IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH COLLABORATIVE STRATEGY AT SMPN 35 MAKASSAR

SKRIPSI

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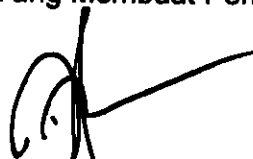NIK.D. 450 096

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *"Improving the Students' Reading Comprehension through Collaborative Strategy at SMPN 35 Makassar"*. Berdasarkan seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam hasil karya saya ini. Termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Mei 2016

Yang Membuat Pernyataan

Risna Masni

ABSTRACT

RISNA MASNI. 2016. *Improving the Students' Reading Comprehension through Collaborative Strategy at SMPN 35 Makassar.* (Supervised by St. Haliah Batau dan Rampeng).

The research is aimed to know improving the students' reading comprehension through collaborative strategy at SMPN 35 Makassar academic year 2015/2016

This research using classroom action research. The sample of this research is the second grade students in class VIII-1, where consisted of 27 students. This research used reading text to got data about ability of the students in reading.

The result of the test in cycle I got mean score students is 67.03 and in cycle II got mean score 87.03. From the result can indicated that using collaborative strategy can improve ability reading of the students in class VIII-1 SMPN 35 Makassar.

keywords : collaborative strategy reading

ABSTRAK

RISNA MASNI. 2016. *Improving the Students' Reading Comprehension through Collaborative Strategy at SMPN 35 Makassar.*(Dibimbing oleh St. Haliah Batau dan Rampeng).

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa melalui strategi kolaborasi pada siswa SMPN 35 Makassar pada tahun akademik 2015/2016. Hasil penelitian ini diharapkan dapat bermanfaat bagi para pembaca khususnya dalam menggunakan strategi collaborasip

Penelitian ini menggunakan Penelitian Tindakan Kelas. Sampel peneitian ini adalah siswa kelas VIII-1 yang terdiri dari 27 siswa. Dalam penelitian ini digunakan teks membaca untuk memperoleh data mengenai kemampuan siswa dalam membaca.

Hasil analisis data pada siklus I diperoleh nilai rata-rata siswa adalah 67.03 dan pada siklus II diperoleh nilai rata-rata 87.03. Dari hasil tersebut dapat disimpulkan bahwa dengan menggunakan strategi kolaboratif dapat meningkatkan kemampuan membaca siswa kelas VIII - I SMPN 35 Makassar.

Kata kunci: strategi kolaborasi dalam membaca.

ACKNOWLEDGMENT

Alhamdulillah Rabbi Alamin, the writer raises to the almighty Allah SWT for the blessing and mercy so the writer could complete this skripsi. Salam and shalawat are addressed to the final chosen, religious messenger, the prophet Muhammad SAW.

The writer do realize that she would never be able to finish this skripsi without support, assistance, and aids of many people. Therefore, she would like to express her deepest gratitude to all of them.

Dr. Mas'ud Muhammadiah, M.Si., the Dean of Faculty of Teacher Training and Education, Rampeng, S.Pd., M.Pd., as the Head of English Education Department. Thanks are also to all lecturers and staffs at the Faculty of Teacher Training and Education. Especially to the lecturer of English Education Department who taught her for many years.

My greates thanks to Hj. St. Haliah Batau, S.S., M.Hum. as the first supervisor and Rampeng, S.Pd., M.Pd., as the second supervisor who has guided patiently and gave valuable suggestion, encouragement and correction for the completeness of this skripsi.
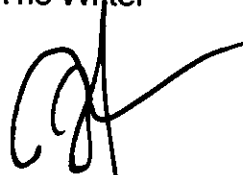
Her highest appreciation goes to her lovely husband, Asriansyah, S.Kom, her child, Bilqis Callista Asihu, her parents, Masni (father) and Alm. Rasma (mother) and lovely parents in law, Asihu and Hariasa. Thank you so much for the sacrifice, affection, motivation, patience and greatest prayer for my bright future.

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Thanks are also due to the Headmaster of SMPN 35 Makassar and to English teacher and all students in class VIII-1 who participated in collecting data.

She realized that there are still any mistakes and weakness in this skripsi. Therefore, suggestion and correction are needed in order to the completeness of this skripsi.

Makassar, May   2016

The Writer

RISNA MASNI

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CHAPTER I

INTRODUCTION

This chapter deals with (A) Background, (B) Problem Statement, (C) Objective of the Research, (D) Significance of the Research, and (E) Scope of the Research

A. Background

Reading is one of the basic communication skills. But is has a very complex process. It can be said that reading is a process in which reader finds information given by the written form.

Reading is an important skill of English. It is a source to set information given and the students can increase their vocabulary. No one can get much information without reading. Reading the easiest way to get information.

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.

Reading skill as part receptive competence is very important because it is a medium of communication and a tool of learning. Obviouslly, a

students who wants to develop his/her knowledge should have ability in reading. Through reading the students can improve their knowledge in many fields of science. Bustami Subhan in Mantrisari (1990:18) in his paper 'some impotant factors in foreign languge learning ' explained that learning a foreign language involved five factors; the first of 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.

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 the Junior High School (SMP). The purpose continue of 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 in the learning actifity as a process. In reality at SMPN 35 Makassar, the researcher do preobservation that is done at the second year students of SMPN 35

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 "Improving the students reading comprehension through Collaborative Strategy at SMPN 35 Makassar".

B. Problem Statement

Base on the previous background above, the researcher formulates research questions as follows:

1. How is the Improvement of the student's literal comprehension through Collaborative Strategy Reading of second years students at SMPN 35 Makassar ?

2. How is the students' proficiency in summarizing the text through Collaborative Strategy Reading ?

C. Objective of the Research

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

1. The use of Collaborative Strategy Reading in Improving the Literal Reading Comprehension at the second year students of SMPN 35 Makassar.

2. The use of Collaborative Strategy Reading in Improving the Summarizing Reading Comprehension at the second year students of SMPN 35 Makassar.

D. Significance of the Research

The result of study is expect 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 Research

This research will focus on the study to improve the students' reading comprehension by using collaborative strategy at second years students' SMPN 35 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 the chapter, 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 finding, the definition collaborative strategy reading, the strategy in teaching through collaborative strategy, benefits of collaborative strategic, definition of reading, kinds of reading technique, types of reading, level of comprehension, and any others. The literature review deals with the previous related research findings and pertinent ideas.

A. Collaborative Strategy Reading

1. Understanding Collaborative Strategy Reading

Collaborative Strategy Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Students strategies previewing the text, giving 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. Find out how to help students of mixed levels apply comprehension strategies while reading content area text in small group. (Klingner, at. Al. 1998 adopted from www.utexas.edu/cola/tlc/_files/conferences/newmedianewmaterials/using_collaborative) Collaborative Strategic Reading is an excellent technique for

CSR is a reading comprehension pratice that combines two instructional elements. (a) modified reciprocal teaching and (b) cooperative learning or students pairing. Collaborative Strategic Reading (CSR) is a method of teaching reading comprehension strategies originally designed for teacher-ied small groups of students in special education whose first language is not English. It was later adopted to cooperative learning and peer-ied small group instuction in general education classes that include students with special needs. Collaborative Strategic Reading is an approach that works well in mixed-ability classrooms and helps students improve their reading comprehension.

CSR can be implement in a subject-area classroom, such as science or social studies, to improve students benefit by developing skill enabling them to better understands the material in their reading assignments. An additional benefit is the development of skill related to working in groups.

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 intruction in strategies, assigns group roles, and provides a guide for reading and discussion. Students than 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 dissabilities 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 section we provide an overview of how to teach each of the strategies. There our strategies in use:

a. Strategy 1 (preview)

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

1. For students to learn as much about the passage as they can in a brief period of time (2-3 minutes)

2. To activate their background knowledge about the topic, and

3. To help them make prediction 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 provides minimal time to generate their ideas and discuss their background knowledge and predictions.

c. Strategy 2 (click and clunk)

Strategy click and clunk while reading each section of the passage. The goals of clicking clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understand. Click refers to portions of the text that make sense to the reader "click" comprehension click 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 don not know the meaning of a word, it is a clunk. Many students with reading and learning problems are fail monitor their understanding when they read. Clicking and Clunking is design to teach students to pay attention to when they are understanding or falling to understand what

they are reading or what is being to them. After students identify clunks, the class uses "fix-up" strategies to figure out the clunk.

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 . read. Then ask them to tell you in their own words they most important idea about the person, place or thing. Teach students 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 omprove students' knowledge, understanding, and memory of what was read.

Students generate that ask about important informayion in the passage they have just read. The best way teach wrap up is to tell students to use the SW and an H questions (who, what, when, why, where, 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 follows: Plan for Strategic Reading

Before Reading

1. Preview

    a. Brainstorming: What do we already know about the topic?

    b. 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 and 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.

3. 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 2 and 3 again, with all the paragraph or section in the passage).

After Reading

4. Wrap Up

Ask questions: what questions would show we understand the most important importation? What are the answers to that question?

3. How is the Implementation of Reading Collaborative Strategic

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

He can become a better reader. The teacher also emphasizes that reading is thinking. The teacher then uses a think about 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:

a. *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.

b. *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 bot 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:

1. Re-read the sentences without the word. Think about what would make sense ?

2. Re-read the sentences with the clunk and the sentences before or after the clunk, looking for clues

3. Look for a prefix or suffix in the word.

4. 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.

c. *Get the gist*: Getting the gist means that students are able to state the main idea of paragraph or cluster of paragraph 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 paragraph in 10 words or less.

d. *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 starter to begin their questions. *Who, What, When, Why, and How* ('the five W and an H). It is also a 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. If a question can't be answered, that might mean it's not a good question and needs to be clarified. 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. Teach students are taught to ask some questions about information that is stated explicitly in the passage and other questions that require and answer not right in the passage but "in your head". In other words students are encouraged to ask question that involve higher level thinking skills as well as literal recall. To review, students write down the most important ideas they learning 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 valuabe 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. 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.

Who have not previously worked in cooperative learning group may need preparation in order to work productively and effectively in this context. It may be helpful for them to practice skill that are vital for the successful function-ing of a group, such as attentive listening, asking for feedback, asking other for their opinion, talking tums, asking clarifying questions, and confict resolution meansures

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.

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 important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Students 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 at a time, if necessary. Possible roles include the following:

a. *Leader.* The students 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.

b. *Clunk Expert.* This students uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word a concept.

c. *Announcer.* This studens calls on difficult group members to read or share an ideas. He or she makes sure everyone participates and only one person talks at a time.

d. *Encourager.* This students watches the group and gives feedback. He or she looks for behaviors to praise. The students encouragers 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.

e. *Reporter.* During the whole class wrap up, this students reports to the class the main ideas the group learned and shares a favorite question the group has generated,

f. *Time Keeper.* This students 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).

B. Some Concept of Reading

1. Understanding of Reading

The definition of reading will be discussed as follow:

a. Harmer (1991: 190) states that reading is an exercise dominated by the eyes and brain. The eyes receive the message and the brain she has to work out the significance of these messages.

b. Rubin (1992: 22) Reading is the bringing of meaning to the getting of meaning from the printed pages.

c. Allen (2003: 24) Reading is developmental process. The first stage is learning sound-symbol correspondences, either directly or by reading aloud sentences and the words and sentence pattern in new combination.

d. Grabe and Stoller (2002: 11) Reading is the ability to draw meaning from the printed page and interpret this information appropriately

e. Aeberson (1997: 15) Reading is what happens when people look at a text and assign meaning to the written symbols in that text.

f. Farris (2004: 324)Reading is transaction between the words of an author and main of a reader, during which meaning is constructed .

g. Thinker (1995: 9) Reading is identification and recognition of printed or written symbol, which series as stimulation for the recall of meaning build through past experience.

2. Kinds of Reading

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

a. Silent reading

Silent reading is a period of uninterrupted Silent reading intends to improve reading comprehension, the face students' reading, vocabulary skill and spelling. Silent reading tents to reinforce the reader to find out the meaning of the words. Students and ideally their teacher, silently read book of their choice for a set amount of time.

b. Reading aloud

Reading aloud is very important device that cannot be overlooked because it is a great aid in developing our reading skill. in reading aloud, the students will get experience 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. The students ability to read and helps teacher to find out who among his students has difficulty in reading.

c. Speed reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important to students. The rate of speed reading a story will be different from reading scientific material. If they do not have skill of speed reading, all the process of studying will be slow and ineffective.

C. Types of Reading

Allin (1980:37) determined the types of reading for the purpose of reading:

1. Skimming

The eyes run quckly, over the text to discuss what it is about, the main idea and the gist. This skimming occurs when the reader looks quickly at the contents page of a book or at the chapter headings, subheadings, etc. this sometimes called previewing, when the reader goes through a particular passage such as a new newspaper article merely to get the gist. However, a reader should look quckly across and down the page to find specific information he wishes.

2. Scanning

The reader is on the look out for a particular item he believes in the text. The scanning can be done to find name, data, statistic or fact in writing. The eyes start quckly at the lines of writing.

3. Intensive reading

It is also call study reading. This involves close reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower

D. Reading Comprehension

The various definition of reading comprehension have been formulate some definitions of the given reading comprehension are present in the following spaces.

Smith and Johnson (1980:24) Reading comprehension means the understanding, evaluating, utilizing of information and gained through an interaction between reader and author.

Akson (1976: 71) states that reading is a highly complex skill in involving a familiarity in the reader's part with two fundamental aspects of the language under study, structure and lexicon.

Thinker in Asrul Juventini (1975: 5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas.

Harris and Edward (1980:8) state that reading is the meaningful interpretation of printed or written verbal symbols. Reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world

Brooks (1977:152) describe that comprehension is not a separate, isolated skill but involves the relationship of the students' knowledge and organizations of that knowledge as it relates to the material read.

Piaget (1982:47) point out that comprehension is a process involving assimilation of incoming information onto the students' existing knowledge.

By looking over those definitions above, it can be conducted that reading is an active process where the readers try to gain the information given by the author and understand what is actually the purpose of the author.

E. Level of Reading Comprehension

The following are levels of reading comprehension according to (Smith, 1969 & Wayne, 1979 in Ashrul Juventini) are:

1. Literal comprehension; mat is the skill of getting primary direct literal meaning of a word, *idea, or* sentence in context.

2. Interpretation that is identify ideas and meaning that is not explicitly state *in* the written test

3. Critical reading that is to evaluate what is read, and to examine critically the thought of the writer.

4. Creative reading; that is to apply ideas from the text to new situation and to recombine authors ideas with other ideates to form new concept or to expend old ones

Levels of reading comprehension are:

a. Comprehension skill for the primary level consist of:

1) Literal comprehension: that is to receive information stared in a passage.

2) Sequencing comprehension: that is to order several events from a passage according to when they happened.

3) Summarization: that is to generate or to select a sentence the main idea.

a. Comprehension skill for the intermediate level consist of:

1) Inferential comprehension that is to reveal relationships between two object and events (staled or not scared)

2) Critical reading; mat is to identify the author' conclusion to determine what evidence is presented, and to identify fealty argument

F. 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 paragraphrase 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 title information. But by following our easy 8-step method, you will be able to summarize text quickly and successfully for any class or subject.
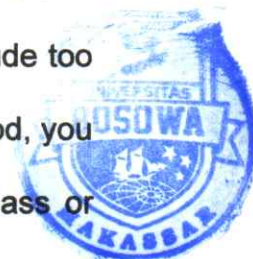
1. Divide and Conquer

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

2. 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.

3. 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 don't understand and try to clarify those points.

4. Once sentence at a time

You shoild 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.

5. 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.

6. 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 mske up to body. Make sure that they are in order. Add

some transition words (*then,however, also, moreover*) that help with the overall stucture and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:

a. Write in the present tense.

b. Make sure to include the author and little of the work

c. Be concise; a summary should not be equal in length to the original text

d. If you must use the words of the author, cite them

e. 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

7. 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.

8. 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.

G. Factors Influencing Comprehension

There are external internal factors in reading comprehension. All of which share the success in reading

1. Motivation

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

2. Concentration

Concentration means to focus our attention clearly on purpose. Concentration is very easy to do if we are interest in what we read, concentration is much needed in reading comprehension.

3. Teacher's guidance

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

4. The length and difficult to the material for reading

5. Vocabulary acquisition and the ability to form concept are essential for reading.

H. Conceptual Framework

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

```
                    ┌──────────────┐
                    │   Reading    │
                    └──────┬───────┘
                           ▼
                    ┌──────────────┐
                    │  CSR Method  │
                    └──────┬───────┘
                           ▼
                    ┌──────────────┐
                    │  Classroom   │
                    │ Action Research │
                    └──────┬───────┘
                           ▼
  ┌──────────────┐  ◄───►  ┌──────────────┐
  │   Literal    │         │ Summarizing  │
  │ Comprehension│         └──────────────┘
  └──────────────┘
                    ┌──────────────┐
                    │   Analysis   │
                    └──────┬───────┘
                           ▼
  ┌─────────────────────────────────────────────────┐
  │ Students' achievement in reading comprehension   │
  └─────────────────────────────────────────────────┘
```
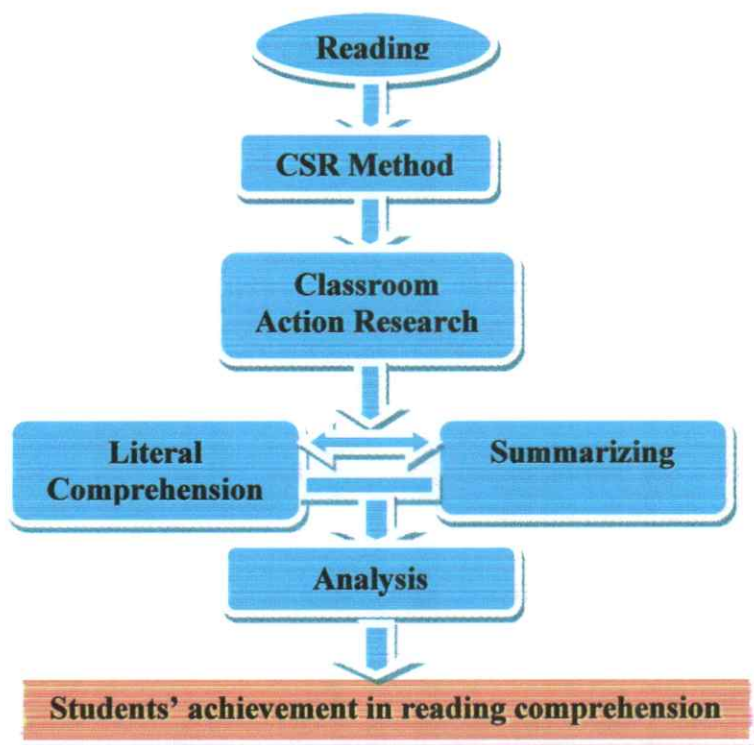
In the diagram above, input, process, and output are briefly clarified as follows:

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 comprehesion refers to the students' achievement in comprehend the reading material.

CHAPTER III

METHOD OF RESEARCH

This chapter consists of the (A) Research Design, (B) Subject of the Research, (C) Instrument of the Research, (D) Research Variables and Indicators, (E) Collection of Data, and (F) Analysis of Data

A. Research Design

This research used a classroom action research (CAR) design. This research divided into two cycles with each cycle consist of four phases. It aimed at observing improving the students' reading comprehension through Collaborative Reading Strategy.

Cycle I

1. Planning

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

2. Action

In this step, the writer implied the scenario of the study. There are four meeting in this step. Each meeting include activities as follows:

a. Preview

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

b. Click and Clunk

It aimed to monitor students' understanding during reading. When students have clunk, teacher fix-up strategies to figure out of the clunk.

c. Get the gist

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

d. Wrap up

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

At the first meeting in cycle 1. The writer gave teaching material and writer 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 writer gave the motivation for interacted to learn in class and followed the instruction. At the third meeting in cycle 1, writer used the method Collaborative Strategy in Reading. In the first meeting until the third meeting the students still confuse in the first action. At the

1) Preview

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

2) Click and Clunk

It aimed to monitoring students' understanding during reading. When students have clunk. writer teaches fix-up strategies to figure out of the clunk.

3) Get the gist

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

4) Wrap up

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

At the first meeting in cycle 2, the writer gave the students teaching material, before students read the material, the researcher, explained again how to understand reading comprehension. The writer explains collaborative strategy in reading and than the students do it according the writer explanation. In cycle 2 the writer tried resolved the problem is the first action. The writer helps the students to do the first action. At the second meeting in cycle 2, the writer gave the students teaching material,

the writer happy because the students begin enjoy with the collaborative strategy in reading. The writer help the students in the first action. Some of the students to become active in the classroom and always ask the writer about the difficulties word and the writer fix up that. At the third meeting in cycle 2, the writer gave the students teaching material, some of students to became active method has been accomplished. At the fourth meeting in cycle 2, writer checked their name, after that writer gave the students teaching material, almost of the students to became active and do the material with collaborative strategy in reading. All the action method have accomplish

c. Observation

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

d. Reflection (evaluation)

After collecting the data, the writer evaluated the teaching learning process. Then, the writerr did reflection by seeing the result of the observation. After that, the writer made the next plan at the second cycle to get a good result.

B. Subject of the Research

The research subject of this classroom action research was the second grade students in class VIII in 2016-2017 academic year. The class consisted of 27 students.

C. Instrument of Research

There were two instruments used in this research:

1. Observation Sheet

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

2. Test

Test is aimed to find out the students' response toward teaching learning process through Collaborative Strategy in Reading

D. Research Variables and Indicators

In this research, there were two variables, namely independent and dependent variables. The independent variable is Collaborative Strategy in Reading that holds the students in completing the group task and achieving to identify literal comprehension (main idea, details), summarizing (content and sequence idea). The dependent, variable is the student's reading comprehension. It is defined as the student's achievement in reading text given.

E. Collection of Data

The technique of data collection that used in this research is as follows:

1. Checklist observation. It's aim to find out the students' participation during the teaching and learning process.

2. Test. It's aim to find out the students' achievement in reading comprehension through Collaborative Strategy in teaching reading.

F. Analysis of Data

The data got from cycles was analyzed through the following steps.

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

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 incorrect	1
No answer	0

Depdikbud in Kastati (2004:27)

2. Calculating the student's correct answer.

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

(Mason and Dramble in Dewi ,1978: 73)

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

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

Where :

$\bar{X}$: Mean Score

$\sum X$: The sum of all Score

N : Total number of Subject

(Gay, 1981: 332

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

$$P = \frac{F}{N} x100\%$$

Where :

P : Precentage

F : Frequency

N : Total Number of Subject

(Sudjana in Muhammad, 2008 : 44)

5. After collecting the data, the writer classified the score of the students. There are seven classifications which used as folows:

Classification of the students' score:

No.	Classification	Score
1.	Excellent	9,6 – 10
2.	Very good	8,6 – 9,5
3.	Good	7,6 – 8,5
4.	Fairly good	6,6 – 7,5
5.	Fairly	5,6 – 6,5
6.	Poor	3,6 – 5,5
7.	Very poor	0 – 3,5

(Layman in Krismayani, 1972:216)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two sections. The first section deals with the finding of the research and the second section deals with discussion. 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 from reading test and. The research process was conducted for two cycles using the same materials.

1. Cycle I

a. Planning

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

b. The Implementation

The action was held on Monday March 7th 2016 which started from 09.40 to 11.00. In this cycle, the explanation about reading comprehension and giving task to the students.

First of all, the writer gave the students work paper. Then, 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 the tasks, the writer observed the students activities. During the learning process, the students showed their interest by taking part on the learning process. However, they still confuse 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 Strategy Reading in learning process..

Table 1. The rate percentage of Cycle I

Classifications	Score	Frequency	Percentage
Very Good	91 – 100	-	0%
Good	76 – 90	5	18.51%
Fair	61 – 75	10	37.03%
Poor	50 – 60	12	44.44%
Very Poor	Less than 50	-	0%
TOTAL		**27**	**100%**

Source : SMPN 35 Makassar

The table above indicated that the students' achievement in Reading in cycle I were none of the students' got very good, 5 students' (18.51%) classified is good, 10 students' (37.03%) classified as fair, 12 students' (44.44%) classified as poor, and none of the students' got very poor.

The mean score of the cycle I as follows :

$$\bar{X} = \frac{\Sigma X}{N}$$

$$= \frac{1810}{27}$$

$$= 67.03$$

The result of Cycle I shown that the students' reading comprehension was good, but it was not achieve the criterion of success. Mean score in cycle I is 67.03. It means that the study has not been successful yet.

c.   Reflection

Based on the data presented at table page 39, it can be stated that the implementation of Reading Comprehension through Collaborative strategy, skill reading was not successful yet. The mean score of the students' in cycle I is 67.03. 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. The Cycle II was conducted to find the appropriate strategy in Improving The Students' Reading Comprehension through Collaborative Strategy.

2. Cycle II

a. Planning

In the Cycle II, the learning plan implemented one meeting and lasting for 80 minutes. The writer prepared lesson plan, attendance list, and students' work paper. In this cycle, the writer still used reading comprehension to do the test, but using the different strategy with Cycle I. The strategy applied was the writer gave more time and motivation in the text reading comprehension.

b. The Implementation

The second activities done on Monday, March 19th 2016 started at 08.00 to 09.20, the activities done were like those on the first meeting that were teaching reading comprehension through Collaborative Strategy.

As the same as pervious activities, the writer observed and interviewed the students. In the second meeting, the students became more relaxed and they began to the lesson reading text. They were not afraid when they could memorize some words of phrases in the text.

c. The Result

The result of observation showed that most students were active and serious doing their task. Before the time was given, 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 reading materials. The result of the test can be seen in the following table.

Table 2. The rate percentage of Cycle II

Classifications	Score	Frequency	Percentage
Very Good	91 – 100	9	33.33%
Good	76 – 90	13	48,14%
Fair	61 – 75	5	18.51%
Poor	50 – 60	-	-
Very Poor	Less than 50	-	-
TOTAL		27	100%

Source : SMPN 35 Makassar

The table above indicates that the students' achievement in Cycle II were 9 students (33.33%) classified is very good, 13 students (48.14%) classified is good, and 5 students (18.51%) classified is fair.

The mean score of the cycle II as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$= \frac{2350}{27}$$

$$= 87.03$$

The result 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 87.03. It means that the study has successful

d. Reflection

The whole data at page 43 indicates that the students' achievement in reading has improved. The result in cycle I is 67.03. It is improved become 87.03 in cycle II. It means that the teaching by using reading comprehension through collaborative strategy 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 3. The result of Cycle I and Cycle II

No	Students' Name	Score	
		Cycle I	Cycle II
(1)	(2)	(3)	(4)
1	FA	60	70
2	YM	80	100
3	ET	70	90
4	AR	70	80
5	CA	80	100
6	MNI	60	80
7	NR	60	80
8	BR	70	90
9	GG	60	90
10	MAH	50	70

(1)	(2)	(3)	(4)
11	FBL	70	100
12	FA	70	90
13	IRM	70	90
14	IR	60	80
15	HM	80	100
16	LH	90	100
17	NM	70	100
18	DR	50	70
19	ATR	70	100
20	NAN	60	70
21	AAP	60	80
22	AITW	60	80
23	JW	60	70
24	WAK	60	90
25	AMI	80	100
26	IR	70	80
27	FMF	70	100
Total		1810	2350
Mean Score		67.03	87.03

Source : SMPN 35 Makassar

Based on the research result in English learning students especially in reading, by using Collaborative Strategy had effect in improving students' reading skill.

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

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

No	Cycle	Average	Percentage
1	Cycle I	67.03	
2	Cycle II	87.03	20 %

Source : SMPN 35 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 SMPN 35 Makassar students to improve their reading comprehension, this section the students ability in reading after applying Collaborative Strategy.

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 the strategy does not make students bored.

When explain about Collaborative Strategy Reading to the students, they felt calm and focused. This is due to the use of unique potential rhythm that can energize students' motivation to focus on the presentation of linguistic material. 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 performs the task well. When the students were the suggested 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 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 the increased their energy to perform maximally.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

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

1. Reading is one of skill in learning English. Many improvements of students' achievements in reading lesson by Collaborative Strategy

2. Students are interested in reading by using through Collaborative Strategy

3. Reading comprehension 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 SMPN 35 Makassar in particular and the other English students in general.

B. Suggestion

Based on the result of this research and from the above conclusion. The writer would like to give some suggestion especially to the English teacher as follows:

1. 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.

2. 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

3. For the teachers, they attempt to call up all the abilities to increase the learning process quality as responsibility by doing or using a Classroom Action Research in many classes.

4. Teachers should maintain students' interest by varying material presentation in ways that are meaningful to the students

5. 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.

6. Teacher should use various ways to teach English, one of the method is collaborative strategy reading. Because this method is proven can help improve students' achievements especially in reading.

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APPENDIX

APPENDIX 1. RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 35 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Genap

Tahun Pelajaran   : 2015/2016

Alokasi Waktu   : 4 X 40 (2 Pertemuan)

1. **Standar Kompetensi: Reading**

    11. Memahami makna dalam esei pendek sederhana berbentuk *Recount,* dan *Narrative* untuk berinteraksi dengan lingkungan sekitar

2. **Kompetensi Dasar: Reading**

    11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *Recount* dan *Narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

3. **Indikator:**

    Siswa mampu mengembangkan membaca dengan metode strategi membaca

4. **Tujuan Pembelajaran:**

    - Siswa dapat memahami teks dengan strategi membaca

    - Siswa mampu membaca dan menjawab pertanyaan dengan baik berdasarkan teks yang diberikan

5. **Karakter Siswa yang Diharapkan:**

    - Kreatif

    - Bekerja sama

- Tekun

6. Materi Pembelajaran

Materi bacaan berupa teks narrative

7. 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 memotivasi siswa

b. Kegiatan Inti

Menjelaskan materi pokok pembelajaran

❖ Pengertian metode strategi membaca

❖ Langkah-langkah mengembangkan membaca dengan metode strategi membaca

❖ Memberi kesempatan kepada siswa untuk belajar dan latihan membaca teks tentang tugas yang akan diberikan dan mendiskusikannya

❖ Menjawab pertanyaan tentang isi teks

❖ Memberikan bimbingan kepada siswa yang mengalami kesulitan dalam latihan keterampilan membaca berkaitan dengan tugas yang diberikan

❖ Melakukan pengamatan dan penilaian terhadap akivitas proses belajar siswa dalam memgerjakan tugas (latihan membaca)

❖ Melakukan tanya jawab dan memberikan umpan balik

c. Kegiatan Penutup

❖ Guru menyimpulkan dan mereview materi dari beberapa jawaban siswa baik yang benar maupun yang salah

❖ Menanyakan kesulitan siswa dalam memahami teks bacaan

❖ Memberikan ucapan salam kepada siswa

Pertemuan 2

a. Kegiatan Pendahuluan

- Salam dan bertegur sapa dengan siswa, menanyakan kabar

- Mengecek kehadiran siswa

- Memberikan apresiasi dan memotivasi siswa

b. Kegiatan Inti

a. Menjelaskan kembali secara singkat mengenai metode strategi membaca

b. Bertanya kepada siswa, apakah siswa masih ingat tentang metode strategi membaca

c. Melakukan Tanya jawab mengenai kesulitan materi strategi membaca

d. Meminta siswa menjawab dan membaca berdasarkan soal yang telah diberikan

c. Kegiatan Penutup

a. Menanyakan kembali kesulitan siswa

b. Menyimpulkan materi pembelajaran

c. Memberikan ucapan salam kepada siswa

8. Sumber Bahan

- Teks bacaan teks narrative (taken from http://englishahkam.blogspot.com/2012/0 9/contoh-soal-teks-tentang narrative-text-latihan-.html#.UJ4ahIJ0I64.)

9. Penilaian

Indikator	Penilaian		
	Teknik	Bentuk	Instrument/Soal
Indicator: ➢ Siswa mampu membaca teks yang diberikan dengan strategi membaca	Tes Lisan	Membaca Nyaring	Read the story aloud.
➢ Mengidentifik asi berbagai makna teks *narrative / recount*	Tes Tertulis	Pilihan Ganda	Choose the best answer by crossing (X) A,B, C, or D according to the text

- **Pedoman Penilaian**

   Calculating the student's correct answer of test.

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

Makassar, 7 Maret 2016

Mengetahui,

Guru Mata Pelajaran   **Peneliti Mata Pelajaran**

 Samsuriyati Lomo, S.Pd   Risna Masni

NIP. 19720818199802 2007   NIM. 4511101189

APPENDIX 2. STUDENTS' ATTENDANCE LIST IN CYCLE I AND CYCLE II

No	Students' Name	Signature	
		Cycle I	Cycle II
(1)	(2)	(3)	(4)
1	Fahmi Ammar	✓	✓
2	Yessy Marthon	✓	✓
3	Erdasari Tandianan	✓	✓
4	Annisa Rahayu	✓	✓
5	Cindy Aulia Islami	✓	✓
6	M. Nur Ikhsan	✓	✓
7	Nurhikmah Ramadhani	✓	✓
8	Bebi Rahmawati	✓	✓
9	Giovani Grace Natalia	✓	✓
10	Muh.Alfian Hanafi	✓	✓
11	Fantri B Lolo	✓	✓
12	Fahri Ammar	✓	✓
13	Ibanez R Malli	✓	✓
14	Iyan Rifadly	✓	✓
15	Humairah	✓	✓
16	Lilis Handayani	✓	✓
17	Nur Mutmainnah	✓	✓

(1)	(2)	(3)	(4)
18	Dhea Rizki	✓	✓
19	Andini Tri Ramadhani	✓	✓
20	Novaldy A.M	✓	✓
21	Audrey Alias Putri	✓	✓
22	Andi Isna Tri Wahyuni	✓	✓
23	Junianto Welem	✓	✓
24	Wawan A.K	✓	✓
25	Andi Megawati Irwan	✓	✓
26	Irwanto	✓	✓
27	Fauzan Mutawakkil Fardin	✓	✓

APPENDIX 3. INSTRUMENT OF THE RESEARCH

TEST IN CYCLE I

PETUNJUK

1. Test ini bertujuan untuk mengukur kemampuan membaca siswa terutama dalam strategi membaca.

2. Hasil test ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar

3. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan strategi membaca dengan tepat. Baik secara individu maupun kelompok

4. Atas kerja sama para siswa peneliti ucapkan terima kasih

```
Nama : ..............................
Kelas : ..............................
```

INSTRUCTION :

a. **Read each paragraph and answer the following questions below!**

b. **Time : 45 minutes**

A. Read this text and then answer the following question!

MALIN KUNDANG

An old woman and her son lived in a little village. Her son was called Malin Kundang. 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 short time he became a rich man. However, he completely forget his poor old mother.

Some years later, he sailed to a harbor near his village. When his mother hear about this news, she came to meet him. Malin Kundang pretended not to know her. He side, "you aren't may 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 in to stone

Someday later, his ship left the harbor. The sea was calm but when he reached open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed in to 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 Padang.

B. Choose the best answer by crossing (X) A,B, C, or D according to the text above

1. Where can you see "Batu si Malin Kundang"?

    a. In East Java

    b. In South Sumatera

    c. In West Java

    d. In West Sumatera

2. What is the kind of the text above?

    a. Procedure text

    b. Report text

    c. Narrative

    d. Recoount text

3. Who is the main character?

    a. The stone

    b. Malin Kundang

    c. The Village

    d. Mother

4. When did Malin Kundang's ship the harbor?

    a. Next time

    b. Last year

    c. Someday later

    d. Some year later

5. Which of his mother expression correct?

   a. Happy

   b. Hungry

   c. Angry

   d. Sad

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

   a. Kind

   b. Cruel

   c. Arrogant

   d. Wise

7. What is the synonym of "sad"?

   a. Happy

   b. Unhappy

   c. Greedy

   d. Kind

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. His mother was a whore

   d. His mother did a big mistake

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

   a. Simple present tense

   b. Present continous tense

   c. Past tense

   d. Future tense

10. Whose ship was hunging down in a harbor?

    a. Malin's

    b. The fishmen's

    c. The old woman's

    d. The farmer's

APPENDIX 4

TEST IN CYCLE II

PETUNJUK

1. Test ini bertujuan untuk mengukur kemampuan membaca siswa terutama dalam strategi membaca.

2. Hasil test ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar

3. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan strategi membaca dengan tepat. Baik secara individu maupun kelompok

4. Atas kerja sama para siswa penelti ucapkan terima kasih

| Nama : .... |
| Kelas : .... |

INSTRUCTION :

1. **Read each paragraph and answer the following questions below!**

2. **Time : 45 minutes**

A. Read this text and then answer the following question!

KANGAROO

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external paunch on the front of her body. A baby Kangaroo is very tiny when it is born, and it crawls at once into this paunch where it spends its first five months of life.

B. Choose the best answer by crossing (X) A,B, C, or D according to the text above

1. Where is kangaroo found?

   a. in Japan

   b. in London

   c. in Australia

   d. in America

2. It is about the kangaroos, *except*.........

   a. They eat grass and plants

   b. They have short front legs

   c. They have very strong back legs

   d. They are not marsupials

3. The followings are what the kangaroo can do, *except*......

   a. They can leap across fences more than three meter high

   b. They can also run at speeds of over 45 kilometers per hour

   c. They can't walk

   d. They are marsupials

4. Adult grow to a length of...... meters.

   a. 130

   b. 140

   c. 150

   d. 160

5. Adult grow to a weigh over.......kilos.

   a. 50   b. 60   c. 90   d. 80

6. A baby kangaroo is...........

   a. Very big

   b. Very long

   c. Very tiny

   d. very smooth

7. What the title about the text…..

    a. What the kangaroo?   c. kangaroo is marsupials

    b. What the buffalo?   d. kangaroo is Australian animals

8. The largest kangaroos are….

    a. The great grey kangaroo and the white kangaroo

    b. The great blue kangaroo and the red kangaroo

    c. The great grey kangaroo and the red kangaroo

    d. The great red kangaroo and the green kangaroo

9. What is the mean from first paragraph..

    a. Kangaroo's live.   c. kangaroo's job

    b. Kangaroo's species   d. kangaroo's hobby

10. Why kangaroo can run at speeds of over 45 kilometers per hour?

    a. Kangaroo have short front legs, but very long

    b. Kangaroo can run like Lion

    c. Kangaroo can run like Tiger

    d. Kangaroo can run like Zebra

TEST IN CYCLE I

PETUNJUK

1. Test ini bertujuan untuk mengukur kemampuan membaca siswa terutama dalam strategi membaca.

2. Hasil test ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar

3. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan strategi membaca dengan tepat. Baik secara individu maupun kelompok

4. Atas kerja sama para siswa peneliti ucapkan terima kasih

60

Nama : Giovani Grace Natalia

Kelas : VIII-1

6 B - 1 S

INSTRUCTION :

1. **Read each paragraphs and answer the following questions below!**

2. **Time : 45 minutes**

MALIN KUNDANG

An old woman and her son lived in a little village. Her son was called Malin Kundang. 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 short time he became a rich man. However, he completely forget his poor old mother.

Some years later, he sailed to a harbor near his village. When his mother hear about this news, she came to meet him. Malin Kundang pretended not to know her. He side, "you aren't may 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 in to stone

Someday later, his ship left the harbor. The sea was calm but when he reached open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed in to 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 Padang.

B. **Choose the best answer by crossing (X) A,B, C, or D according to the text above**

1. Where can you see "Batu si Malin Kundang"?

    a. In East Java

    b. In South Sumatera

    c. In West Java

    ~~d~~. In West Sumatera

2. What is the kind of the text above?

    a. Procedure text

    b. Report text

    ~~c~~. Narrative

    d. Recoount text

3. Who is the main character?

    a. The stone

    ~~b~~. Malin Kundang

    c. The Village

    d. Mother

4. When did Malin Kundang's ship the harbor?

    ~~a~~. Next time

    b. Last year

    c. Someday later

    d. Some year later

5. Which of his mother expression correct?

    a. Happy

    b. Hungry

    c. Angry

    ✗ Sad

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

    a. Kind

    ✗ Cruel

    c. Arrogant

    d. Wise

7. What is the synonym of "sad"?

    a. Happy

    ✗ Unhappy

    c. Greedy

    d. Kind

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

    a. He was rich

    ✗ His mother was a poor old woman

    c. His mother was a whore

    d. His mother did a big mistake

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

    a. Simple present tense

    b. Present continous tense

    X Past tense

    d. Future tense

10. Whose ship was hunging down in a harbor?

    a. Malin's

    X The fishmen's

    c. The old woman's

    d. The farmer's

A. Read this text and then answer the following question!

KANGAROO

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 meters and weigh over 90 kilos.

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B. Choose the best answer by crossing (X) A,B, C, or D according to the text above

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   b. In London

   ~~c.~~ in Australia

   d. in America

2. It is about the kangaroos, *except*.........

   a. They eat grass and plants

   b. They have short front legs

   c. They have very strong back legs

   ~~d.~~ They are not marsupials

3. The followings are what the kangaroo can do, *except*......

   a. They can leap across fences more than three meter high

   b. They can also run at speeds of over 45 kilometers per hour

   ~~c.~~ They can't walk

   d. They are marsupials

4. Adult grow to a length of...... meters.

   a. 130

   b. 140

   c. 150

   ~~d.~~ 160

5. Adult grow to a weigh over.......kilos.

   a. 50   b. 60   ~~c.~~ 90   d. 80

6. A baby kangaroo is...........

   a. Very big

   ~~b.~~ Very long

   c. Very tiny

   d. very smooth

7. What the title about the text…

   a. What the kangaroo?   c. kangaroo is marsupials

   b. What the buffalo?   d. kangaroo is Australian

   animals

8. The largest kangaroos are….

   a. The great grey kangaroo and the white kangaroo

   b. The great blue kangaroo and the red kangaroo

   c. The great grey kangaroo and the red kangaroo

   d. The great red kangaroo and the green kangaroo

9. What is the mean from first paragraph..

   a. Kangaroo's live.   c. kangaroo's job

   b. Kangaroo's species   d. kangaroo's hobby

10. Why kangaroo can run at speeds of over 45 kilometers per hour?

   a. Kangaroo have short front legs, but very long

   b. Kangaroo can run like Lion

   c. Kangaroo can run like Tiger

   d. Kangaroo can run like Zebra

APPENDIX 6. PICTURES

Pictures 1 : The students were answering the reading text in Cycle I
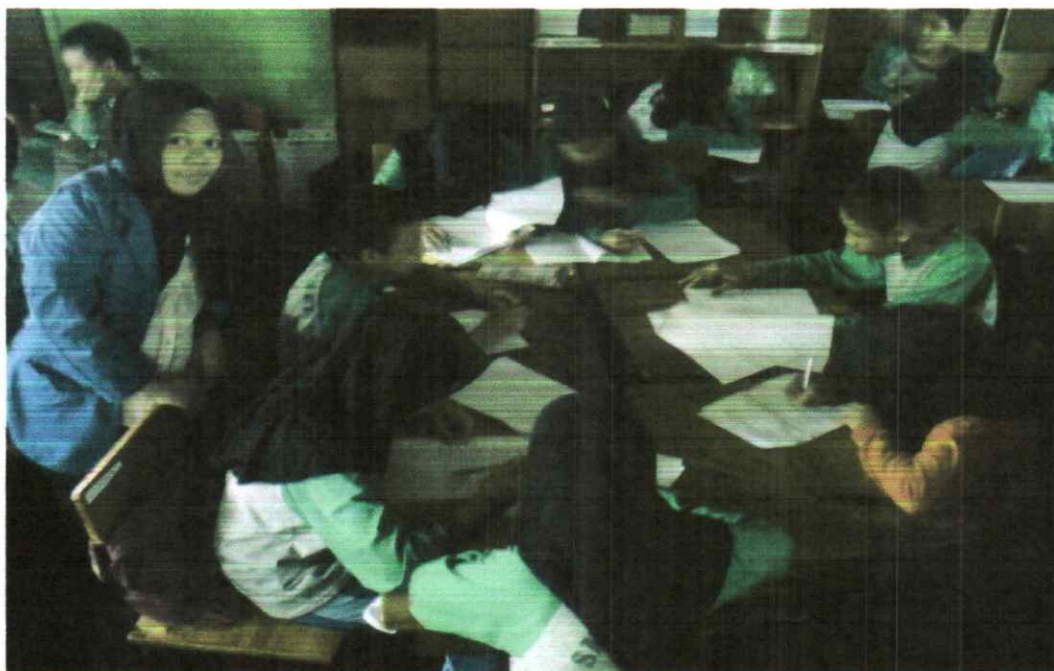
Pictures 2 : Each of students' studied reading the text in Cycle I

Pictures 3 : The students were reading and answering the reading text in Cycle II

Picture 4 : The students were discussing about the reading text in cycle II

BIOGRAPHY

RISNA MASNI, was born in Lede on July 24th 1990. She is the first girl from the marriage of La Masni (father) and Rasma (mother) and have just one brother. She began to recerve education at SD Alhilaal Lede Kec. Taliabu in 1996 and successively finished in year 2002.

Then, she continued her study to SMP Alhilaal Lede in 2002 and finished in 2005. In the same year she entered to SMAN 1 Taliabu and finished 2008. Then she continued her study to University Muhammadiyah Kendari in 2009 and 2012 moved to University Bosowa Makassar chosed English Education Department, Faculty of Teacher Training and Education.

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor   : A. 168/FKIP/UNIBOS/III/2016   Makassar, 1 Maret 2016

Lampiran   : -

Perihal   : Permohonan Izin Penelitian

Kepada

Yth.   : Kepala SMP Negeri 35 Makassar

             di –

                 Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi *Program S1*.

Nama   : Risna Masni

NIM   : 4511101189

Program Studi   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan Universitas Bosowa

Judul Penelitian :

Improving The Students' Reading Comprehension Through Collaborative Strategy At SMPN 35 Makassar
(An Action Research of the Second Year Students)

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Dekan,

Dr. Mas'ud Muhammadiah, M. Si.

NIDN. 0910106304

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 35 MAKASSAR

Alamat: Jl.Telegraf Utama No. 1 Komp. Telkomas ☎ (0411) 4771493 Makassar-90245.

KETERANGAN IZIN PENELITIAN
No : 800/079/SMP 35/III/2016

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 35 Makassar bahwa :

N a m a	:	**Risna Masni**
N I M	:	4511101189
Fakultas/Jurusan	:	FKIP/Bahasa Inggris
Pekerjaan	:	Mahasiswa
Alamat	:	Jl. Pampang I Makassar

Benar yang bersangkutan tersebut diatas telah selesai melakukan penelitian di SMP Negeri 35

Makassar dari tanggal 07 s.d. 26 Maret 2016 dengan Judul Penelitian :

"Improving The Students' Reading Comprehension Through Collaborative Strategy At

SMPN 35 Makassar (An Action Research Of The Second Year Students) ".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana

mestinya.

Makassar, 31 Maret 2016

Kepala Sekolah

Dr. Syarifuddin, S.Pd., M.Pd.
Pangkat : Pembina Tk.I
N I P : 19700627 199803 1 014