



**THE EFFECT OF COLLABORATIVE STRATEGIC READING
(CSR) TO STUDENTS' READING COMPREHENSION
OF THE GRADE XI SMA N 3 PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Educational Department of State Islamic University Syekh
Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English*

Written by:

ERIN FEBRYANNA SIREGAR

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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2023

LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) exemplars

Padangsidimpuan, November 2022
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To: **Dean**
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Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Erin Febryanna Siregar**, entitled “**The Effect of Collaborative Strategic Reading (CSR) to Students’ Reading Comprehension of The Grade XI SMA N 3 Padangsidimpuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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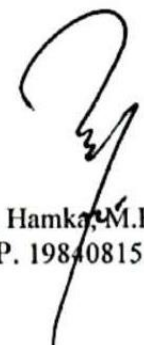
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ABSTRACT

This research focussed on the effect of Collaborative Strategic Reading (CSR) to Students' Reading Comprehension of Grade XI SMA N 3 Padangsidimpuan. The problem that faced by students in Reading Comprehension were : 1). The students skill in reading comprehension is low. 2). The students read word by word meanings in a reading that is not in accordance with the whole sentence or paragraph. 3). The students feel the reading activity is so bored. 4). The teacher never applies the technique in teaching reading.

There are three formulations of the problem, they 1. How is students reading comprehension before learning by using Collaborative Strategic Reading at XI Grade of SMA N 3 Padangsidimpuan? 2. How is students reading comprehension after learning by using Collaborative Strategic Reading at XI Grade of SMA N 3 Padangsidimpuan? 3. Is there significant effect of Collaborative Strategic Reading on students' reading comprehension at XI Grade of SMA N 3 Padangsidimpuan?. The purpose of this research were to find out Collaborative Strategic Reading significantly affects on Reading Comprehension and how Collaborative Strategic Reading significantly affects on Reading Comprehension at XI grade students of SMAN 3 Padangsidimpuan.

This research used quantitative approach by using experimental method with true experimental design. The population were all the XI IS students of SMAN 3 Padangsidimpuan. The sample were XI-IS1 as experimental group consisted of 29 students and XI-IS2 as control group consisted of 28 students. The data were collected through pre-test and post-test in multiple choice, oral test and analyzed by using independent sample T-test.

The result of this research showed that mean score of experimental research was higher than mean score of control group after using Collaborative Strategic Reading. The mean score of experimental research after Collaborative Strategic Reading was 87,03 and mean score of control research was 78,14. It can be concluded that Collaborative Strategic Reading is very useful on Reading Comprehension. In addition, $t_{count} > t_{table}$ ($4,977 > 2.00404$). It means, there is significant effect of Collaborative Strategic Reading on Reading Comprehension at XI grade students of SMAN 3 Padangsidimpuan.

Key Words : *Collaborative Strategic Reading, Reading Comprehension*

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Judul : Pengaruh Collaborative Strategic Reading (CSR) Terhadap Pemahaman Membaca siswa Kelas XI SMA N 3 Padangsidimpuan.

ABSTRAK

Penelitian terfokus pada pengaruh Collaborative Strategic Reading terhadap Pemahaman Membaca siswa kelas XI SMAN 3 Padangsidimpuan. Beberapa masalah yang dihadapi siswa dalam Pemahaman Membaca diantaranya : 1). Kemampuan siswa dalam membaca pemahaman masih rendah. 2). Siswa membaca makna kata per kata dalam bacaan yang tidak sesuai dengan keseluruhan kalimat atau paragraf. 3). Siswa merasa kegiatan membaca sangat membosankan. 4). Guru tidak pernah menggunakan teknik dalam belajar membaca.

Ada 3 rumusan masalah dalam penelitian ini, yaitu 1. Bagaimana pemahaman membaca siswa sebelum pembelajaran dengan menggunakan Collaborative Strategic Reading di kelas XI SMA N 3 Padangsidimpuan? 2. Bagaimana pemahaman membaca siswa setelah pembelajaran dengan menggunakan Collaborative Strategic Reading di kelas XI SMA N 3 Padangsidimpuan? 3. Apakah ada pengaruh yang signifikan dari Collaborative Strategic Reading terhadap pemahaman bacaan siswa kelas XI SMA Negeri 3 Padangsidimpuan?. Penelitian ini bertujuan mengetahui apakah Collaborative Strategic Reading berpengaruh secara signifikan terhadap Pemahaman Membaca siswa dan bagaimana Collaborative Strategic Reading berpengaruh secara signifikan terhadap Pemahaman Membaca siswa kelas XI SMAN 3 Padangsidimpuan.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan menggunakan rancangan eksperimen sungguhan. Populasinya adalah seluruh kelas XI IPS SMAN 3 Padangsidimpuan. Sampelnya adalah XI-IS1 sebagai kelompok eksperimen terdiri dari 29 siswa dan XI-IS2 sebagai kelas kontrol terdiri dari 28 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk multiple choice, oral test dan dianalisis menggunakan rumus independent sample T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol setelah menggunakan pernian Collaborative Strategic Reading. Rata-rata skor kelompok eksperimen setelah menggunakan Collaborative Strategic Reading adalah 87,03 dan rata-rata skor kelompok kontrol adalah 78,14. Sehingga dapat diartikan bahwa Collaborative Strategic Reading sangat bermanfaat terhadap Pemahaman Membaca siswa. Selain itu, $t_{hitung} > t_{tabel}$ ($4,977 > 2.00404$). Dapat disimpulkan bahwa Collaborative Strategic Reading berpengaruh secara signifikan terhadap Pemahaman Membaca siswa kelas XI SMAN 3 Padangsidimpuan.

Key Words : Collaborative Strategic Reading, Pemahaman membaca

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The researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidimpuan, November 2022

Researcher

Erin Febryanna Siregar

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is the process of cognition, interpretation and perception of a written or printed material. In the recent years, people know that English is an international language and it becomes interesting to be taught. English as a second language consists of four skills in language learning, they are reading, listening, speaking, and writing. In this research, the researcher will concern with reading skill because reading is one of the language skill that helps student to understand English subject. Gillet states that reading process is a sense making that create ideas, information and mental images from print and it brings comprehending.

Reading also can enhance cognitive abilities like knowing, comprehending, analyzing and evaluating. While reading, students can take the message from the text also get the main point of author's purpose and so on from the text.¹ Hence, reading can enhance students' academic performances.

Being successful in teaching English is the dominant factor that the English teacher should pay attention, especially in a teaching reading. In teaching reading process, teachers usually find student problems in reading process. Some of the students do not understand the contents of reading materials such as; finding out the topic, theme, main idea, and answer the question that related with the text. There are many the important of reading. They are adding knowledge, improving

¹ Andrew P Jhonson, *Teaching Reading and Writing* (United States of America, 2008).

understanding, getting imagination and creativity. These importances of reading will be explained in the following paragraphs.

The First, through reading, people can add their knowledge. They know the knowledge not only about their subject but must be able to understand it. They know about the world if they are diligent in reading and they know about the information that exists in this world so that foreigners cannot fool. Based on the explanation above also they know the general knowledge. They know the whole of world just through reading. They can hold the world through reading.

The Second, people can improve understanding. The more they read, the more they understand one thing. For example; students confuse about their task, if they read more, they will understand more about it. Third, reading can add the people imagination and creativity. By reading, people can feel enjoyed and happy. They must be able to understand what they read to imagine it. For example; students read a story, students, reading does not just see the text but must comprehend the idea from the text. Reading is comprehension. It is impossible, it people read the text but they don't understand the meaning of the text. They cannot take the idea from the text. Moreover, they don't know after they read it. Reading is very important, moreover for students. They must read for success their study. But, students of SMA N. 3 Padangsidimpuan have problem in reading. The first, they are lack vocabulary and seldom to practice in reading. Then, reading activity is so bored and makes them stress because they can' understand the text. Next, the meaning of the word by word in the text is not appropriate with the whole of the

sentence or paragraph. Students reading comprehension is low.² The teacher also never applies the technique in teaching reading comprehension. The problem above will be explained in the following paragraph.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material.³ Therefore, reading comprehension is the way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend. Anderson states that, a reader uses knowledge to comprehend texts, both bridging missing gap and elaborating the text meaning.

In the university level, reading is a skill that has to be learned. The university students have to read their compulsory books or other materials related to their lesson. Reading is a situation that complex process which gets the new knowledge involving not only the read the text but also their experience to comprehend it with effective strategies. Because of its crucial situation, many teachers of English at school especially in senior level find difficulties in all teaching reading and prefer teaching structure to read. Many teachers do not know how to improve the students reading skill. Because the reading process cannot be directly and complex

The problems of students reading comprehension at The Grade XI SMA N.3 Padangsidempuan are : First, the students' skill in reading comprehension is low.

² Interview with Mrs.Siti Zubaidah, English Teacher at Ten Grade SMA N. 3 Padangsidempuan, 28 November 2021

³ Hana Dessy Pratiwi, "The Effectiveness of Humor Stories to Improve Students' Reading Comprehension at Second Grade of Junior High School Muhammadiyah 01 Malang," 2016

Reading skills are basic skills for students who are they must master so that they can participate in all activities in the process education and learning. The ability to understand reading will affect the absorption of students during learning. Students will also find it difficult to develop other skills that other skills that often can only be obtained by reading. Students who do not understand the contents of the reading tend to have difficulty achieving higher grades. Their reading skills must be able to understand what they are reading, so the problem is that students' reading skills are low because they cannot understand the contents of their reading. Second, the students read word by word meanings in a reading that is not in accordance with the whole sentence or paragraph. Students read the meaning of words in dictionary. So, in understanding the whole reading does not match the word by word meaning.

The Third, the students feel reading activity is so bored. In doing the activity students must enjoy the activity that makes them achieve to do the goal of activity. The problem is they can't enjoy the reading activity So, they can't understand the meaning of the text. Before reading, they have felt boring.

The last, the problem is not only come from the students but also come from the teacher. The teacher never applies the technique in teaching reading. Teacher can only instruct students to read the text, order translate text to Indonesian and answer the question based on the text. Whereas applying the strategy in teaching learning will make the learning is more active and effective. Like that in teaching reading. So, researchers try to solve the difficulties of students in understanding reading then make it so that they are not bored again in reading

Based on the above problems, there are many techniques that can be applied in teaching reading comprehension. One of the technique that can be applied is Collaborative Strategic Reading (CSR) is the comprehension strategy which combine modification of Reciprocal Teaching (RT) and Cooperative Learning (CL) strategy. Explained that the concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: Preview, Click & Clunk, Get the Gist and Wrap Up. Preview allows students to generate interest and activate background knowledge in order to predict what they will learn. Click & Clunk are self- monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. Get the Gist. Students identify the main ideas from reading to confirm their understanding of the information. Wrap Up provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension.⁴

CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.⁵ This strategy is a way to help students in comprehend a text. In CSR, the students are working in groups and they are taught to achieve their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate questions about the text. The group work is organized around

⁴ Klingner, J., & Vaughn, S. 1998. "Using Collaborative Strategic Reading. *Teaching Exceptional Children*", 30(6), 32-37.

⁵ Klinger, J. K. (1998). *Collaborative strategic reading during social studies in heterogeneous fourth grade classrooms*. Elementary School Journal

cooperative learning principles in which every student in a group assigned a responsibility for the task.

To sum up, Collaborative Strategic Reading (CSR) is a strategy for teaching reading comprehension that teacher teaches the students to use comprehension strategies while working in group. 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 the text; and wrapping up key ideas. In addition, during the cooperative group activity, the lecturer needs to help the students in using the strategies

Based on the explanation above, the researcher interest in conducting experimental research of which purpose to solve student's problem with title "*The Effect of Collaborative Strategic Reading (CSR) to Students' Reading Comprehension of Grade XI SMA N 3 Padangsidimpuan*".

B. Identification of the Problem

Especially at SMA N 3 Padangsidimpuan, researcher found that there are some problems in reading comprehension at XI Grade of SMA N 3 Padangsidimpuan as following are:

1. The students skill in reading comprehension is low.
2. The students read word by word meanings in a reading that is not in accordance with the whole sentence or paragraph.
3. The students feel the reading activity is so bored.
4. The teacher never applies the technique in teaching reading.

C. Limitation of the Problem

As mention above, the factor to teach reading comprehension the teacher should find an approach, strategy, and method. Here, the researcher does not discuss all of the factors. The researcher will be focused to discuss one factor that is strategy. It is about how is the strategy that the teacher give in teaching reading, so make the students are interesting in reading activity and the students can get the main ideas. There are some strategies in teaching reading but researcher focus on Collaborative Strategic Reading and there are so many text genres in reading but the researcher limit the research on recount text.

D. Formulation of the Problem

The problem of the research as follows:

1. How is students reading comprehension before learning by using Collaborative Strategic Reading at XI Grade of SMA N 3 Padangsidempuan?
2. How is students reading comprehension after learning by using Collaborative Strategic Reading at XI Grade of SMA N 3 Padangsidempuan?
3. Is there significant effect of Collaborative Strategic Reading on students' reading comprehension at XI Grade of SMA N 3 Padangsidempuan?

E. Objectives of the Problem

From the formulation above, the purpose of this research are:

1. To describe students reading comprehension before learning using Collaborative Strategic Reading at XI Grade of SMA N 3 Padangsidempuan.
2. To describe students reading comprehension after learning using Collaborative Strategic Reading at XI Grade of SMA N 3 Padangsidempuan.
3. To examine the significant effect of using Collaborative Strategic Reading on students reading comprehension at XI Grade of SMA N 3 Padangsidempuan.

F. Significances of the Research

The significances of this research are:

1. Students

The students can attract and feel enjoyed in learning Reading Comprehension by using this Strategy. The students will not think that English is difficult to learn but English is fun for learning. The students will not feel depressed again to learn English because of using CSR.

2. Teachers

Teachers can use this strategy to attract their students' interest. Teachers can use this strategy to make their lesson fun and not boring. The students are active in learning English.

3. Readers

Hoping this research can open readers' minded that English is not difficult but it is fun. Readers can also know this game and can share or use this game in their homes or playing with their friends.

4. Other Researchers

For the next researchers who want to conduct similar research, this research is expected can be valuable as one of references of research.

G. The Definition of Operational Variables

To avoid misunderstanding of the researcher and reader in the title of the problem, researcher need to clarify some title above, namely:

1. Reading comprehension is the process of constructing meaning from text. The goal of all reading is ultimately targeted at helping a reader comprehend text.
2. Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the readers and the writer. In order words, they are very important to be explain, so the readers will get the point clearly.

1. Reading Comprehension

a. The Definition of Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ It is starting step of many things, which build more solid stairs to climb up achieving something big out there. The reader must read with thinking or purpose, because the goal of reading is comprehension.

Reading is multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is away of finding out more information about a topic. Reading is a process of looking at and understanding what is written. Reading is a process of cognitive, interpretation and perception of written or printed material. Reading is highly strategic process during which readers

¹Raihani Ferdila, "The Use of Extensive Reading in Teaching Reading," Journal of English and Education , No. 2 (2014): 68–80.

are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing.²

Reading is flexible for the students, because they can get the information from the text they have read. Reading also is an active process identifying important ideas comparing. According to Pauline, reading is the process of getting meaning from print.³ It is not a passive, receptive activity, but requires the reader to be active and thinking. It means that when we read the text, there is process transaction between the text and the reader.

Miller said that reading is a process communication of ideas from one person to another through the medium or printing to seek the ideas behind words.⁴

It means the reading is a process of understanding the meaning of the text for readers to get knowledge and new information from what they have read. Meanwhile, reading is a construction of new meanings through manipulation of concepts. Already possessed by the reader with resulting meaning. After the reader reads the text, he tries to get the meaning word by word and sentence by sentence then later on he interprets the meaning based on the context that brings the result of what he has read.

² Danielle S. McNamara and Panayiota Kendeou, “*Translating Advances in Reading Comprehension Research to Educational Practice*,” *International Electronic Journal of Elementary Education* 4, No. 1 (2011): 33–46.

³ Rebecca J Baier, “*Reading Comprehension and Reading Strategies. The Journal of Education, 5th Edition*,” Reading, 2005, 1–53. <https://pdfs.semanticscholar.org/b85a/6ccfeba15122c5269c6543b22e921a7338c8.pdf>

⁴ Miller, Author Manuscript, “*Comprehension : A Longitudinal Study from Grade One to Two*” 113, no. 1 (2013): 1–29, <https://doi.org/10.1016/j.jecp.2012.03.002>. Developmental.

From the explanation above the researcher can get the conclusion, reading is one of a tools for communication by written expression between writer and reader. The reader must be able to combine their own background knowledge and information from the text to build meaning and understand the ideas. By reading anyone can get new information and knowledge well.

b. Definition Reading Comprehension

Comprehension is an important aspect of reading. Reading comprehension is basically the essence of the reading process. Snow has said that reading is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading.⁵ In conclusion, comprehension is the whole point of reading. Comprehension involves prior knowledge, knowledge of text structure, and an active search for information. This means that reading comprehension is the search for meaning, actively using the reader's knowledge of vocabulary including knowledge of collocations and idioms with the text being studied to understand each new thing the reader reads.

Comprehension is a process of eliciting and making the meaning through interaction and involvement with written language. Comprehension is a process in which readers make meaning by interacting with text through the combination of

⁵ Ardiana, "Improving the Students Reading Comprehension in Narrative Text Through Patterned Partner Reading."p. 51

prior knowledge and previous experiences, information in the text, and the views of the readers related to the text.⁶

Sadler states that reading comprehension is a complex activity that involves interaction between the reader and the text.⁷ The readers build the connection with the text to know the writers' intention in the text. It is a process which involves the readers and the reading materials to get comprehension and meaning of the text. It will observe how far the readers' comprehension toward written sources.

Reading comprehension as the process of creating meaning from text.⁸ The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with a readers' previous knowledge.

So, reading without comprehension or understanding is not reading. When the readers read a written text he also must get the understanding and that is called reading.

c. Types of Reading

We must understand the types of reading in the language world as things we need to know. Because by increasing our ability to read we will be given the opportunity to increase our insight into the importance of science. The following are the types of reading:

⁶ Improving Reading Comprehension through Literature Circles," *English Education Journal (Program Pascasarjana Universitas Negeri Semarang)*" 8, No. 2 (2017): p.234–44.

⁷ Evan Ortlieb, "Using Anticipatory Reading Guides to Improve Elementary Students' Comprehension," *International Journal of Instruction* 6, No. 2 (2013): p.145–162.

⁸ Ana Widyastuti, "A THESIS PAIRED READING (An Action Research at the Eighth Grade Students of SMP Negeri 16 Surakarta in the Academic Year of 2011 / 2012" .p. 122

1. Aloud reading Aloud reading is the activity of reading that using voice or pronounce it loudly until the reader and the people at they around listen what they are reading where it is relatively uncommon in modern language process. It helps them increase their ability in pronunciation or speech.
2. Silent reading Silent reading is the way of reading by silent or without oral in reading which it is using visual memory and condition of the reader not speaking to relay pay attention in understanding of a text. Situation or condition of the reader physically or mentally will influence the quality of readers" comprehension in reading silent.⁹

From explanation above the researcher can conclude reading aloud or silent reading always students use in their daily activity. Reading aloud make students know how well their pronunciation and silent reading make students or reader more concentrate with the passage and get the meaning of text.

d. Models of Reading

The models of reading are divided into 2, they are:

a). Bottom up models

Carrel said that the main focus of this model is the smaller units of the text like letters, words, phrases, and sentences.¹⁰ The readers read all of the words

⁹ Dewi Fatimah Sitompul, EkaSustriHarida, and SojuangonRambe, "Improving Students" *Reading Comprehension through Guessing Strategy*", English Education Journal, vol.07, no01 june 2019: p.127-139. <http://jurnal.iain-padangsidempuan.ac.id/index/php/EEJ>

¹⁰ Yelci Elvi Handani, "Journal of English Language Teaching Using Partner Prediction Strategy To Improve Students " *Reading Comprehension At Senior High*" 6, No. 1 (2017).p.23

in phrases or sentences before understanding it. The reader uses her/his background knowledge to the information that they find into the text

b). Top Down models

Goodman stated reading as “psycholinguistic guessing game “ in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it.¹¹ The readers do not read every word of the text but they focus on identifying the next word. They try to guess the meaning of words or phrases.

e. Aspects of Reading

Aspects of reading which deserve both specific attention in isolated learning situations and, at the other times, more balanced attention in a more normal reading situation, here are:

- a) Word Recognition The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.
- b) Comprehension Comprehension is an absolute necessity in reading. The effective reader needs to have learned the code used in written communication so that he can translate the written symbols into sound or meaningful language sequences.
- c) Reflection includes reaction and fusion. By reaction he refers to the reaction of the reader to what he has read.

¹¹ Ortlieb, “*Using Anticipatory Reading Guides to Improve Elementary Students’ Comprehension.*”p. 145

f. Purpose of Reading

The main goals of reading are to get and find information include content and meaning of the text based on the purpose.¹²

Here some of purposes of reading:

- 1) Reading is for finding new information and knowledge.
- 2) Reading is classify the difficult word.
- 3) Learners rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directionstowards meaning or to follow these directions into their own abstract words.

Based on the list above, the researcher makes an inference that purpose of reading make the point of understanding and comprehending the text. So, by reading purpose the readers was understand how important reading in life .

g. The Levels of Reading Comprehension

1) The literal level

This level involves literal comprehension, interpreting the author's in a givensentence in a way that has meaning to us, but without considering and weighing theimplications of any interoretation we may have. Literal comprehension involves word meaing, but it is more than decoding the meanings of individual

¹² Abdul Halim Ibrahim, "The Process and Problems of Reading," Masalah Pendidikan 29 (2006): 115–30, <http://myais.fsktm.um.edu.my/4920/>.p.65

words one at a time. Here the reader finds the answer in the text. The reader might be asked to do any of the following:

- a. Identify the main ideas of the paragraph or short story.
- b. Recall details that support the main ideas
- c. Organize the sequence in which the main events occurred.

2) The Inferential or Interpretative Level

The level of inferential comprehension, also called the interpretative level, is the level of comprehending what is implied but not explicitly stated. Here, the reader interprets the information to find answers. The reader might be asked to do any of the following:

- a. Predict endings and anticipate consequences.
- b. State reasons for events.
- c. Make generalizations.¹³

3) Critical level

Critical refers to the kind of reading that requires personal judgement and evaluation. At this level, the reader forms generalizations, draws conclusions, compares, analyzes, and applies ideas gained in reading. Here the reader makes links between the text and his or her own experience and knowledge to develop an answer. The reader asks open-ended questions to promote deeper understanding and do the following:

¹³ M, Sadoski. (2004). *Conceptual Foundations of Teaching Reading*. New York: The Guildford press

- a) Make generalizations.
- b) Make comparisons.
- c) Make judgments.
- d) Make recommendations and suggestions.
- e) Make decisions.
- f) Create alternative endings.

h. Assessment of Reading

There are indicators in reading comprehension that want to be develop in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are the following sentences:

- 1) Topic sentence is a sentence that refers to main idea or message in the paragraph.
- 2) Important information is facts or details about the text which it has great effect or value as specific information and a piece of story that refers to accident, behavior and character of the actors, and theactors of the text.
- 3) Meaning of difficult word/idiom/phrase in context meaning of difficult word/idiom/phrase in context is a word or phrase thatrefers to lexical and contextual meaning, idiom and pronoun that identifies a subject of the sentence. Conclusion of the text improving students“ reading comprehension through guessing strategy. Conclusion of the text is a sentence thatrefers to a summary,

ending, moral, or learning and problems“ solving in the story.¹⁴

There are some indicators in assessing students“ reading, as follows :

Table 2.1

Indicators of Reading Comprehension Assessment

No	Indicator of Reading Assessment
1	Identify the information from the text
2	Identify the topic from text
3	Identify main idea from the text
4	Give conclusion from the text
5	Understand vocabulary ¹⁵

There are some techniques in assessing or testing, one of them is multiple choice questions. A multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate“s answer to each item. So, the researcher will use indicators on the table 1

2. Collaborative Strategic Reading

¹⁴ Pezhman Zare and Nooreen Noordin, “*The Relationship between Language Learning Strategy Use and Reading Comprehension Achievement among Iranian Undergraduate EFL Learners,*” *World Applied Sciences Journal* 13, No. 8 (2011): 1870–77.

¹⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Langman, 2003)p.190

a. Definition of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text.¹⁶ CSR was adapted from reciprocal teaching, an instructional activity that involves a dialogue between teacher and students. In reciprocal teaching, teacher and students take turns assuming an instructional role in leading this dialogue. Collaborative Strategic Reading is one of the strategies that had been proved to improve the students' comprehension. CSR combines four metacognitive and cognitive strategies: Preview (activating prior knowledge and analyzing text structure before reading), Click and Clunk (self-monitoring during reading), Get the Gist (finding the main idea during reading), and Wrap Up (generate questions and review after reading).

In addition, According to Bremer, Vaughn, Clapper and Ae-Hwa, "CSR consists of four comprehension strategies that students apply before, during, and after reading in small cooperative groups. These reading strategies are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap up (after reading)".¹⁷ Collaborative Strategic Reading can be implemented in two phases: (a) Teaching the Strategies, and (b) Cooperative Learning Group Activity or Students Pairing. The implementations are: Students learn four strategies: preview, click and clunk, get the gist, and wrap up.

¹⁶ Klingner, J., & Vaughn, S. 1998. "Using Collaborative Strategic Reading. *Teaching Exceptional Children*", 30(6), 32-37.

¹⁷ Bremer, C. D., Vaughn, S., Clapper, A. T., and Kim, A. (2002). "Collaborative strategic reading (CSR): Improving secondary students' reading comprehension skills." National Center on Secondary Education and Transition. 1(2), 1-8. Retrieved on February 25, 2012 from: www.ncset.org/publications/viewdesc.asp?id=424

Preview is used before reading the entire text for the lesson, and wrap up is used after reading the entire text for the lesson. The other two strategies, click and clunk and get the gist, are used multiple times while reading the text, after each paragraph.

b. The Procedures of Collaborative Strategic Reading

These following steps are the procedures of teaching reading comprehension by using collaborative strategic reading which is introduced by Bremer, C. D., Vaughn, S., Clapper, A. T., and Kim, A. :

1. Preview.

Preview is a strategy to activate students' prior knowledge, to facilitate their predictions about what they will read, and to generate interest. Preview consists of two activities: (a) brainstorming and (b) making predictions.

A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies. The teacher prompts students to tell what they learn from previews by asking questions such as, "do you learn who is going to be in the movie?" or "do you learn in what historical period the movie will take place?" Then the teacher asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

2. Click and Clunk.

Click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. The teacher describes a click as something that "you really get. You know it just clicks." After students understand, the teacher explains a clunk: "A

clunk is like when you run into a brick wall. You just really don't understand a word the author is using. That's a clunk." Then, the teacher reads a short piece aloud and asks students to listen carefully for clunks. The teacher asks students to write down their clunks and then teaches fix-up strategies to figure out the clunks. The teacher can use "clunk cards" (see Materials for detailed description) as reminders of fix-up strategies.

3. Get the gist.

Get the gist is a strategy to help students identify main ideas during reading. One way to identify the main idea is to answer the following questions: (a) "who or what is it about?" and (b) "what is most important about the who or what?" In addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important idea(s), but not unnecessary details.

Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then the teacher asks students to tell what is most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

4. Wrap up.

Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. Wrap up consists of two activities: (a) generating questions, and (b) reviewing. A teacher initially teaches students to wrap up by telling students to pretend they are teachers and to think of questions

they would ask on a test. The teacher suggests the following question starters: who, what, when, where, why, and how. The teacher also encourages students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall. Finally, the teacher asks students to write down the most important ideas from the day's reading assignment.

So, that is all the procedures of collaborative strategic reading that helps students more understandable about the text or the long passage when they do reading. The researcher choose the procedures that stated by Bremer, C. D., Vaughn, S., Clapper, A. T., and Kim, A. and practice in experimental class.

c. Teachers Strategy

Teachers strategy is the strategy or the way that usually used by the teachers to teach the text to students.¹⁸ According to Hudson that conventional strategy is the strategy used by the teachers based on mutual agreement in a school.¹⁹ In addition, it uses the traditional way in teaching and learning process. The researcher concluded that conventional strategy is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

The procedure used by the English teachers at SMA Negeri 3 Padangsidempuan, are as follows:

¹⁸ Jhon Deriden, "Conventional Strategy", (retrieved from <http://www.britannia.com/EBchecked/topic/421797/nuclear-strategy/52993/conventional-strategy>, on March 24th 2018 10.00 a.m.)

¹⁹ Hudson, "The Meaning of Conventional Strategy", (retrieved from <http://www.conventional-strategy/topic/54372-strategy>, on March 24th 2018 10.00 a.m.)

- a. The Students are given stimulation, motivation or warm up before learning so that students focus and enthusiasm to learn and provide text or material to study together.
- b. The teacher asks students to read the text that has been given in turn
- c. The teacher explains about recount text
- d. The teacher asks questions and provides opportunities for students to ask questions again about the learning explanation
- e. The Students work alone or not in groups
- f. The teacher gives students a worksheet and asks students to answer the worksheet
- g. The teacher helps and guides students to answer the worksheet

Based on the information from English teachers at SMA Negeri 3 Padangsidempuan. The researcher concluded that conventional strategy was used by teachers is not effective. Because, if like that will make the students" feel bored, passive in learning process and also make students" less comprehend about the material.

d. Advantages of Collaborative Strategic Reading

There were several advantages of Collaborative Strategic Reading. Those are mentioned as follows:

1. Students were able to find the meaning of words that are considered difficult without having to open the dictionary.

2. Students were able to find the content of reading either individually or in groups.
3. Students were able to remember reading a long time, for learning reading comprehension is multicomponent strategies systematically arranged and complementary.

e. Disadvantages of Collaborative Strategic Reading

There were several disadvantages of Collaborative Strategic Reading.

Those are mentioned as follows:

1. Many students assume that the difficult words in the text was very difficult to find its meaning if it does not open the dictionary.
2. Moreover, in the search for the meaning of words that were considered difficult (Click strategies and clunk) more time-consuming than implementing strategies Previewing, Getting the Gist, and Wrap-Up.

3. Recount Text

a. Definition of Recount Text

There are many kinds of writing text. Such as recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss about recount text.

According to Hyland, Recount is telling what happened.²⁰ It means that recount is a text tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc. According to Knapp,

²⁰ Ken-Hyland, *Second Language Writing* (Hongkong: Cambridge University Press, 2003), p.124

Recounts is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.²¹ It means that recount is genre of text that explores the informative fact for the past experiences.

According to Saragih Recount Text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.²² It means that beside retells about events or experiences in the past, the recount is also has the function to entertain people in order to interest when read the story.

As stated by Anderson —recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Watkins states —recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.²³

b. Generic Structure of Recount text

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure because this is

²¹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Australia: University of New South Wales Press Ltd, 2005),

²² Natanael Saragih, et al., —*The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*, *IOSR Journal Of Humanities And Social Science*, Vol. XIX, No.1, (February, 2014), 56-64.

²³ Anderson, Mark and Kathy Anderson. (1997). *Text Types in English 1*. South Melbourne: Macmillan Education.

an early grounding in making text recount. According to Deriwianka generic structure of recount text are:

- 1) Orientation : the opening of the text, the introduction of the topic of the text. It gives background information about who, what, where and when. The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred, and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.
- 2) Event : it is usually told in a series of paragraphs which retell the events in the order of sequences when they happened. Events should be selected carefully to add the audiences' understanding of the topic.
- 3) Re-Orientation: the final section concludes the recount by summarizing outcomes or result, evaluating the topic importance or offering personal comment or opinion.²⁴

Those elements must exist in recount text and it gives more explanation in order to make the story clear and understandable about recount text.

c. Language Features of Recount Text

There are some language features in recount text, they are:

- 1) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

²⁴ Ayu Sonia and Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text," *English and Education* 4, no. 2 (2009): p.1–12, [https://media.neliti.com/media/publications/192380-EN none.pdf](https://media.neliti.com/media/publications/192380-EN_none.pdf).

- 2) Frequent use is made of words which link events in time, such as, next, later, when, then, after, before, first, at the same time, as soon as she left, on Friday, on Monday, on Sunday.
- 3) Focus on specific participant, e.g. I (the writer)
- 4) Using the conjunctions : then , before, after, etc.
- 5) Using action verb, e.g. went, stayed.²⁵

d. Example of Recount Text

Holiday on Cermin's Beach

Orientation : A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district km from Medan city, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock. about 53.

Event : As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

²⁵ Muh Arief Muhsin and Universitas Muhammadiyah Makassar, "Improving Students " Writing Skills of Recount Text by Applying Transition-Action-Details (TAD) Strategy," no. July (2018), p. 127 <https://doi.org/10.15408/ijee.v4i2.2430>.

Re-orientation : Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

4. Related findings

There are some related finding in this research, the first is Wilia Wulandari in her research find there is a significant difference between control group and experiment group in reading comprehension. The result of the data analysis showed that mean In the control group, the highest score was 100 achieved by 4 students and the lowest score was 66.7 achieved by 2 students. In other hand, the highest score of the experiment group score was 100 achieved by 2 students and the lowest was 60 achieved by 2 students.²⁶

The second is Ahmad Khoirul Anwar in his research find that Any significant difference in students reading skill before and after giving the Collaborative strategic reading treatment. This is evidenced from the value of pre test and post test in experimental class that after the students applied the collaborative strategic reading treatment their value in post test better than the value in pre test.²⁷

The fourth, Dicky Tinton Hermawan. Based on the result of pre-test, it is used to make the general information about the score of pre-test. The total pre-test score of VIII-3 was 1510. The standard score of English subject in the eighth grade

²⁶ Wilia Wulandari, "The Effect Of Collaborative Strategic Reading (Csr) Toward Students' Ability In Reading Comprehension (A Quasi Experimental Of Third Semester Students Of English Study Program Of Umb In Academic Year 2016/2017)" 2016. P. 760

²⁷ Ahmad Khoirul Anwar, "The Effect of Collaborative Strategic Reading toward Students Reading Skill". 2020. P. 25

students was 70. Thus, the students who passed the pre-test were less than half students of the class. The students that passed the test were only 9 students. It can be concluded that the students who can not pass the pre-test were more than students who passed it. It means that their reading comprehension still poor. In this post-test the total students who could pass the post-test were increased become 14 students from 25 total students in the class who joinned the test. Besides, it can be concluded that the total score of post-test (1720) was higher that the total score of pre- test (1510). It means that the students' score were increased and their reading comprehension got better.²⁸

The fifth, Desy Olivia Rian, her research had done in kuningan of University . The research design was experiment. She said Based on this study concludes that CSR improves students' reading comprehension. It can be seen from students' reading test mean score in preliminary study which was 67, and then it is improved to 76 in cycle 1. The mean score is continued to improve to the value of 88 in cycle 2. Moreover, after implementing CSR to students' reading lesson, they show improvement on each reading comprehension aspect. In terms of main idea, students mean score before the implementation of CSR was 2,3.²⁹

The sixth, Erin Febryanna Siregar Based on result of the research in Chapter IV can be concluded there was significant effect of Collaborative Strategic Reading (CSR) to Students' Reading Comprehension of The Grade XI SMA N 3

²⁸ Dicky Tinton Hermawan, "*The Effect Of Collaborative Strategic Reading (Csr) To The Eighth Grade Students' Reading Comprehension At Smpn 1 Gampengrejo Kediri In Academic Year 2015/2016*".2015. p. 7.

²⁹ Desy Olivia Riani, "*Collaborative Strategic Reading Implementation To Improve Students' Reading Comprehension*" 2013. p. 6

Padangsidempuan. the researcher took some points as below: Pre-test result of students in experimental research at the XI grade of SMAN 3 Padangsidempuan was 58,62 and control class was 54,14 and Posttest result of students in experimental research at the XI grade of SMAN 3 Padangsidempuan was 87,03 and control class was 78,14. It means that the mean score of students' Reading Comprehension by using Collaborative Strategic Reading is better than conventional teaching.

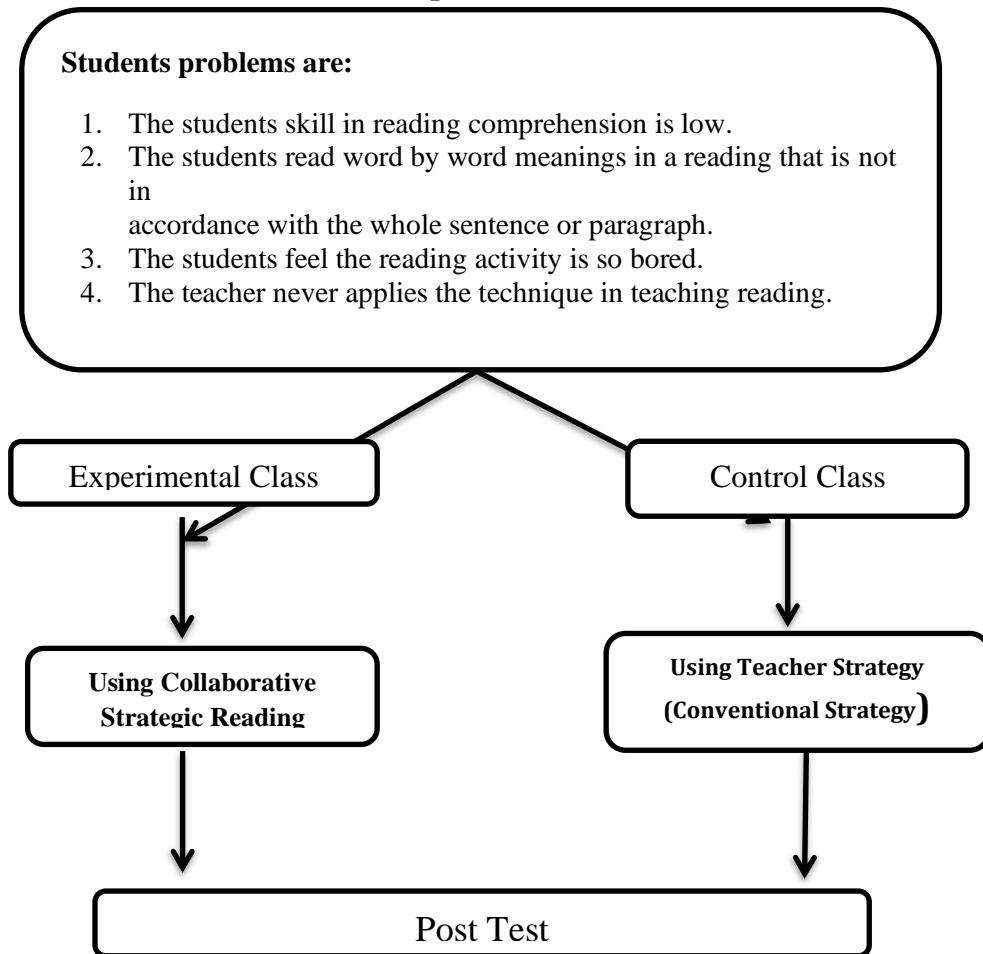
5. Conceptual Framework

Operational concept is a concept as a guidance used to avoid misunderstanding: it should be interpreted into particular words in order to make it easy to measure. There are variable X and variable Y, the variable X as independent variable is Collaborative Strategic Reading and variable Y as dependent variable is Reading Comprehension.

By the concepts of Collaborative Strategic Reading is to make easier the readers in comprehending the text. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorized in to main ways receptive competence and productive competence. Many people believe that reading is the most effective way to get information from a text clearly. By reading, people can get the information in a text and make meaning from it

The effect of Collaborative Strategic Reading to reading comprehension can be seen as picture follow :

Conceptual Framework



6. Hypothesis

The hypothesis of this research are :

(Ha) : There is significant effect of using Collaborative Strategic Reading to Students' Reading Comprehension of Grade XI SMA N 3 Padangsidempuan.

(Ho) : There is no significant significant effect of using Collaborative Strategic Reading to Students' Reading Comprehension of Grade XI SMA N 3 Padangsidempuan

CHAPTER III

RESEARCH AND METHODOLOGY

A. Place and Time of The Research

The place of the research was in SMA N 3 Padangsidimpuan. It is located in Perintis Kemerdekaan Street, Padang Matinggi, Padangsidimpuan, North Sumatera province. It started on March to August 2022.

B. Research Design

The kind of research is quantitative research with experimental method. True experimental was used in this research with pretest-post test control group design. Both classes conduct pre-test and post-test and only the experimental class will be given treatment. It can illustrate in the table below:

Tabel 3.1
Table of Collecting Data Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	Collaborative Strategic Reading	√
Control Class	√	With Teachers Strategy	√

C. Population and Sample of The Research

1. Population

According to Deny, the research whose result can be generalized, has a proporsional sampling process so that the conclusions can be

generalized. Population is the source of data in certain studies which have a large number and area.¹

The population is whole of the students at grade XI of SMA N 3 Padangsidimpuan. The research was done for the grade XI social students of SMA N 3 Padangsidimpuan. The population of research consisted of 4 classes with 119 students. It can be seen from the table follow :

Table 3.2

The population of grade XI of SMA N 3 Padangsidimpuan

No	Class	Total students
1	XI IS-1	29
2	XI IS-2	28
3	XI IS-3	30
4	XI IS-4	29
TOTAL		119

2. Sample

A sample is a group who represents the whole individuals in population.² In this research, the researcher used random sampling. Based on explanation above the researcher choose two classes as sample. The researcher chose IS-2 consist of

¹ Deny Darmawan, *Metode Penelitian Kuantitatif*, (Bandung: PT Remaja Rosdakarya, 2014), hal. 137

² Arikunto, S. (2010). *Prosedur Penelitian*. Jakarta: Rineka Cipta.

28 students and IS-1 of 29 students. They are experimental class and control class.

Therefore, total samples are 57 students.

Table 3.3
Sample of Research

No	Class	Total students
1	Experimental class/IS-2	28
2	Control class/IS-1	29
TOTAL		57

D. The Technique of Data Collecting

In completing the data, the next step of this research is collecting the data. The function of data collecting is to determine the result of the research. In collecting data the researcher was use some steps. They are:

1. Pre test
 - a. The researcher was prepare the test about 25 items.
 - b. The researcher was distribute the paper of the test to students of experimental class and control class.
 - c. The researcher was explain what students to do.
 - d. The researcher was give time.
 - e. The students was answer the question.
 - f. The students was collect their paper test to researcher.
 - g. The researcher was check the answer of students and found the mean score of control and experimental class

2. Treatment

After conducting pre test , the researcher was give a treatment to students who are in the experimental group. Experimental group was treat through applying collaborative strategic reading. Control group without get the treatment

3. Post test

After giving treatment, the researcher was conducted a post test which is different from pre test. This post test the final test in the research , especially measuring the treatment, whether it is effective or not.after conducting the post test, the researcher analyzed the data. The researcher wasfindout the effect of collaborative strategic reading in the experimental class

E. The Instrument of The Research

The instrument for collecting data is test. The design of the reading test in the form of multiple choice. The test divided in two parts. The first is pre-test consist of 25 number and the second is post-test consist of 25 number. The test will give to both groups. To find out the scores of the students' answer, the Researcher will give 4 score for each item. Thus, the maximum score of tests is 100.

Tabel 3.4
There are indicators of Reading Comprehension
Pre test before testing Validity

No	Indicator	Sub Indicators	Number of items	Total	Score
1	The students are able to complete the Reading Comprehension	Identify the information from the text	1, 2, 4, 7, 9, 14, 17, 20, 22, 25	10	4 x10
2		Identify the topic from text	3, 5, 12, 13, 16, 21	6	4x6
3		Identify main idea from the text	8,11	2	4x2
4		Give conclusion from the text	6	1	4x1
5		Understand vocabulary	10,15,18,19, 23,24	6	4x6
	Total			30	100

There were 60 items multiple choice test in this research. Where 30 items for pre-test and 30 items for post-test before validated. It is Pre-test table for Pre-test. Table below is Post-test table that was same items

Tabel 3.5

There are the indicators of Reading Comprehension Post-test before testing validity

No	Indicator	Sub Indicators	Number of item	Total	Score
1	The students are able to complete Reading Comprehension	Identify the information from the text	2, 3, 5, 7, 8, 9, 10, 13, 14, 18, 20, 22, 23	13	4x13
2		Identify the topic from the text	19	1	4x1
3		Identify the main idea from text	12, 16	2	4x2
4		Give conclusion from text	11	1	4x1
5		Understand vocabulary	1, 4, 6, 15, 17, 21, 24, 25	8	4x8
	Total			30	100

it is table for Post-test before testing validity where 30 items each test in control class and experimental class. Table below was pre-test and post-test after validity test in control class and experimental class

Tabel 3.6

There are indicators of Reading Comprehension Pre-test after testing validity

No	Indicator	Sub Indicators	Number of items	Total	Score
1	The students are	Identify the information from	1, 2, 4, 7, 9, 20,	7	4x7
			25		

No	Indicator	Sub Indicators	Number of items	Total	Score
	able to complete Reading Comprehension	the text			
2		Identify the topic from text	3, 5, 12, 16, 21	5	4x5
3		Identify main idea from the text Give conclusion from the text	8, 11	2	
4			6	1	4x1
5		Understand vocabulary	10, 15, 19, 23, 24	5	4x5
Total				25	100

There were 50 items multiple choice test in this research. Where 25 items for pre-test and post-test before validated. After validity test, the test consisted of 25 items for pre-test and 25 items for post-test. Above is table for pre-test after testing validity.

Tabel 3.7

**There are the indicators of Reading Comprehension
Post-test after testing validity**

No	Indicator	Sub Indicators	Number of item	Total	Score
1	The students are	Identify the	3, 5, 7, 8, 9, 10,	11	4x11

No	Indicator	Sub Indicators	Number of item	Total	Score
	able to complete Reading Comprehension	information from the text	13, 14, 18, 20, 23		
		Identify the topic from the text	17,21	2	4x2
		Identify the main idea from text	12	1	4x1
		Give conclusion from text	11,26	2	2x4
		Understand Vocabulary	1, 6, 15, 17, 21, 24, 25	7	4x7
	Total			30	100

F. Validity and reliability of The Research

1. Validity Test

Validity is the most important characteristic a test or measuring instrument can possess.³ It is concerned with the appropriateness of the interpretations made from test scores. Test for a purpose. In this research, The researcher uses item validity to develop the validity of instrument.⁴

In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Then, the test consist of 60 multiple choice tests that divided in to two groups.

³ L.R. Gay and Peter Airasian, *Educational Research for Analysis and Application.....*, p. 161

They were 30 for pre test and 30 for post test. After valid 26 questions and invalid 4 questions. The researcher use 25 question for pre test and post test.

So, to get the validity of the test, the formula of r poinbiserial can be used as follow :

$$r_{pbi} = \frac{M_p - M_q}{SD_t} \frac{\sqrt{p}}{q}$$

Where:

r_{pbi} : Coefficient item validity.

M_p : Mean score of the total score.

SD_t : Standard deviation of the total score.

p : Presentation of the right answer of the item tested validity.

q : Presentation of the wrong answer of the item tested validity.

2. Reliability Test

The reliability of the characteristic of a good test refers to consistency of the measurement that to how consistent scores or other evaluation results were from one measurement to another. To get the reliability of the test; the researcher used formula KR-20 :

$$R_{11} = \left(\frac{n}{n-1} \right) \frac{(St^2 - \sum pg)}{St^2}$$

R : Realiability of the instrumen

n : Number of the test

St^2 : Variants total

p : Proportion subject who is right answer

q : Proportion subject who is wrong answer

Reliability is a good of the test that refers to the consistency of the measurement. The test is reliable if $r_{count} > r_{table}$ by using KR-20

G. The Technique of Data Collecting

In completing the data, the next step of this research is collecting the data. The function of data collecting is to determine the result of the research. In collecting data the researcher was use some steps. They are:

1. Pre test
 - a. The researcher was prepare the test about 25 items.
 - b. The researcher was distribute the paper of the test to students of experimental class and control class.
 - c. The researcher was explain what students to do.
 - d. The researcher was give time.
 - e. The students was answer the question.
 - f. The students was collect their paper test to researcher.
 - g. The researcher was check the answer of students and found the mean score of control and experimental class
2. Treatment

After conducting pre test , the researcher was give a treatment to students who are in the experimental group. Experimental group was treat through applying collaborative strategic reading. Control group without get the treatment.

3. Post test

After giving treatment, the researcher was conducted a post test which is different from pre test. This post test the final test in the research , especially measuring the treatment, whether it is effective or not. after conducting the post test, the researcher analyzed the data. The researcher was find out the effect of collaborative strategic reading in the experimental class

H. The Technique of Data Analysis

In experimental design, the technique in analyzing the data was be used by t-test, because aimed to examine the difference between experimental class and control class. After experimental process, both of groups tested by using technique of data analysis as follow:

1. Requirement test

a. Normality test

In normality test, the data can be tested with Chi-quadrat:⁵

$$x^2 = \sum \left(\frac{fo - fn}{fn} \right)$$

Where :

x^2 = Chi Quadrat

fo = Frequency is gotten from the sample/result of observation (questioner)

⁵ Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 85

fn = Frequency is gotten from the sample as image from
frequency is hoped from the population.

2. Homogeneity Test

Homogeneity test used to find homogeneity of the variances of each class. If the both of groups are same, it can be called homogeneous. To test it, researcher will use formula as follow:⁶

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmalletvariant}}$$

3. Hypotheses test

The data analysis of data was done to find out the achievement of the two groups, that divided in to experimental group and control group. To know the difference between the groups, the researcher will use t-test as formula bellow:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

- T : The value which the statistical significant
- M1 : The average score of the experimental class
- M2 : The average score of the control class
-

$X1^2$: Derivational of experimental class

$X2^2$: Derivational of control class

n_1 : Number of experimental

n_2 : Number of control class⁷

⁷ Suharsimi Arikunto, p. 275.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research. It talks about the effect of Collaborative Strategic Reading (CSR) to Students' Reading Comprehension. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Description Data of Pre-test Experimental Class

As the experimental class, The researcher took class XI IPS 2 as experimental class. Based on the students' answers in pre-test the researcher has calculated the students' score in appendix 15. The total score of experimental class in pre-test was 1700, mean was 58,62, median was 56, modus was 52 range was 44, interval was 1, standard deviation was 11,724 and variant was 137,458, the researcher got the highest score was 76 and the lowest score was 32.

Tabel 4.1
The score of Experimental Class in Pre-test

Description	Pre-Test
Total Score	1700
Highest score	76
Lowest score	32
Mean	58,62
Median	56
Modus	52
Range	44
Interval	1
Standard deviation	11,724
Variant	137,458

From the table below, it can be concluded that the most students are in interval 52 - 55 (6 students/20,7%). The least students are in interval 32 – 43 (1 student/ 3,4%).

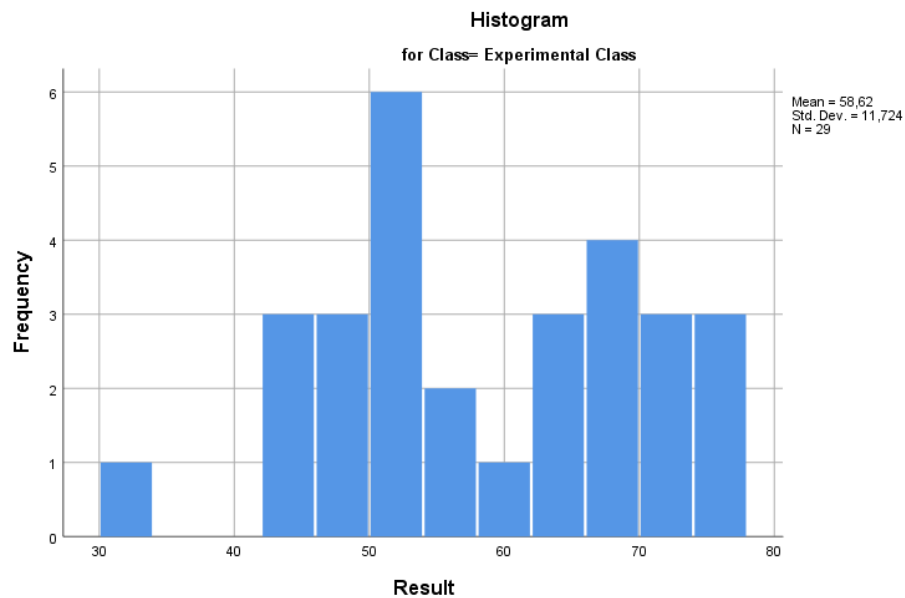
Tabel 4.2

Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Frequency	Percentages
1	32 – 43	1	3,4%
2	44 – 47	3	10,3%
3	48 – 51	3	10,3%
4	52 – 55	6	20,7%
5	56 – 59	2	6,9%
6	60 – 63	1	3,4%
7	64 – 67	3	10,3%
8	68 – 71	4	13,8%
9	72 – 75	3	10,3%
10	76 – 79	3	10,3%
	Total	29	100%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 32 up to 43 was 1, 44 up to 47 was 3, 48 up to 51 was 3, 52 up to 55 was 6, 56 up to 59 was 2, 60 up to 63 was 1, 64 up to 67 was 3, 68 up to 71 was 4 and 72 up to 76 was 6. The histogram shows that the highest interval (52- 55) was 6 and the lowest interval (32 - 43) was 1.

Histogram for Class Experimental Pre Test



2. Description Data of Pre-test Control Class

In pre-test of control class, the researcher calculated the result that had gotten by the students. The total score of control class in pre-test was 1516, mean was 54,14, median was 52, modus was 48, range was 44, interval was 2, standard deviation was 13,221 and variant was 174,794, the researcher got the highest score was 76 and the lowest score was 32.

Table 4.3
The score of Experimental Class in Post-test

Description	Pre -Test
Total Score	1516
Highest score	76
Lowest score	32
Mean	54,14
Median	52,00
Modus	48
Range	44
Interval	2
Standard deviation	13,221
Variant	174,794

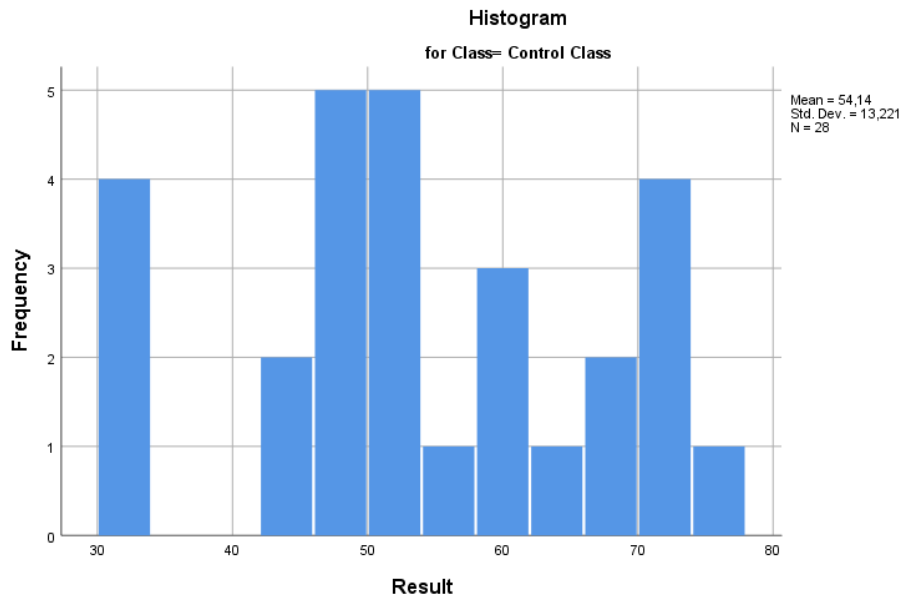
From the table below, it can be concluded that the most students are in interval 48 - 51 (5 students/17,9%). The least students are in interval 56 - 59 (1 student/3,6%).

Table 4.4
Frequency Distribution of Control Class in Pre-test

No	Interval Class	Frequency	Percentages
1	32 – 43	4	14,3%
2	44 – 47	2	7,1%
3	48 – 51	5	17,9%
4	52 – 55	5	17,9%
5	56 – 59	1	3,6%
6	60 – 63	3	10,7%
7	64 – 67	1	3,6%
8	68 – 71	2	7,1%
9	72 – 75	4	14,3%
10	76 – 79	1	3,6%
	Total	28	100%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 32 up to 43 was 4, 44 up to 47 was 2, 48 up to 51 was 5, 52 up to 55 was 5, 56 up to 59 was 1, 60 up to 63 was 3, 64 up to 67 was 1 and 68 up to 76 was 7. The histogram shows that the highest interval (68 - 76) was 7 and the lowest interval (56 - 59) was 1.

Histogram for Class control Pre Test



3. Description Data of Post-test Experimental Class

The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by spelling bee game. The total score of experimental class in post-test was 2524, mean was 87,03, median was 88, modus was 84, range was 24, interval was 1, standard deviation was 6,293 and variant was 39,303, the researcher got the highest score was 98 and the lowest score was 72.

Table 4.5
The score of Experimental Class in Post-test

Description	Post-Test
Total Score	2524
Highest score	96
Lowest score	72
Mean	87,03
Median	88,00
Modus	84
Range	24
Interval	1

Description	Post-Test
Standard deviation	6,293
Variant	39,303

From the table below, it can be concluded that the most students are in interval 84 - 87 (7 students/24,1%). The least students are in interval 72-75 (1 student/3.4%).

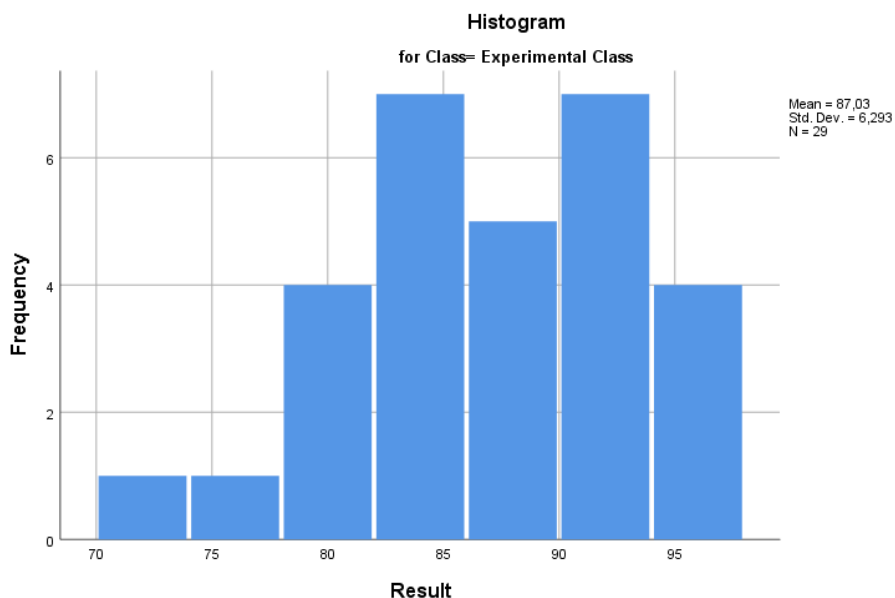
Table 4.6

Frequency Distribution of Experimental Class in Post-test

No	Interval Class	Frequency	Percentages
2	72 – 75	1	3,4%
3	76 – 79	1	3,4%
4	80 – 83	4	13,8%
5	84 – 87	7	24,1%
6	88 – 91	5	17,2%
7	92 – 95	7	24,1%
8	96 – 98	4	13,8%
	Total	29	100%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 72 up 75 was 1. 76 up to 79 was 1. 80 up to 83 was 4, 84 up to 87 was 7, 88 up to 91 was 5, 92 up to 95 was 7, and 96 up to 98 was 4. The histogram shows that the highest interval(84 - 87) was 7 and the lowest interval (72 - 29) was 1

Histogram for Class Experimental Post Test



4. Description Data of Post-test Control Class

The calculated of result that have gotten from students in control class in practicing the test after taught vocabulary by conventional technique. The total score of control class in post-test was 2188, mean was 78,14 , ,median was 80, modus was 84, range was 24, interval was 2, standard deviation was 7,179 and variant was 51,534, the researcher got the highest score was 92 and the lowest score was 68.

Table 4.7
The scoreof Control Class in Post-test

Description	Post-Test
Total Score	2188
Highest score	92
Lowest score	68
Mean	78,14
Median	80,00
Modus	84
Range	24

Description	Post-Test
Interval	2
Standard deviation	7,179
Variant	51,534

From the table below, it can be concluded that the most students are in interval 84-87 (6 students/21,4%). The least students are interval 88-91 (1 students/3.6%).

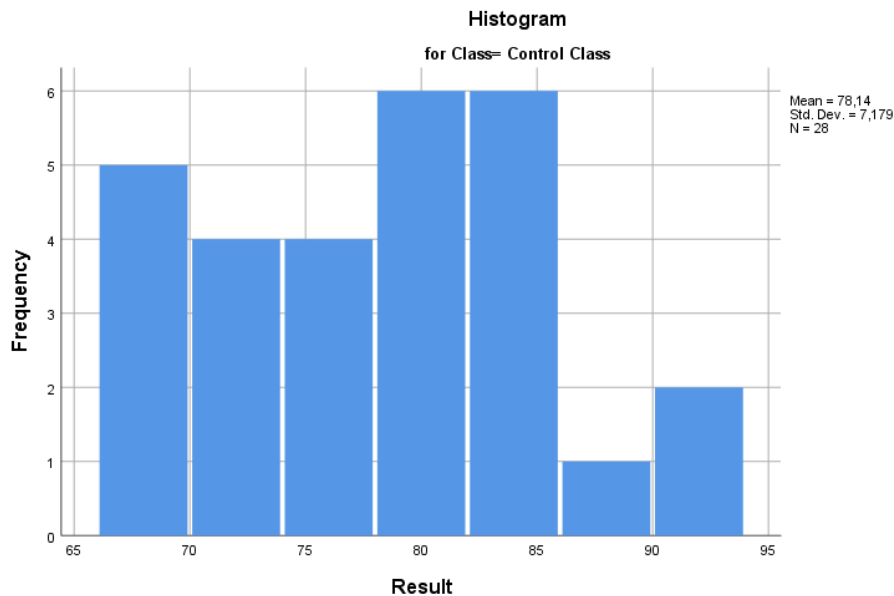
Table 4.8

Frequency Distribution of Control Class in Post-test

No	Interval Class	Frequency	Percentages
1	68 – 71	5	17,9%
2	72 – 74	4	14,3%
3	75 – 79	4	14,3%
4	80 – 83	6	21,4%
5	84 – 87	6	21,4%
6	88 – 91	1	3,6%
7	92 – 96	2	7,1%
	Total	28	100%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 68 up to 71 was 5. 72 up to 74 was 4. 75 up to 79 was 4 .80 up to 83 was 6. 83 up to 87 was 6, 88 up to 91 was 1, and 92 up to 96 was 2. The histogram shows that the highest interval (88-91) was 6 and the lowest interval (68-71) was 1.

. Histogram for Class Control Post Test



B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a. Pre- Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 (appendix 11) it was obtained that the experimental class was 0.117 and the control class was 0.079.

Tabel 4.9
Normality in Pre-test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	,162	29	,050	,943	29	,117
	Control Class	,136	28	,200	,934	28	,079

a. Lilliefors Significance Correction

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that pre-test data in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation (Appendix 12), obtained a significance value (sig) was 0.134. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on $\text{mean} > 0.05$, it means the pre-test value of the sample has a homogeneous variance.

Table 4.10
Homogeneity in Pre-test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,110	1	55	,741
	Based on Median	,035	1	55	,853
	Based on Median and with adjusted df	,035	1	51,592	,853
	Based on trimmed mean	,111	1	55	,740

b. Post- Test

1). Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 (appendix 13) it was obtained that the experimental class was 0.090 and the controll class was 0.070.

Table 4.11
Normality in Post-Test

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	,164	29	,044	,938	29	,090
	Control Class	,138	28	,186	,932	28	,070

a. Lilliefors Significance Correction

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that post-test in experimental class and control class were normally distributed.

2. Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.24 calculation (Appendix 14), obtained a significance value (sig) was 0.950. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on $\text{mean} > 0.05$, it means the post-test value of the sample has a homogeneous variance.

Table 4.12
Homogeneity of Post-test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,682	1	55	,412
	Based on Median	,490	1	55	,487
	Based on Median and with adjusted df	,490	1	53,278	,487
	Based on trimmed mean	,751	1	55	,390

C. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous

variance, so to test the hypothesis using Independent Sample T-test using SPSS v.24. The hypothesis that will be tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant Effect of Collaborative Strategic Reading (CSR) to Students' Reading Comprehension of The Grade XI SMA N 3 Padangsidempuan

If $H_a : \mu_1 \neq \mu_2$ means there is significant Effect of Collaborative Strategic Reading (CSR) to Students' Reading Comprehension of The Grade XI SMA N 3 Padangsidempuan

Based on the results of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$. Based on the test criteria, H_0 is rejected and H_a is accepted. It means that the average of students' Reading Comprehension in experimental class using Collaborative Strategic Reading increased than average of students' Reading Comprehension in control class.

So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that "Collaborative Strategic Reading significantly affects on Reading Comprehension at the XI grade students of SMAN 3 Padangsidempuan.

D. Discussion

The result of this research found that Collaborative Strategic Reading gives the significant effect for students in XI grade. It can be seen from the research hypothesis that there is the significant Effect of

Collaborative Strategic Reading (CSR) to Students' Reading Comprehension of The Grade XI SMA N 3 Padangsidimpuan

Based on pre-test that was given to students' before treatment, the students got mean score 58.62 for experimental class and 54.14 was in control class. While in the posttest, the mean score of experimental class was 87.03 and control class was 78.14.

The researcher also provided the similar cases with this research. The first researcher was conducted by Suci Aulia. The researcher the main focus of this research was to find out whether there was a significant effect between using and without using Magazine on students' reading comprehension of descriptive text at State Junior High School 4 Pekanbaru. The researcher formulated the problems that would be answered by using the quantitative research. This research had two variables, Magazine as an independent variable and students' reading comprehension as a dependent variable. The type of research was a Quasi experimental research. The subject of this research was the seventh- grade students at State Junior High School 4 Pekanbaru. The researcher took two classes: experimental and control class. There were 80 students as sample from 355 students at State Junior High School 4 Pekanbaru. In collecting the data, the researcher used multiple choice test. In analyzing the data, the researcher used an independent t-test formula by using SPSS 23 version. Based on the analysis of T-test Formula, H_a is accepted because the sig. value is $0.021 < 0.05$. The research concludes that there is a significant effect of using Magazine on

reading comprehension in descriptive text of the seventh-grade students at State Junior High School 4 Pekanbaru.¹

The second researcher was conducted by Fatemeh Khonamri. The purpose of this study was to determine how collaborative strategic reading may increase critical reading of EFL students at the intermediate level. Forty students majoring in English language literature at the University of Mazandaran participated in this study. In the experimental group, the students were taught collaborative strategic reading. The students in the control group were taught in the traditional way. The instruction of both groups lasted for 10 sessions and every session continued for 90 minutes. A pre test and post test were given to both groups before and after the treatment. A self designed questionnaire and interview were also administered to the experimental group only in order to examine the attitude of students toward Collaborative Strategic Reading (CSR) strategy. A two-tailed independent sample t-test was applied to analyze the pre test and post test results of the experimental and control group to check if there was any significant difference between the students' performance regarding their critical reading ability. The result indicated that students in the experimental group with Collaborative Strategic Reading (CSR) strategy instruction outperformed the students in the control group. Therefore, the finding in this study indicated that Collaborative Strategic Reading (CSR) strategy

¹ Suci Aulia, "The Effect of Using Magazine on Students' Reading Comprehension at State Junior High School 4 Pekanbaru" 2017. P. 760

instruction improved students' critical reading. The results of the self-designed questionnaire and interview revealed that students had a positive attitude toward Collaborative Strategic Reading (CSR).²

E. Threats of The Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the title until the technique of analyzing the data, and from arranging proposal until finishing thesis, so the researcher knew that it was far from the excellent thesis.

The researcher found the threats of this research as follow:

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.

² Fetemeh Khonamriand., Amoli Maedeh Karimabadi Ayatollah. (2015). "*Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learner*". Science and Research University, Iran .

3. The students were too enthusiastic in discussing the text. It made them be not followed the rule of treatment when the teacher gives other text, the students feel confused to understand the whole text.
4. Some of them were not interested in learning English and give the impact to their answer.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on result of the research in Chapter IV can be concluded there was significant effect of Collaborative Strategic Reading (CSR) to Students' Reading Comprehension of The Grade XI SMA N 3 Padangsidimpuan. the researcher took some points as below:

1. Pre-test result of students in experimental research at the XI grade of SMAN 3 Padangsidimpuan was 58,62 and controll class was 54,14.
2. Posttest result of students in experimental research at the XI grade of SMAN 3 Padangsidimpuan was 87,03 and controll class was 78,14.
3. There is significant effect of Collaborative Strategic Reading to Students' Reading Comprehension of The Grade XI SMA N 3 Padangsidimpuan. It is because performing T-test which shows that $t_{hitung} = 4,977$, significance value (sig) $\alpha = 0,05$ and $dk = 29 + 28 - 2 = 55$ with $t_{tabel} = 2,00404$ $t_{hitung} > t_{tabel}$, H_a was accepted. It means that the mean score of students' Reading Comprehension by using Collaborative Strategic Reading is better than conventional teaching.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate strategy to teach or explain English subject to the students so that the students can enjoy and increase their skill in learning English.
2. To students of SMA N 3 Padangsidempuan, the researcher suggests when the teacher explain in front of you, you should concentrate and do not cheat with your friends. Also you can use any strategy for learning that can make you more enjoyable.
3. The next researcher, this research hoped can be as a referention to apply in their research. This research can help them to conduct further research in the same topic. Eventought, there is a difference between this research with the next research on the variable or skills but same on the media. So, the other researcher hoped can get many information from this research.

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CURRICULUM VITAE



A. Identity

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B. Parents

Father's Name : Thamrin Siregar
Mother's Name : Nurjannah

C. Educational Background

1. Elementary School : SD Negeri 200211 Padangsidimpuan, 2012
2. Junior High School : SMP Negeri 5 Padangsidimpuan, 2015.
3. Senior High School : SMA Negeri 3 Padangsidimpuan, 2018.
4. University : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan,
2018 - 2022

Appendix 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMAN 3 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI IS-2
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti

1. **KI 1 dan KI 2 : menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong-royong, kerjasama, toleran, damai), tanggungjawab, responsive, dan pro- aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
2. **KI 3** : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah penyebab .

3. **KI 4:** mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan .

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar :
 - a. Mampu memahami text yang sedang dipelajari dengan benar
 - b. Mampu menjawab pertanyaan terkait dengan text
2. Indikator :
 - a. Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi tema atau topic, mengidentifikasi main idea memahami *vocabulary* dan dapat memberikan kesimpulan text

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- a. Siswa mampu memahami text dengan baik dengan bantuan yang diberikan oleh guru
- b. Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan recount text

D. Materi Pembelajaran

- a. Recount tex

E. Metode Pembelajaran

1) Metode Pembelajaran : Collaborative Strategic Reading

F. Media Pembelajaran

1. Media

- a. Worksheet atau lembar kerja (siswa)
- b. Buku paket

2. Alat/Bahan

- a. Spidol, papan tulis

G. Sumber Belajar : Buku yang berkaitan, internet

H. Langkah-Langkah Pembelajaran

Teacher's Activity	Procedure of Collaborative Strategic Reading	Student's Activity
1. Guru Melakukan pembukaan dengan salam pembuka		1. Siswa menjawab salam bersama
2. Guru meminta salah satu siswa untuk memimpin doa sebelum memulai mata pelajaran		2. Siswa berdoa menurut agama dan kepercayaan masing-masing
3. Guru Memeriksa kehadiran peserta didik sebagai sikap		3. Siswa mendengarkan dan mengangkat tangan sesuai namanya
4. Memyiapkan fisik dan psikis peserta didik untuk memulai pembelajaran		4. Siswamempersiapkan diri untuk belajar
5. Memperkenalkan		5. Siswa mendengarkan

Teacher's Activity	Procedure of Collaborative Strategic Reading	Student's Activity
<p>diri pada siswa Dan menyampaikan maksud kedatangan ke dalam kelas</p> <p>6. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</p>		<p>tujuan belajar</p> <p>6. Siswa menjawab pertanyaan guru sesuai topik</p>
	<ol style="list-style-type: none"> 1. Preview <ol style="list-style-type: none"> a. Peneliti membagi kelompok untuk siswa b. Peneliti membagi kertas untuk setiap kelompok c. Peneliti menjelaskan apa yang harus di kerjakan siswa 2. Clink and Clunk <ol style="list-style-type: none"> a. Siswa membaca teks yang sudah diberikan peneliti b. Siswa mengerjakan beberapa tugas yang di berikan peneliti 3. Get the gist <ol style="list-style-type: none"> a. Peneliti memberi 	

Teacher's Activity	Procedure of Collaborative Strategic Reading	Student's Activity
	<p>waktu siswa untuk mengerjakannya</p> <p>b. Para siswa mengumpul soal kepada peneliti</p> <p>4. Wrap up</p> <p>a. Siswa mempresentasian hasil tugas dideapan kelas</p>	
<p>1. Guru Meminta siswa agar mengulang dan mempraktekkan Collaborative Strategic Reading agar lebih mudah dalam pembelajaran selanjutnya</p> <p>2. Guru Menutup kelas atau mengakhiri pembelajaran dengan salam</p>		<p>1. Membuat resume tentang point- point penting yang muncul dalam kegiatan pembelajaran yang dilakukan yang dilakukan</p> <p>2. Mengumpulkan lembar kerja yang telah dikerjakan</p> <p>3. Siswa menjawab salam bersama</p>

H. Penilaian : The Amount of Correct Answer in Completion

Sub Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrum ent Soal
1. Identify the information 2. Identity the topic 3. Identify main idea 4. Give conclusion 5. Understand vocabulary	Tes Tulisan	Multiple Choice	Multiple Choice Question (choose thebest answer by crossing (x) a, b, c, or d)

September 2022
Mengetahui:

English Teacher

Padangsidempuan,

Peneliti

SYARIPUDDIN SIREGAR
NIP. 19690602 199512 1 002

ERIN FEBRYANNA SRG
NIM. 18 203 000

Appendix 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMAN 3 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas : XI IS-2

Alokasi Waktu : 2 x 45 Menit

C. Kompetensi Inti

1. **KI 1 dan KI 2 : menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong-royong, kerjasama, toleran, damai), tanggungjawab, responsive, dan pro- aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
2. **KI 3** : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah penyebab .

3. **KI 4:** mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan .

D. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3. Kompetensi Dasar : a. Mampu memahami text yang sedang dipelajari dengan benar

b. Mampu menjawab pertanyaan terkait dengan text

4. Indikator :

a. Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi tema atau topic, mengidentifikasi main idea memahami *vocabulary* dan dapat memberikan kesimpulan text

I. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

c. Siswa mampu memahami text dengan baik dengan bantuan yang diberikan oleh guru

d. Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan recount text

J. Materi Pembelajaran

b. Recount text

K. Metode Pembelajaran

1) Metode Pembelajaran : Conventional Strategy

L. Media Pembelajaran

E. Media

1. Worksheet atau lembar kerja (siswa)
2. Buku paket

F. Alat/Bahan

1. Spidol, papan tulis

M. Sumber Belajar : Buku yang berkaitan, internet

N. Langkah-Langkah Pembelajaran

Teacher's Activity	Procedure	Student's Activity
<ol style="list-style-type: none">1. Guru Melakukan pembukaan dengan salam pembuka2. Guru meminta salah satu siswa untuk memimpin doa sebelum memulai mata pelajaran3. Guru Memeriksa kehadiran peserta didik sebagai sikap4. Memyiapkan fisik dan psikis peserta didik untuk memulai pembelajaran	<ol style="list-style-type: none">1. Peserta didik diberikan rangsangan, motivasi atau warmup sebelum belajara agar peserta didik focus dan semangat untuk belajar serta memberikan text atau materi untuk dipelajari bersama-sama.2. Guru meminta siswa membaca	<ol style="list-style-type: none">1. Siswa menjawab salam bersama2. Siswa berdoa menurut agama dan kepercayaan masing-masing3. Siswa mendengarkan dan mengangkat tangan sesuai namanya4. Siswamempersiapkan diri untuk belajar5. Siswa mendengarkan tujuan belajar6. Siswa menjawab pertanyaan guru sesuai topik

Teacher's Activity	Procedure	Student's Activity
<p>5. Memperkenalkan diri pada siswa Dan menyampaikan maksud kedatangan ke dalam kelas</p> <p>6. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</p>	<p>text yang telah diberikan secara bergiliran</p> <p>3. Guru menjelaskan tentang recount text</p> <p>4. Guru mengajukan pertanyaan dan memberikan kesempatan kepada siswa untuk bertanya kembali mengenai penjelasan pembelajaran</p> <p>5. Siswa bekerja sendiri atau tidak berkelompok</p> <p>6. Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut</p> <p>7. Guru membantu dan memandu siswa menjawab lembar kerja</p>	

Teacher's Activity	Procedure	Student's Activity
<p>1. Guru Meminta siswa untuk mengulang kembali pembelajaran atau materi di rumah agar lebih memudahkan siswa dalam pembelajaran berikutnya</p> <p>2. Guru Menutup kelas atau mengakhiri pembelajaran dengan salam</p>		<p>1. Mengumpulkan lembar kerja yang telah dikerjakan</p> <p>2. Siswa menjawab salam bersama</p>

H. Penilaian : The Amount of Correct Answer in Completion

Sub Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
<p>1. Identify the information</p> <p>2. Identity the topic</p> <p>3. Identify main idea</p> <p>4. Give conclusion</p> <p>5. Understand vocabulary</p>	Tes Tulisan	Multiple Choice	<p>Multiple Choice Question</p> <p>(choose the best answer by crossing (x) a, b, c, or d)</p>

September 2022

Mengetahui:

English Teacher

Padangsidempuan,

Peneliti

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Appendix 3

A. Pre-Test

New year

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

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

Read the text above and choose a, b, c, or d by crossing (x) !

1. When did the clock stopped?
 - a. At 5.12
 - b. At 11.55
 - c. at 12.00
 - d. at 12.02
2. Why did the people gather under the Town Hall clock?
 - a. To welcome the new year
 - b. To see the newly bought clock
 - c. to strike the laughing
 - d. to stop people who shouted
3. Based on the text, where was the writer?
 - a. At the center of Town
 - b. At home
 - c. at the beach
 - d. at the market

10. "the big clock refused to welcome the new year" what is the synonym of word..
- a. Reject c. admit
 - b. Accept d. hate

Amazing Holiday

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

On Friday morning we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. at 5 p.m. we heard the announcement that Borobudurgate would be closed, In the evening we left for Jakarta by wisata bus.

Read the text above and choose a, b, c, or d by crossing (x) !

11. The text above mainly discusses about....
- a. The writer's trip to Yogyakarta
 - b. The writer's first visit to Prambanan
 - c. The writer's impression about the guide
 - d. The writer's experience at YogyaKraton
12. The text is written in the form of a/an....
- a. Recount c. report
 - b. Narrative d. anecdote

13. The purpose of the text is to....
- a. Tell past events
 - b. Entertain readers
 - c. describe the smugglers
 - d. inform readers about events of the day
14. What are the big temples in Prambanan?
- a. Angkor wat, syiwa, and sudra temples
 - b. Paria, brahmana, temples
 - c. Brahmana, syiwa and wisnu temples
 - d. Borobudur, syiwa and brahmana temples
15. When did they go home?
- a. On Saturday morning
 - b. On Friday morning
 - c. On Friday afternoon
 - d. On Saturday evening
16. Why did they only visit Brahmana and Syiwa temples?
- a. Because there was no wisnu temples
 - b. Because wisnu temple wa being repaired
 - c. Because wisnu temple was too small
 - d. Because wisnu temple was being destroyed
17. They were lucky because they were led by...
- a. Arrogant and humble guide
 - b. Calm and smart guide
 - c. Friendly and nervously guide
 - d. Smart and friendly guide
18. What time that they arrived at Borobudur Temple?
- a. Three p.m.
 - b. Five p.m.
 - c. six p.m.
 - d. seven p.m.

19. When did they go to Yogyakarta?

- a. On Friday morning
- b. On Saturday evening
- c. On Wednesday evening
- d. On Friday evening

20. Where did they stay ?

- a. Dirgahayu Hotel
- b. Malioboro Hotel
- c. Yogyakarta Hotel
- d. Prambanan Hotel

Golden Son

Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly, Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office.

The other children had gone to school. Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come to help his mother. The neighbor soon put out the fire and took Yusuf and his mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "when you are a man, you will be just like your father," she said.

Read the text above and choose a, b, c, or d by crossing (x) !

21. Who did took Mrs. Damiri to the clinic?

- a. Her son
- b. Her husband
- c. Her neighbor
- d. Her children

22. The main idea of the second paragraph is....

- a. Mrs. Damiri got accident
- b. Mr. Damiri was proud of his son
- c. Yusuf asked his neighbor to help his mother
- d. Mr. Damiri and his other children had gone

23. How did the neighbor help Mrs. Damiri?

- a. He called Mrs. Damiri „s husband
- b. He called the fireman and put on he fire
- c. He ran to the kitchen
- d. He put out the fire and took Mrs, Damiri to the clinic

24. What is the name of the youngest child of Mr. Damiri?

- a. Damiri c. Yunus
- b. Yusuf d. Yahya

25. What did Yusuf do when his mother burnt herself in the kitchen?

- a. Playing game online
- b. Gone to school
- c. Playing with his new toy car
- d. He were sleeping

B. Post- Test

Semester Holiday

On semester holiday, Harry and his family went to Cibodas Botanical Garden in Puncak. They went from Jakarta early in the morning to avoid traffic jam, but unfortunately, they still got trapped in traffic jam. They were confused, should they go back home or wait. Then their driver decided to use an alternative way. He took them to small streets, from village to village. It was so far. Harry almost gave up and wanted to throw up. They arrived at the destination three hours later.

When they reached there, Harry felt his tiredness has gone. The view was amazing. There's a mountain so the air was fresh. The garden was big. They saw many plants. They sat and ate on the grass while Harry and his brother were swimming in the river. When they decided to go back home, they heard the Rafflesia Arnoldi was blooming that day. They couldn't pass that rare opportunity. For the first time in forever, Harry saw that giant flower in front of him. He was in awe. Although the flower smelled bad, it was beautiful. He took a picture in front of the flower.

They went back home later after the sunset. It was a tiring yet satisfying holiday for their family.

Read the text above and choose a, b, c, or d by crossing (x) !

1. What is the text about?
 - a. The best time with family
 - b. Harry's tiring experience
 - c. Harry's holiday experience
 - d. Family trip

2. How did Harry's family reach the destination?
 - a. By breaking through the traffic jam
 - b. By waiting for the traffic jam
 - c. By using alternative way to smaller streets
 - d. By using the highway

3. What made Harry awestruck?
 - a. He felt fresh air
 - b. The flower smelt bad
 - c. He saw beautiful flower
 - d. He saw Rafflesia Arnoldi bloomed

4. "he took us to small streets....." the word he in that sentence refer to...
 - a. The driver
 - b. Harry
 - c. Harry's brother
 - d. Harry's family

5. "it was a tiring yet satisfying holiday for their family." The underlined word has similar meaning with...
 - a. Journey
 - b. Visit
 - c. Vacation
 - d. Trip

6. Where did Harry take a picture?
 - a. At swimming pool
 - b. In the garden
 - c. in front of the flower
 - d. in the car

7. Why is the driver use alternative way?
 - a. Because there is giant on the street
 - b. Because the streets are broke
 - c. Because there is traffic jam

- d. Because they want enjoy another street
8. Where did Harry's family go for holiday?
- a. Cibodas Botanical Garden in Puncak
 - b. Kebunraya Bogor
 - c. Jakarta
 - d. Cibodas
9. When did they back home?
- a. In evening c. at Sunset
 - b. In morning d. at Sunrise
10. When did Harry and his family go for holiday?
- a. On semester holiday c. on IdulFitri
 - b. On weekend d. on new year

A trip to Mount Fuji

July 2016, I went to west Tokyo by plane. It was my first journey to Japan. I took a trip to mount Fuji. I stayed at Sakura's House. She is my friend in Japan. We were a classmate at Senior High School. Sakura's house has a big garden with lots of green flowers and beautiful sand. It was perfect element of a traditional wooden house.

On Sunday morning, I started my journey to the Mountain. At Shizuka Prefecture, I met Yamato. He was my guiding to Mount Fuji. We took sushi for breakfast. Oh my god, it was delicious. At 9:00 a.m. local time, we prepared and checked our stuff to continue this journey. I couldn't say anything when I looked at the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language "korewasubarshidesu." It means that it was

amazing. Then, I replayed “ hai, sodesu.” It means that yes, it was.

We reached the top of Mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn’t forget. It was called “HatsuHinode” it means that it was my first time to see sunrises in mount Fuji.

Finally, I, Yamato and the other traveler went home by the blessing mount Fuji. That was a very pleasant moment that I ever got.

Read the text above and choose a, b, c, or d by crossing (x) !

11. When did the writer go to Tokyo?

- a. In June 2006 c. in June 2016
- b. In July 2016 d. in July 2006

12. How did the writer go there?

- a. By car c. By palne
- b. By train d. By motorcycle

13. Where did the writer stay in Tokyo?

- a. Sakuras’s house c. on mount Fuji
- b. Yamato’s house d. in plane

14. Who is Sakura?

- a. Her tour guide c. her friend
- b. her sister d. Traveler

15. When did the writer go to mount Fuji?

- a. On Monday morning c. on Sunday evening

- b. On Sunday morning d. on Monday evening

16. "that was a very pleasant moment" what
is the synonym of underlined word...

- a. Pleasure c. amazing
b. Terrible d. Bored

17. "wereached the top of mountain" what is the
close meaning of underline word....

- a. Carry c. get
b. Make d. Complete

13. What was the writer bring from Mount Fuji?

- a. Sushi c. blessing of mount Fuji
b. Fruits d. blessing from God

14. How was the trip to Mount Fuji?

- a. It was enjoyable trip
b. It was an unforgettable trip
c. It was a long and tiring trip
d. It was tiring trip and terrible

15. Where did the writer meet Yamato?

- a. At mount Fuji c. at sakura's house
b. At Shizuoka Perpecture d. at plane

Key Words of Pre-Test

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

Key Words Post- Test

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

APPENDIX 4

REALIBILITY

PRE TEST

Case Processing Summary

		N	%
Cases	Valid	17	100.0
	Excluded ^a	0	.0
	Total	17	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.757	31

Jika Nilai Sig.< 0,05 maka instrument soal tersebut valid.

Interpretasi Nilai Validitas

0,800 – 1,00 : sangat tinggi

0,600 – 0,799 : tinggi

0,400 – 0,599 : cukup

0,200 – 0,399 : rendah

0,000 – 0,199 : sangat rendah

- a. Jika nilai Cronbach Alpha > r tabel maka tes dinyatakan reliabel.
- b. Jika nilai Cronbach Alpha < r tabel maka tes dinyatakan tidak reliabel.

Jadi, nilai Cronbach Alpha yang diperoleh adalah 0,793 sedangkan untuk nilai t tabel adalah 0,482 dengan jumlah N = 17. Bisa disimpulkan bahwa nilai Cronbach Alpha > r tabel (0,793 > 0,482) jadi tes ini dinyatakan reliabel.

Case Processing Summary

		N	%
Cases	Valid	17	100.0
	Excluded ^a	0	.0
	Total	17	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.756	6

POSTEST

Case Processing Summary

		N	%
Cases	Valid	17	100.0
	Excluded ^a	0	.0
	Total	17	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.748	31

Case Processing Summary

		N	%
Cases	Valid	17	100.0
	Excluded ^a	0	.0
	Total	17	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.803	6

APPENDIX 5

Score of Experimental Class in Pre-test

No.	The Names of Students (N)	Pre-test
1	AW	44
2	A	52
3	AS	64
4	AV	72
5	CC	68
6	DM	44
7	DA	48
8	EA	52
9	EG	76
10	FS	52
11	FK	64
12	HB	44
13	JZ	72
14	KF	48
15	KH	68
16	ML	52
17	MLH	76
18	MA	52
19	NR	76
20	NRS	68
21	NS	52
22	NB	64
23	NSN	48
24	PA	56
25	PS	72
26	RM	60
27	RN	68
28	RI	32
29	S	56
Total		1700

APPENDIX 6

Score of Control Class in Pretest

No.	The Names of Students (N)	Pre-test
1	AA	32
2	ALP	64
3	DA	48
4	DNL	72
5	FHH	32
6	FHA	60
7	FYS	72
8	HAI	48
9	ID	68
10	ISH	32
11	IAN	56
12	K	52
13	LA	48
14	M	52
15	MF	72
16	MRA	60
17	NZ	48
18	PA	32
19	RH	44
20	RAJ	76
21	RR	52
22	RHH	60
23	SF	72
24	SH	48
25	SP	52
26	SA	68
27	SL	52
28	T	44

Total	1516
-------	------

APPENDIX 7

Score of Experimental Class in Post-test

No.	The Names of Students (N)	Pre-test
1	AW	76
2	A	80
3	AS	84
4	AV	92
5	CC	96
6	DM	72
7	DA	88
8	EA	92
9	EG	96
10	FS	84
11	FK	92
12	HB	88
13	JZ	96
14	KF	84
15	KH	80
16	ML	84
17	MLH	92
18	MA	84
19	NR	88
20	NRS	92
21	NS	96
22	NB	80
23	NSN	88
24	PA	84
25	PS	92
26	RM	88
27	RN	84
28	RI	80
29	S	92
Total		2524

APPENDIX 8

Score of Control Class in Post-test

No.	The Names of Students (N)	Post-test
1	AA	68
2	ALP	76
3	DA	80
4	DNL	84
5	FHH	68
6	FHA	76
7	FYS	84
8	HAI	80
9	ID	92
10	ISH	76
11	IAN	80
12	K	88
13	LA	68
14	M	92
15	MF	84
16	MRA	80
17	NZ	76
18	PA	72
19	RH	68
20	RAJ	84
21	RR	80
22	RHH	72
23	SF	84
24	SH	72
25	SP	84
26	SA	80
27	SL	72
28	T	68

Total	2188
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APPENDIX 9

The Score of Pre-Test And Post-Test at Experimental Class

No.	The Names of Students (N)	Pre-test	Post-test
1	AW	44	76
2	A	52	80
3	AS	64	84
4	AV	72	92
5	CC	68	96
6	DM	44	72
7	DA	48	88
8	EA	52	92
9	EG	76	96
10	FS	52	84
11	FK	64	92
12	HB	44	88
13	JZ	72	96
14	KF	48	84
15	KH	68	80
16	ML	52	84
17	MLH	76	92
18	MA	52	84
19	NR	76	88
20	NRS	68	92
21	NS	52	96
22	NB	64	80
23	NSN	48	88
24	PA	56	84
25	PS	72	92
26	RM	60	88
27	RN	68	84
28	RI	32	80
29	S	56	92
Total		1700	2524

APPENDIX 10

The Score of Pre-Test And Post-Test at Control Class

No.	The Names of Students (N)	Pre-test	Post-test
1	AA	32	68
2	ALP	64	76
3	DA	48	80
4	DNL	72	84
5	FHH	32	68
6	FHA	60	76
7	FYS	72	84
8	HAI	48	80
9	ID	68	92
10	ISH	32	76
11	IAN	56	80
12	K	52	88
13	LA	48	68
14	M	52	92
15	MF	72	84
16	MRA	60	80
17	NZ	48	76
18	PA	32	72
19	RH	44	68
20	RAJ	76	84
21	RR	52	80
22	RHH	60	72
23	SF	72	84
24	SH	48	72
25	SP	52	84
26	SA	68	80
27	SL	52	72
28	T	44	68

Total	1516	2188
-------	------	------

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Experimental Class

$$\text{High} = 76$$

$$\text{Low} = 32$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 76 - 32$$

$$= 44$$

$$\text{Total of classes (K)} = 1 + 3.3 \log (29)$$

$$= 1 + 3.3 \log(29)$$

$$= 1 + 3.3 (1.462)$$

$$= 1 + 4.96$$

$$= 4.8$$

$$= 5$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{44}{5} = 8.8 = 9$$

Statistics			
		X1	Interval
N	Valid	29	29
	Missing	0	0
Mean		58,62	1,00

Std. Error of Mean	2,177	,000
Median	56,00	1,00
Mode	52	1
Std. Deviation	11,724	,000
Variance	137,458	,000
Range	44	0
Minimum	32	1
Maximum	76	1
Sum	1700	29

Result					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	3,4	3,4	3,4
	44	3	10,3	10,3	13,8
	48	3	10,3	10,3	24,1
	52	6	20,7	20,7	44,8
	56	2	6,9	6,9	51,7
	60	1	3,4	3,4	55,2
	64	3	10,3	10,3	65,5
	68	4	13,8	13,8	79,3
	72	3	10,3	10,3	89,7
	76	3	10,3	10,3	100,0
Total	29	100,0	100,0		

B. Controll Class

High = 72

Low = 32

Range (R) = high score – low score

$$= 76 - 32$$

$$= 44$$

Total of classes (K) = $1 + 3.3 \log (28)$

$$= 1 + 3.3 \log (28)$$

$$=1 + 3.3 (1.447)$$

$$=1 + 4.77$$

$$=5.77$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{28}{6} = 4.66 = 5$$

Statistics			
		X2	Interval
N	Valid	28	28
	Missing	0	0
Mean		54,14	2,00
Std. Error of Mean		2,499	,000
Median		52,00	2,00
Mode		48 ^a	2
Std. Deviation		13,221	,000
Variance		174,794	,000
Range		44	0
Minimum		32	2
Maximum		76	2
Sum		1516	56
a. Multiple modes exist. The smallest value is shown			

Result					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	4	14,3	14,3	14,3
	44	2	7,1	7,1	21,4
	48	5	17,9	17,9	39,3
	52	5	17,9	17,9	57,1
	56	1	3,6	3,6	60,7
	60	3	10,7	10,7	71,4
	64	1	3,6	3,6	75,0

	68	2	7,1	7,1	82,1
	72	4	14,3	14,3	96,4
	76	1	3,6	3,6	100,0
	Total	28	100,0	100,0	

C. Experimental- Control Class Normality Result in Pre-test

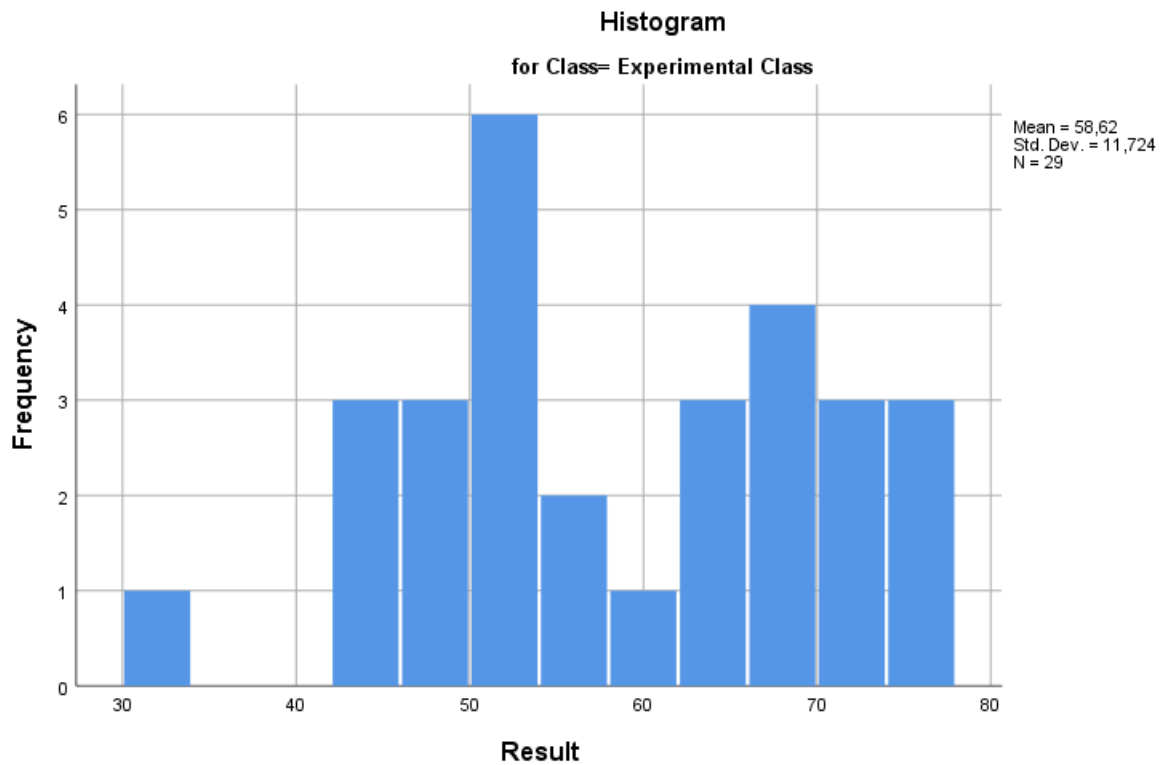
Case Processing Summary							
		Cases					
		Valid		Missing		Total	
Class		N	Percent	N	Percent	N	Percent
Result	Experimental Class	29	100,0%	0	0,0%	29	100,0%
	Control Class	28	100,0%	0	0,0%	28	100,0%

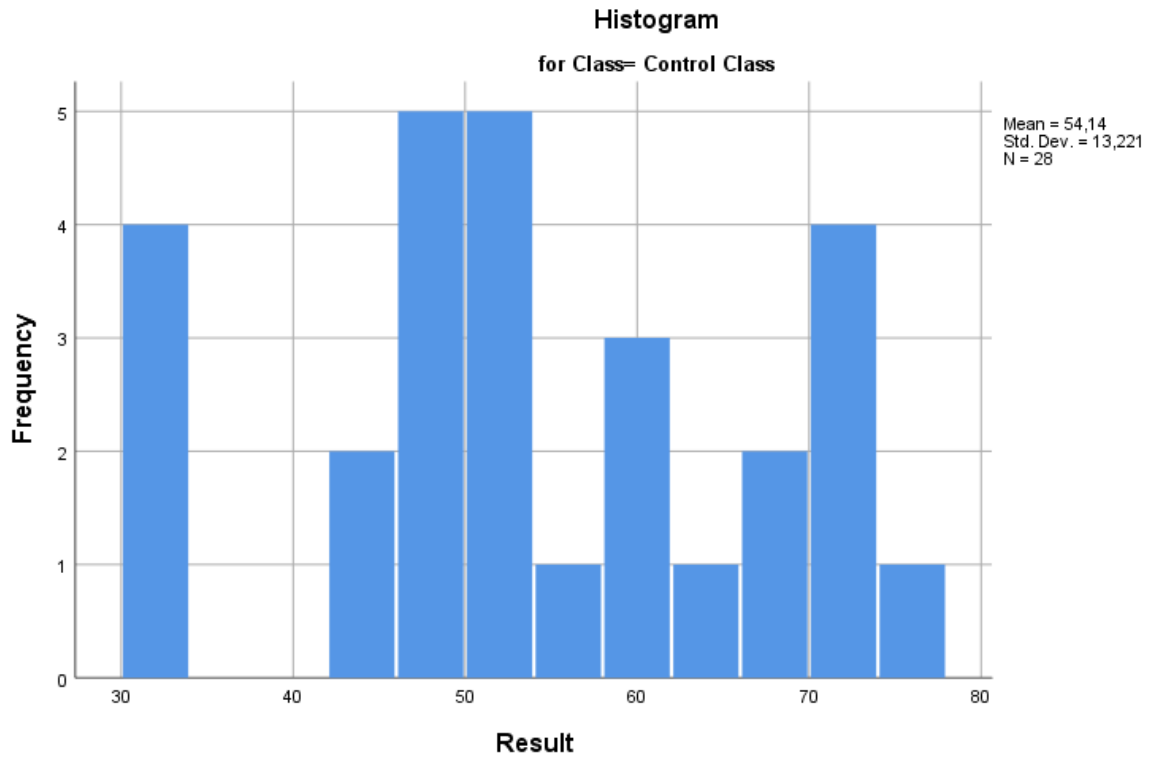
Descriptives					
	Class			Statistic	Std. Error
Result	Experimental Class	Mean		58,62	2,177
		95% Confidence Interval for Mean	Lower Bound	54,16	
			Upper Bound	63,08	
		5% Trimmed Mean		58,93	
		Median		56,00	
		Variance		137,458	
		Std. Deviation		11,724	
		Minimum		32	
		Maximum		76	
		Range		44	
		Interquartile Range		18	
		Skewness		-,164	,434
		Kurtosis		-,792	,845
		Control Class	Mean		54,14
	95% Confidence Interval for Mean		Lower Bound	49,02	
			Upper Bound	59,27	
	5% Trimmed Mean		54,22		
	Median		52,00		
	Variance		174,794		
	Std. Deviation		13,221		
Minimum			32		
Maximum		76			

		Range	44	
		Interquartile Range	19	
		Skewness	-,114	,441
		Kurtosis	-,773	,858

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	,162	29	,050	,943	29	,117
	Control Class	,136	28	,200	,934	28	,079

a. Lilliefors Significance Correction





Appendix 12

Result of Homogeneity in Pre-Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,110	1	55	,741
	Based on Median	,035	1	55	,853
	Based on Median and with adjusted df	,035	1	51,592	,853
	Based on trimmed mean	,111	1	55	,740

ANOVA					
Result					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	285,639	1	285,639	1,834	,181
Within Groups	8568,256	55	155,786		

Total	8853,895	56			
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Appendix 13

RESULT OF NORMALITY TEST IN POST-TEST

A. Experimental Class

High = 96

Low = 72

Range (R) = high score – low score

$$= 96 - 72$$

$$= 24$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(32)$$

$$= 1 + 3.3 \log(32)$$

$$= 1 + 3.3 (1.505)$$

$$= 1 + 4.96$$

$$= 5.9$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{24}{6} = 4 = 5$$

Statistics			
		X1	Interval
N	Valid	29	29
	Missing	0	0
Mean		87,03	1,00

Std. Error of Mean	1,169	,000
Median	88,00	1,00
Mode	84 ^a	1
Std. Deviation	6,293	,000
Variance	39,606	,000
Range	24	0
Minimum	72	1
Maximum	96	1
Sum	2524	29

a. Multiple modes exist. The smallest value is shown

Result					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	3,4	3,4	3,4
	76	1	3,4	3,4	6,9
	80	4	13,8	13,8	20,7
	84	7	24,1	24,1	44,8
	88	5	17,2	17,2	62,1
	92	7	24,1	24,1	86,2
	96	4	13,8	13,8	100,0
	Total	29	100,0	100,0	

B. Control Class

High = 72

Low = 48

Range (R) = high score - low score

$$= 96 - 72$$

$$= 24$$

$$\begin{aligned}
\text{Total of classes (K)} &= 1 + 3.3 \log(28) \\
&= 1 + 3.3 \log(28) \\
&= 1 + 3.3 (1.447) \\
&= 1 + 4.77 \\
&= 5.77 \\
&= 6
\end{aligned}$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{28}{6} = 4.66 = 5$$

Statistics			
		X2	Interval
N	Valid	28	28
	Missing	0	0
Mean		78,14	2,00
Std. Error of Mean		1,357	,000
Median		80,00	2,00
Mode		80 ^a	2
Std. Deviation		7,179	,000
Variance		51,534	,000
Range		24	0
Minimum		68	2
Maximum		92	2
Sum		2188	56
a. Multiple modes exist. The smallest value is shown			

Result					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	5	17,9	17,9	17,9
	72	4	14,3	14,3	32,1
	76	4	14,3	14,3	46,4
	80	6	21,4	21,4	67,9
	84	6	21,4	21,4	89,3

Result					
	88	1	3,6	3,6	92,9
	92	2	7,1	7,1	100,0
	Total	28	100,0	100,0	

C. Experimental- Control Class Normality in Post-Test

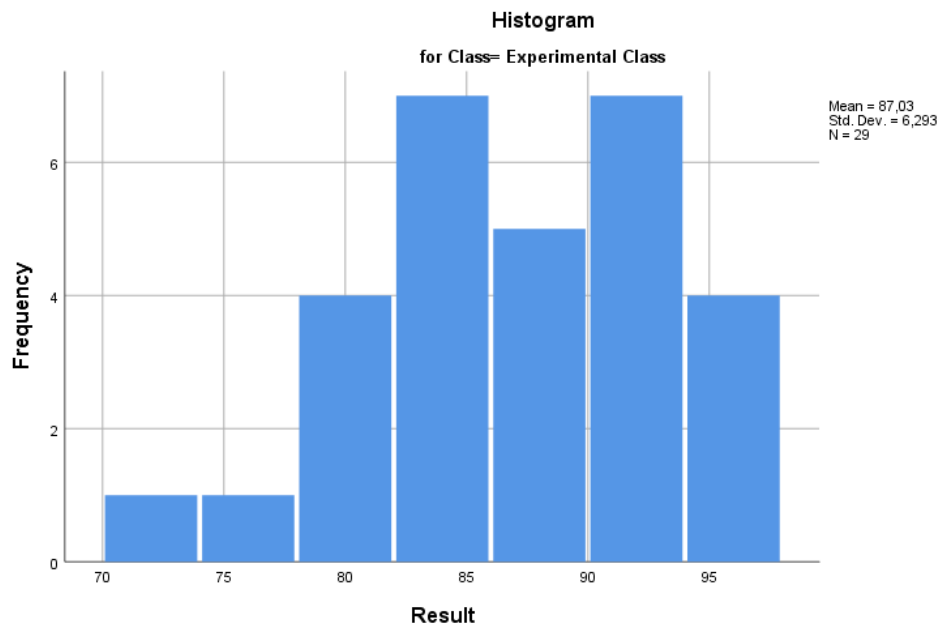
Case Processing Summary							
		Cases					
		Valid		Missing		Total	
Class		N	Percent	N	Percent	N	Percent
Result	Experimental Class	29	100,0%	0	0,0%	29	100,0%
	Control Class	28	100,0%	0	0,0%	28	100,0%

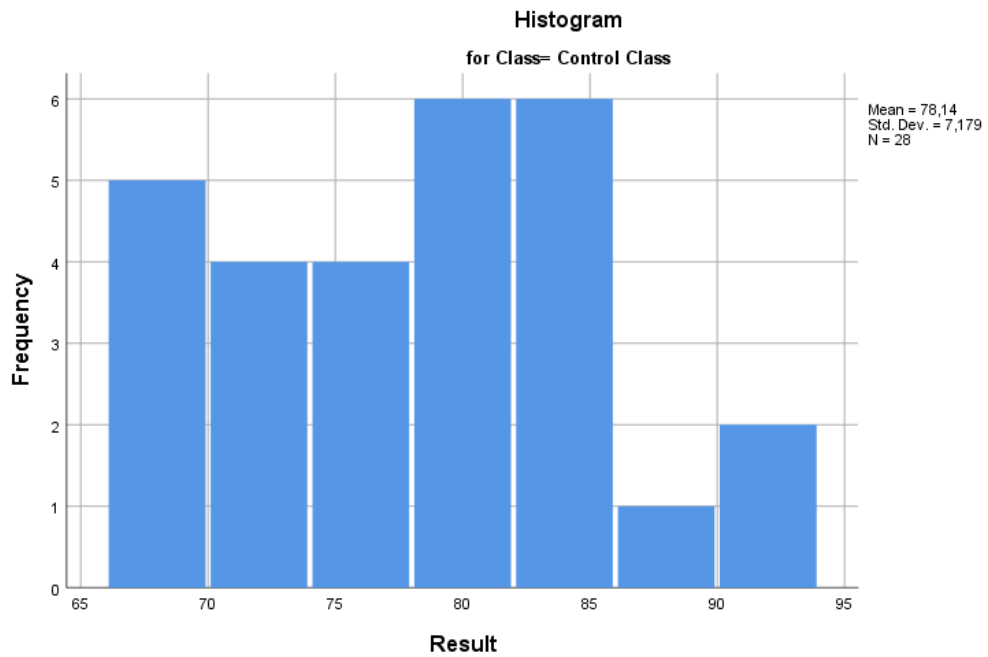
Descriptives					
	Class			Statistic	Std. Error
Result	Experimental Class	Mean		87,03	1,169
		95% Confidence Interval for Mean	Lower Bound	84,64	
			Upper Bound	89,43	
		5% Trimmed Mean		87,30	
		Median		88,00	
		Variance		39,606	
		Std. Deviation		6,293	
		Minimum		72	
		Maximum		96	
		Range		24	
		Interquartile Range		8	
		Skewness		-,398	,434
		Kurtosis		-,348	,845
		Control Class	Mean		78,14
	95% Confidence Interval for Mean		Lower Bound	75,36	
			Upper Bound	80,93	
	5% Trimmed Mean		77,94		
	Median		80,00		
	Variance		51,534		
	Std. Deviation		7,179		
Minimum			68		
Maximum		92			

Descriptives				
	Class		Statistic	Std. Error
		Range	24	
		Interquartile Range	12	
		Skewness	,144	,441
		Kurtosis	-,769	,858

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	,164	29	,044	,938	29	,090
	Control Class	,138	28	,186	,932	28	,070

a. Lilliefors Significance Correction





Appendix 14

Test Homogeneity of Post-Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,682	1	55	,412
	Based on Median	,490	1	55	,487
	Based on Median and with adjusted df	,490	1	53,278	,487
	Based on trimmed mean	,751	1	55	,390

ANOVA					
Result					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1126,273	1	1126,273	24,774	,000
Within Groups	2500,394	55	45,462		
Total	3626,667	56			

Appendix 15

The Result of Hypothesis Analysis

A. Pre-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Pre Test Experimental Class	29	58,62	11,724	2,177
	Pre Test Control Class	28	54,14	13,221	2,499

Independent Samples Test										
				t-test for Equality of Means					95% Confidence Interval of the Difference	
				t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	0,110	0,741	1,354	55	0,181	4,478	3,307	-2,149	11,105
	Equal variances not assumed			1,351	53,709	0,182	4,478	3,314	-2,167	11,123

B. Post – Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Pre Test Experimental Class	29	87,03	6,293	1,169
	Pre Test Control Class	28	78,14	7,179	1,357

Independent Samples Test										
				t-test for Equality of Means						

				t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	0,682	0,412	4,977	55	0,000	8,892	1,786	5,312	12,472
	Equal variances not assumed			4,966	53,520	0,000	8,892	1,791	5,301	12,482

DOCUMENTATIONS











KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor: B - 2450 /In.14/E.1/TL.00/08/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

16 Agustus 2022

Yth. Kepala SMA Negeri 3 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Erin Febryanna Siregar
NIM : 1820300006
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Padangmatinggi

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Collaborative Strategic Reading to Students' Reading Comprehension of the Grade XI SMA Negeri 3 Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan Agustus 2022

a.n. Dr. Lis Yulianti, Dekan, Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
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KOTA PADANGSIDIMPUAN

SURAT KETERANGAN
Nomor :421.3/876/ SMA-3/ 2022

yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan, Kabupaten Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

1. Nama : ERIN FEBRYANNA SIREGAR
2. NIM : 1820300006
3. Program Studi : Tadris Bahasa Inggris

peneliti telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan yang dilaksanakan mulai tanggal 5 Agustus – 28 Agustus 2022 untuk penulisan Skripsi dengan judul “ **The Effect of Collaborative strategic Reading to Students’ Reading Comprehension of the Grade XI SMA Negeri 3 Padangsidimpuan** ” Sesuai dengan surat Universitas Negeri Padang Nomor:6069/UN.35.1/PP/2021 tentang permohonan izin mengadakan Penelitian untuk penulisan skripsi .

Demikian Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 28 Agustus 2022

Kepala SMA Negeri 3
Padangsidimpuan,



Pembina Tk. I

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