION:

- 1. Read each paragraph and answer the following questions below!**
- 2. Time : 45 minutes**

Cycle I

Nama :

Kelas :

Malin Kundang

An old woman and her son lived in a little village. Her son was called MalinKundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears.

Malin Kundang worked hard in big town. And in a short time he became a richman. However, he completely forgot his poor old mother.

Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren't my mother. Go away!". His mother became very sad and before she went away, she said, "Oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn into stone.

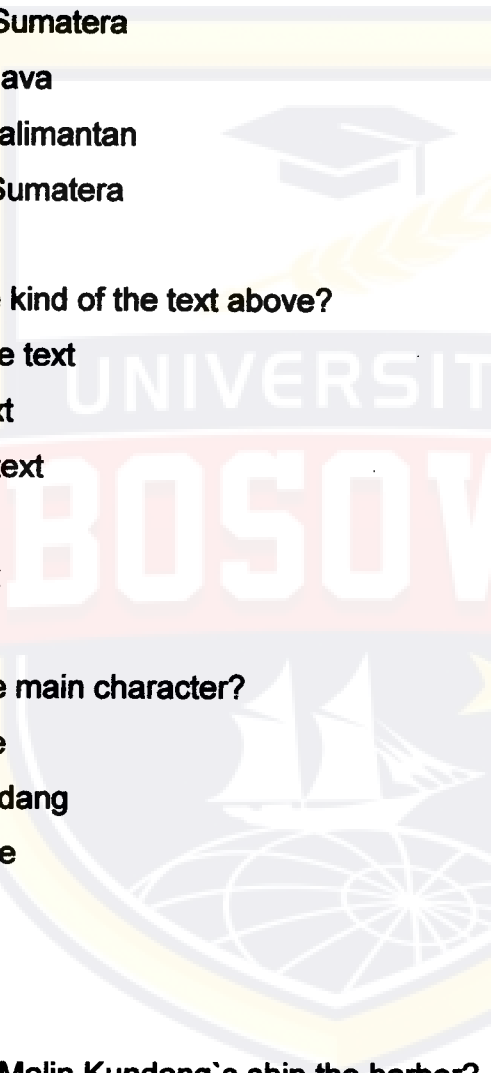
Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang

Choose A, B, C, D, or E according to the text!

1. Where can you see "Batu si Malin Kundang"?
 - a. In East Java
 - b. In South Sumatera
 - c. In West Java
 - d. In West Kalimantan
 - e. In West Sumatera

 2. What is the kind of the text above?
 - a. Procedure text
 - b. Report text
 - c. Recount text
 - d. Narrative
 - e. Spoof text

 3. Who is the main character?
 - a. The stone
 - b. Malin Kundang
 - c. The village
 - d. Neighbor
 - e. Mother

 4. When did Malin Kundang's ship the harbor?
 - a. Next time
 - b. Last year
 - c. Someday later
 - d. Last day
 - e. Last night
- 

5. Which of his mother expression was correct?

- a. Happy
- b. Hungry
- c. Angry
- d. Sympathy
- e. Sad

6. How is the character of Malin Kundang after becoming a rich man?

- a. Kind
- b. Cruel
- c. Lazy
- d. Wise
- e. Arrogant

7. What is the synonym of "sad"?

- a. Happy
- b. Greedy
- c. Unhappy
- d. Kind
- e. Glad

8. Why did Malin Kundang feel ashamed to confess his mother?

Because.....

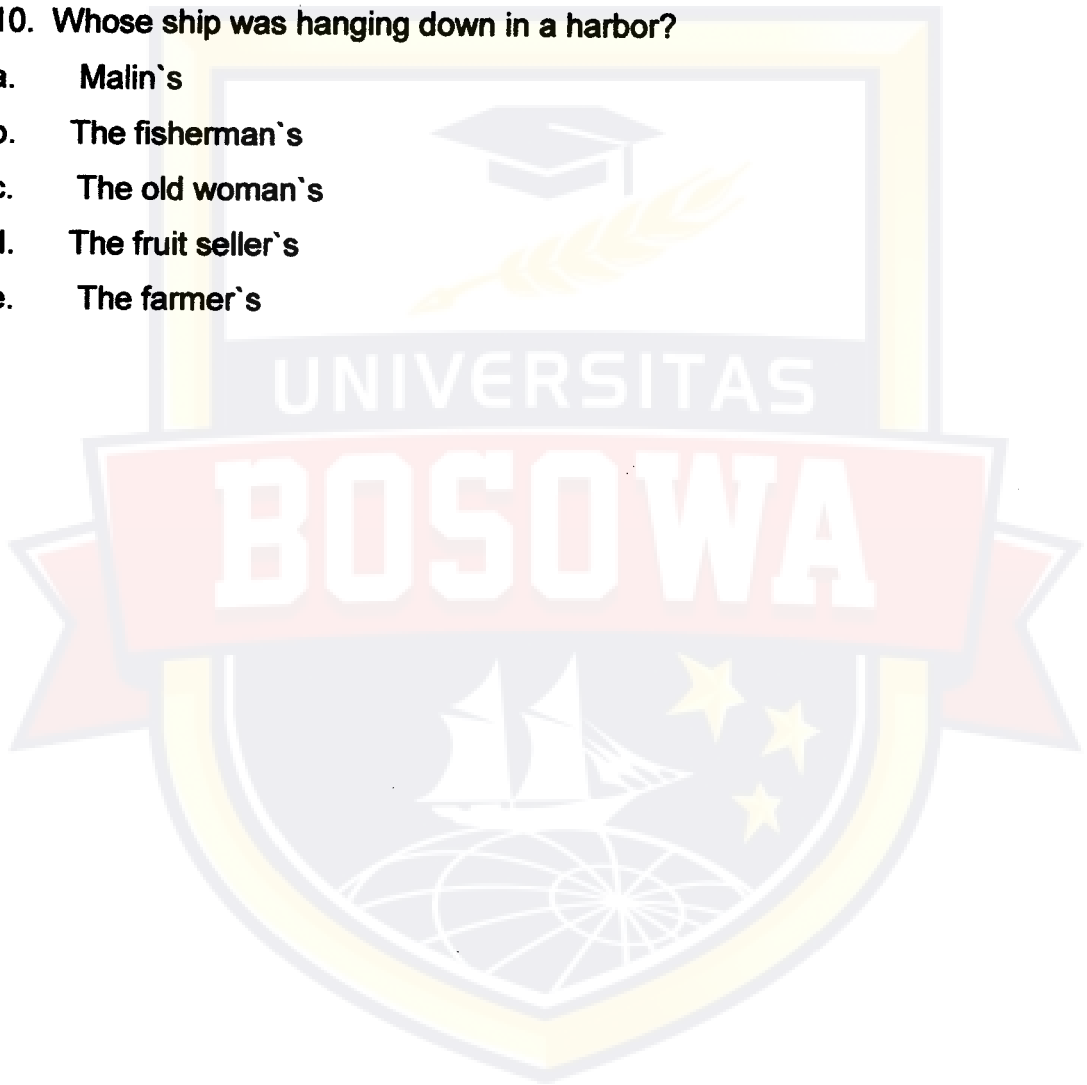
- a. He was rich
- b. His mother was a poor old woman
- c. He couldn't pay the tax
- d. His mother was a whore
- e. His mother did a big mistake

9. What kind of tenses was mostly used in the text above?

- a. **Simple present tense**
- b. **Present continuous tense**
- c. **Past tense**
- d. **Future tense**
- e. **Present perfect tense**

10. Whose ship was hanging down in a harbor?

- a. **Malin`s**
- b. **The fisherman`s**
- c. **The old woman`s**
- d. **The fruit seller`s**
- e. **The farmer`s**



APPENDIX D

TEST IN CYCLE II

PETUNJUK

5. Tes ini bertujuan untuk mengukur kemampuan membaca siswa terutama dalam strategic membaca.
6. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu pendidikan Universitas "45" Makassar.
7. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan strategi membaca dengan baik. Baik secara individu maupun kelompok
8. Atas kerja sama para siswa peneliti ucapkan terima kasih.

INSTRUCTION:

1. Read each paragraph and answer the following questions below!
2. Time : 45 minutes

Cycle II

Nama :

Kelas :

BEAUTY AND THE BEAST

Beauty (be) 1.....a beautiful girl. She was also hard working. She always (help) 2.....her father on the farm. One day, her father set out for the city. He (see) 3..... an old castle and went in. No one was in there but there was food on the table ! He picked a rose from the garden for

beauty. Suddenly an angry beast appeared. He (want) 4.....to kill Beauty's father unless Beauty was (bring) 5..... to him.

Beauty's father told his daughter what had (happen) 6..... Beauty's sisters ordered her to see the beast and had to stay at the castle. She felt scared, lonely and sad. She (try) 7..... to run away but was stopped by the beast.

The Beast (treat) 8..... Beauty well. Soon Beauty began to like the Beast. One day through the Beast's magic mirror, Beauty saw that her father was sick. The Beast (allow) 9..... her to go home. Her father was happy to see her.

One night Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell on to the Beast. Suddenly the Beast (changed) 10..... in to a handsome prince. Beauty and the Beast got married and lived happily ever after.

BOSOWA



I. Fill in the blank with the correct form (tense) from number 1-10

1. a. is b. am c. was d. are e. were
2. a. helped b. help c. was help d. helping e. was helped
3. a. see b. seeing c. saw d. soon e. seen.
4. a. will b. wanted c. would d. want e. is wanted
5. a. Brought b. bringing c. bring d. was brought e. is bringing
6. a. Happening b. is happening c. Happen d. happened e. what happen
7. a. triyed b. tried c. trying d. was tried e. is tried

8. a. Treated b. treat c. treated d. treating e. treaned
9. a. allow b. alone c. Allowing d. always e. allowed
10. a. choose b. Choosing c. change d. changed e. Channel

II. Choose the best answer from number 11-15

11. What happened when Beauty's father picked up a rose from the garden ?

- a. he changed into a beast
- b. a beast killed him
- c. beauty changed into the beast
- d. the beast changed into a handsome prince
- e. a beast appears and want to kill him

12. Why did Beauty like the Beast ?

- a. because the beast gave her a rose
- b. because the beast released her father
- c. because the beast treated her in a good manner
- d. because Beauty knew that he was a prince
- e. because the beast was very rich

13. What does the writer intend to do with his text?

- a. describe the story of the Beauty
- b. review a text for the audience

- c. entertain the readers
- d. tell a news to the readers
- e. explain how the Beauty got married with the beast

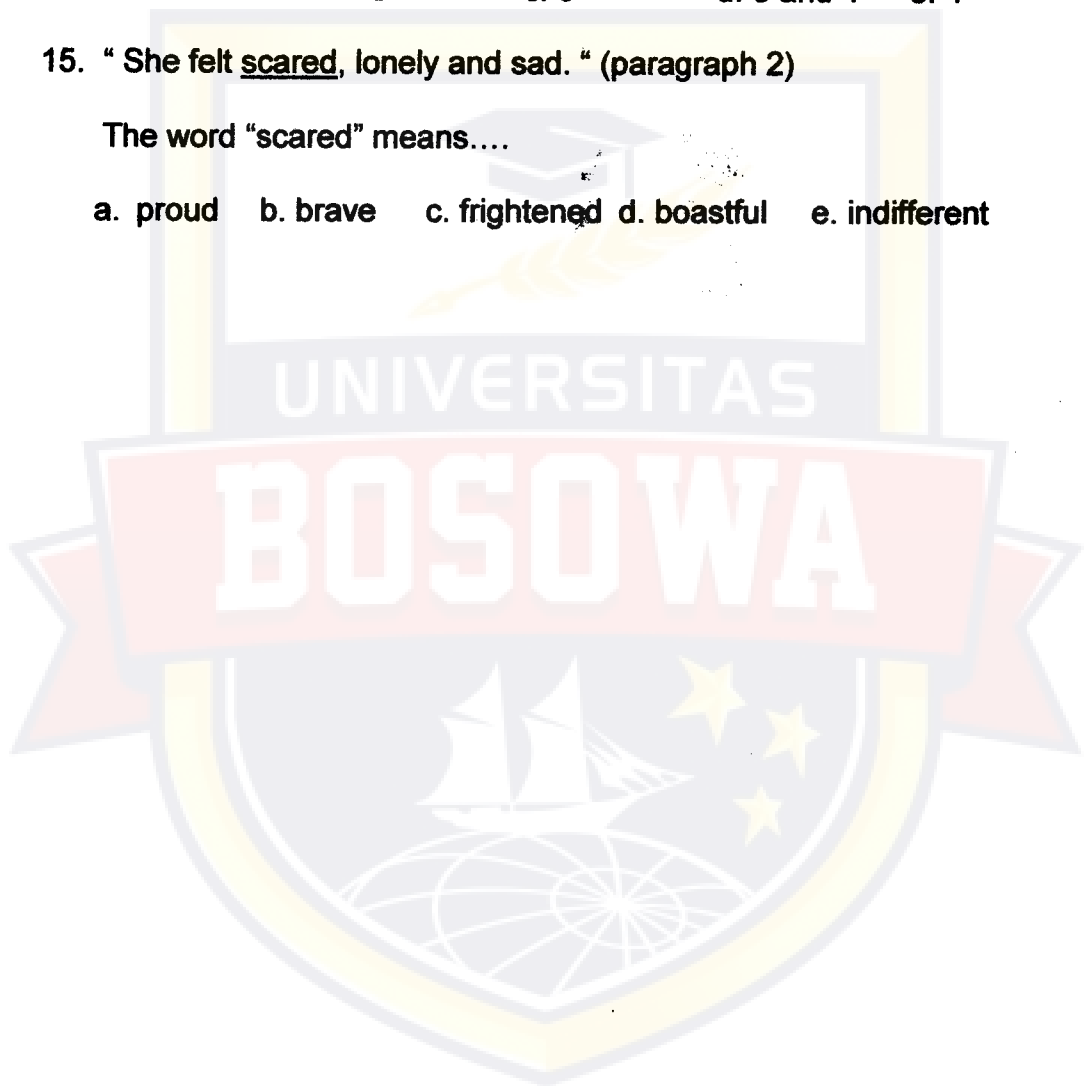
14. The resolution of the story is found in paragraph.....

- a. 1
- b. 2
- c. 3
- d. 3 and 4
- e. 4

15. " She felt scared, lonely and sad. " (paragraph 2)

The word "scared" means....

- a. proud
- b. brave
- c. frightened
- d. boastful
- e. indifferent



Appendix F. The Students' Result Test In Cycle I

INSTRUCTION:

1. Read each paragraph and answer the following questions below!
2. Time : 45 minutes

Cycle I

Nama : Rahmat hidayatullah

Kelas : VIII⁹

75

Malin Kundang

An old woman and her son lived in a little village. Her son was called MalinKundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town andworked there. At first, his mother didn't allow him, but finally she let him go with tears.

Malin Kundang worked hard in big town. And in a short time he became a richman. However, he completely forgot his poor old mother.

Some years later, he sailed to a harbor near his village. When his mother heardabout this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren't my mother. Go away!". His mother became very sad and before she went away, she said, "Oh Malin Kundang, you re wicked son, you ll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reachedthe open sea, there was a great storm. The ship was drowned Malin Kundang and hismoney changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang

Choose A, B, C, D, or E according to the text!

1. Where can you see "Batu si Malin Kundang"?
 - a. In East Java
 - b. In South Sumatera
 - c. In West Java
 - d. In West Kalimantan
 - e. In West Sumatera

2. What is the kind of the text above?
 - a. Procedure text
 - b. Report text
 - c. Recount text
 - d. Narrative
 - e. Spoof text

3. Who is the main character?
 - a. The stone
 - b. Malin Kundang
 - c. The village
 - d. Neighbor
 - e. Mother

4. When did Malin Kundang s ship the harbor?
 - a. Next time
 - b. Last year
 - c. Someday later
 - d. Last day
 - e. Last night

5. Which of his mother expression was correct?

- a. Happy
- b. Hungry
- c. Angry
- d. Sympathy
- e. Sad

6. How is the character of Malin Kundang after becoming a rich man?

- a. Kind
- b. Cruel
- c. Lazy
- d. Wise
- e. Arrogant

7. What is the synonym of "sad"?

- a. Happy
- b. Greedy
- c. Unhappy
- d. Kind
- e. Glad

8. Why did Malin Kundang feel ashamed to confess his mother? Because.....

- a. He was rich
- b. His mother was a poor old woman
- c. He couldn't pay the tax
- d. His mother was a whore
- e. His mother did a big mistake

9. What kind of tenses was mostly used in the text above?

- a. Simple present tense
- b. Present continuous tense
- c. Past tense

- d. Future tense
- e. Present perfect tense

10. Whose ship was hanging down in a harbor?

- a. Malin's
- b. The fisherman's
- c. The old woman's
- d. The fruit seller's
- e. The farmer's



Appendix F. The Students' Result Test In Cycle II

INSTRUCTION:

1. Read each paragraph and answer the following questions below!
2. Time : 45 minutes

Cycle II

Nama : Rahmat hidayatullah

Kelas : VIII⁹

100

BEAUTY AND THE BEAST

Beauty (be) 1.....a beautiful girl. She was also hard working. She always (help) 2.....her father on the farm. One day, her father set out for the city. He (see) 3.....an old castle and went in. No one was in there but there was food on the table ! He picked a rose from the garden for beauty. Suddenly an angry beast appeared. He (want) 4.....to kill Beauty's father unless Beauty was (bring) 5..... to him.

Beauty's father told his daughter what had (happen) 6..... Beauty's sisters ordered her to see the beast and had to stay at the castle. She felt scared, lonely and sad. She (try) 7..... to run away but was stopped by the beast.

The Beast (treat) 8..... Beauty well. Soon Beauty began to like the Beast. One day through the Beast's magic mirror, Beauty saw that her father was sick. The Beast (allow) 9..... her to go home. Her father was happy to see her.

One night Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell on to the Beast. Suddenly the Beast (changed) 10..... in to a handsome prince. Beauty and the Beast got married and lived happily ever after.

I. Fill in the blank with the correct form (tense) from number 1-10

- ✓ 1. ~~a~~ is b. am c. was d. are e. were
- ✓ 2. ~~a~~ helped b. help ~~c~~ was help d. helping e. was helped
- ✓ 3. a see b. seeing ~~a~~ saw d. soon e. seen.
- ✓ 4. a will ~~a~~ wanted c. would d. want e. is wanted
- ✓ 5. ~~a~~ Brought ~~b~~ bringing c. bring d. was brought e. is bringing
- ✓ 6. a. Happening b. is happening c. Happen ~~a~~ happened e. what happen
- ✓ 7. a. tryied ~~a~~ tried c. trying d. was tried e. is tried
- ✓ 8. ~~a~~ Treated b. treat ~~a~~ treated d. treating e. treaned
- ✓ 9. a. allow b. alone c. Allowing ~~a~~ always ~~a~~ allowed
- ✓ 10. a. choose b. Choosing c. change ~~a~~ changed e. Channel

II. Choose the best answer from number 11-15

11. What happened when Beauty's father picked up a rose from the garden?
- a. he changed into a beast
- b. a beast killed him
- ✓ c. beauty changed into the beast
- d. the beast changed into a handsome prince
- ~~a~~ e. a beast appears and want to kill him

12. Why did Beauty like the Beast ?

- a because the beast gave her a rose
- b because the beast released her father
- c because the beast treated her in a good manner
- d because Beauty knew that he was a prince
- e because the beast was very rich

13. What does the writer intend to do with his text?

- a describe the story of the Beauty
- b review a text for the audience
- c entertain the readers
- d tell a news to the readers
- e explain how the Beauty got married with the beast

14. The resolution of the story is found in paragraph.....

- a 1 b. 2 c. 3 d. 3 and 4 e. 4

15. " She felt scared, lonely and sad." (paragraph 2)

The word "scared" means....

- a proud b. brave c. frightened d. boastful e. indifferent

BIOGRAPHY



The Writer, Arfan Hidayat Alahya, was born in Soro, Bima on 08 of July, 1991. From the marriage of her parents Samsudin and Mariama. He successively finished learn at SDN Inpres Desa Soro Kec. Kempo. NTB on year 2003, and continued to SMPN 2 Kempo. He was a member of Students Organization (OSIS), and continued study in SMAN 1 Kempo, Kab. Dompu, NTB. He is a active people. Since senior High School, He merge into some organization. In 2009 he continued study in University "45" Makassar by taking English Education Department, Faculty of Teachership and Educational Science. He was a member of Executive Students Organization (BEM FKIP) in 2010 – 2011 and graduated in 2013.