

**THE EFFECT OF COLLABORATIVE STRATEGIC READING TO
IMPROVE READING COMPREHENSION AT STATE ISLAMIC
SENIOR HIGH SCHOOL 3 PEKANBARU**

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this skripsi entitled **“The Effect of Collaborative Strategic Reading to Improve Reading Comprehension at State Islamic Senior High School 3 Pekanbaru”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

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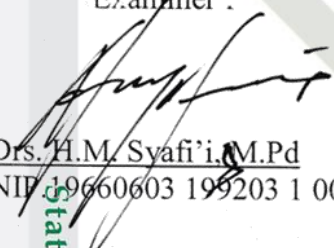
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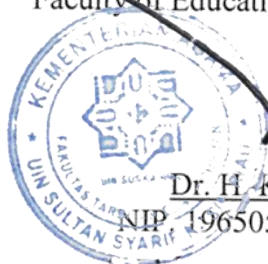

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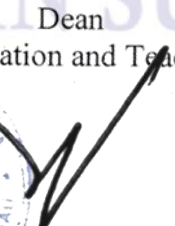
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Finally, the researcher realizes that this thesis is still far from being perfect, there are many weaknesses on this thesis. Therefore, criticism, comments, and suggestion are really appreciated to improve the thesis, May Allah Almighty, the lord of universe bless us all.

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ABSTRACT

Malinda Puspita, (2023): The Implementation of Collaborative Strategic Reading in Teaching Students' Reading Comprehension at State Islamic Senior High School 3 Pekanbaru

The purpose of this study was to find out whether there is a significant effect by using Collaborative Strategic Reading on students' reading comprehension in narrative text of the tenth grade at State Islamic Senior High School 3 Pekanbaru.. This research used experimental research. The design of the research used quasi experiment. The researcher used lottery in doing cluster sampling sampling to choose 2 from 7 classes to be the sample of this research. The sample was class X Science 1 and 2 which consists of 35 students in each class. The X Science 1 as experimental class and the X Science 2 as control class. In collecting the data, the researcher distributed the test namely pretest and posttest which consisted of 25 item questions that was constructed based on the indicators of reading. For the data analysis, the researcher employed independent sample t test through SPSS 20 version and eta squared formula. Based on the Independent sample t test, it can be concluded that the null hypotheses (H_0) is rejected, while the alternative hypotheses (H_a) is accepted. It is found that there is a significant effect between students' reading comprehension is taught by using Collaborative Strategic Reading and without using Collaborative Strategic Reading on the tenth grade students at at State Islamic Senior High School 3 Pekanbaru.



ABSTRAK

Malinda Puspita, (2023): Penerapan Strategi Collaborative Strategic Reading (CSR) Dalam Mengajarkan Pemahaman Membaca Siswa Di MAN 3 Pekanbaru

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dengan menggunakan Collaborative Strategic Reading terhadap pemahaman membaca siswa dalam teks naratif kelas sepuluh di MAN 3 Pekanbaru. Penelitian ini merupakan penelitian eksperimen. Desain penelitian adalah quasi eksperimen. Peneliti menggunakan undian dalam melakukan cluster sampling untuk memilih 2 dari 7 kelas yang menjadi sampel penelitian ini. Sampelnya adalah kelas X IPA 1 dan 2 yang terdiri dari 35 siswa pada masing-masing kelas. X IPA 1 sebagai kelas eksperimen dan X IPA 2 sebagai kelas kontrol. Dalam mengumpulkan data, peneliti membagikan tes yaitu pretest dan posttest yang terdiri dari 25 item soal yang disusun berdasarkan indikator membaca. Untuk analisis data, peneliti menggunakan independent sample t test melalui SPSS versi 20 dan rumus eta squared. Berdasarkan uji Independent sample t test dapat disimpulkan bahwa hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Ditemukan bahwa ada pengaruh yang signifikan antara pemahaman bacaan siswa yang diajar dengan menggunakan Collaborative Strategic Reading dan tanpa menggunakan Collaborative Strategic Reading pada siswa kelas X di MAN 3 Pekanbaru.

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ملخص

ماليندا بوسبيتا ، (٢٠٢٣): تطبيق إستراتيجية القراءة التعاونية في تعليم الفهم القرائي للتلاميذ في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو

الغرض من هذه الدراسة هو تحديد ما إذا كان هناك تأثير كبير لاستخدام إستراتيجية القراءة التعاونية على فهم القراءة لدى التلاميذ في النصوص السردية للصف العاشر في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو. هذا البحث بحث تجريبي وتصميم البحث شبه تجريبي. استخدمت الباحثة اليانصيب في إجراء أخذ العينات العنقودية لاختيار ٢ من ٧ فصول أصبحت عينة هذه الدراسة. العينة فصل ١٠ للعلوم ١ و ٢ والتي تتكون من ٣ تلميذا في كل فصل. الفصل ١٠ للعلوم ١ كفصل تجريبي و فصل ١٠ للعلوم ٢ كصف ضابط. في جمع البيانات، وزعت الباحثة الاختبارات وهي الاختبار القبلي والبعدي والتي تكونت من ٢٥ فقرة مرتبة حسب مؤشرات القراءة. لتحليل البيانات ، استخدمت الباحثة اختبارات للعينة المستقلة من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٠ من وصيغة إتا التريعية. بناءً على اختبارات للعينة المستقلة ، يمكن استنتاج أن الفرضية الصفرية مرفوضة ، بينما الفرضية البديلة مقبولة. لقد وجد أن هناك تأثيراً كبيراً بين فهم القراءة للتلاميذ الذين تم تعليمهم باستخدام إستراتيجية القراءة التعاونية وبدون استخدامها لدى تلاميذ الفصل ١٠ في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو.

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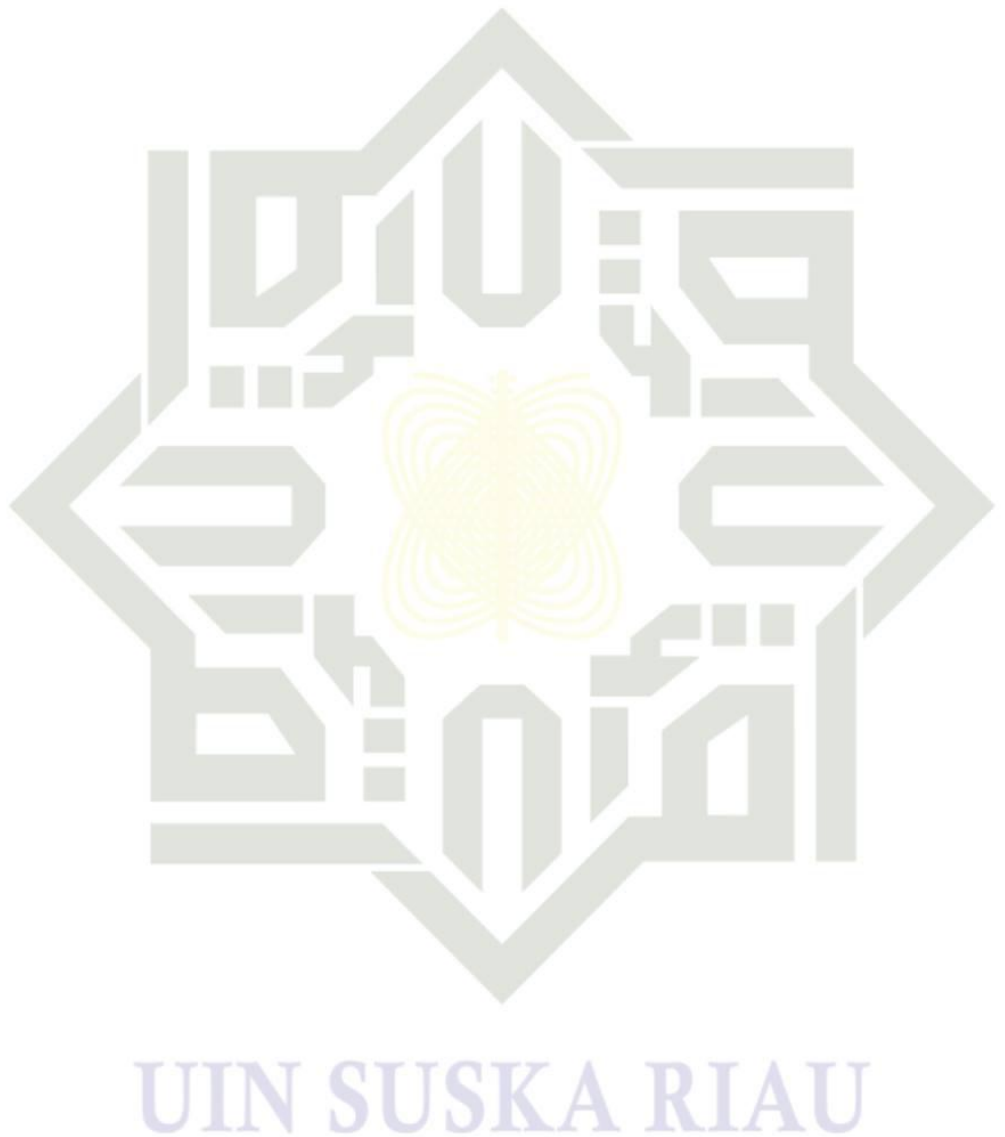
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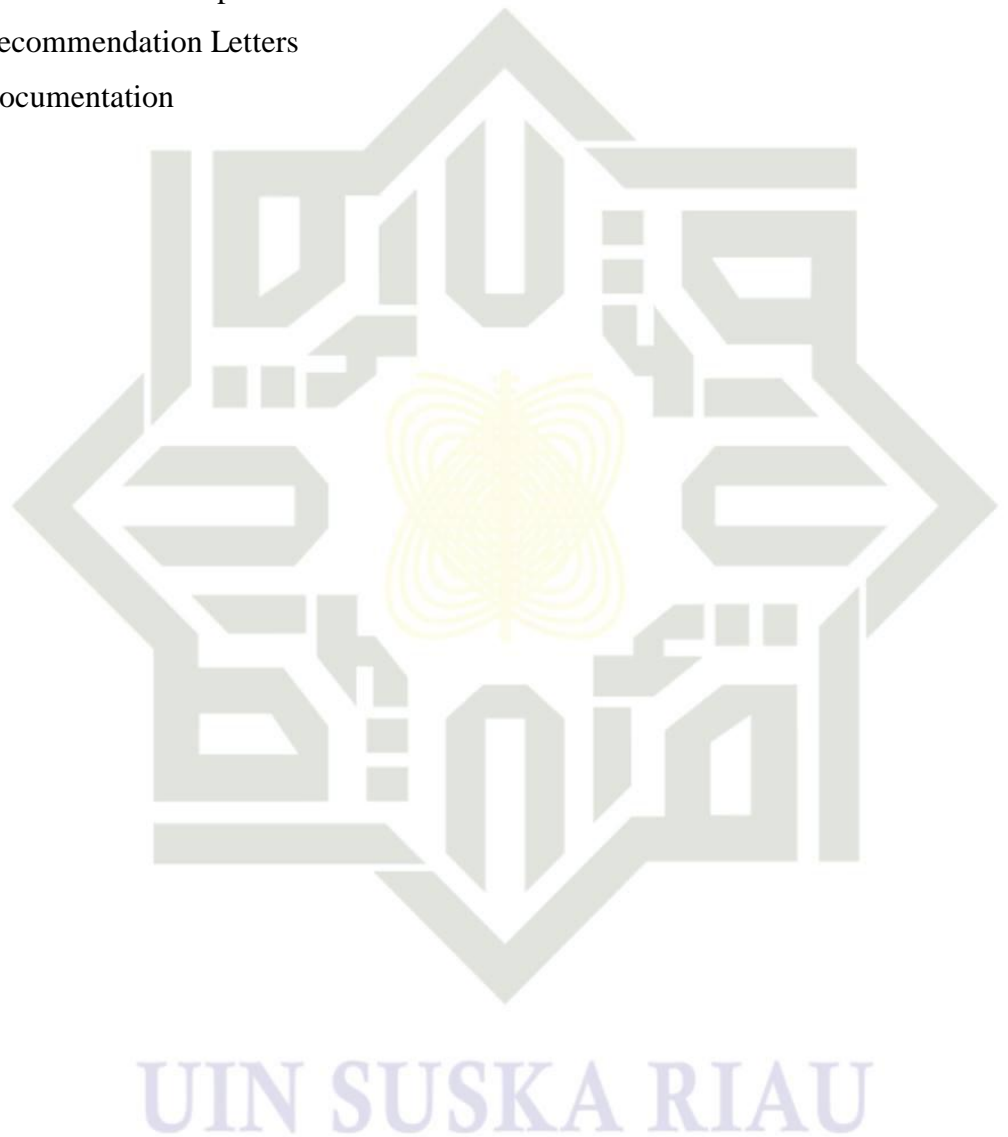
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- Appendix 1 : Syllabus and Lesson Plan
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CHAPTER I INTRODUCTION

A. Background of the Problem

English language is one of the main components of the Indonesian education curriculum. English as a foreign language in Indonesia is taught since elementary school up to university level. The goal of teaching English at school is to make students use four skills and the students are to be able to use English as a means of communication, English in oral and written form. They are to be able to give and respond to oral and written instructions, make a simple report, and comprehend English text. For these, the students use Communicative Approach

Reading is the activity to get knowledge and information from the book or in the scientific papers. Based on Harmer (1983) Said that reading is an activity that uses the eyes and the brain in which the eyes has a function to get the message or information and to send the message to the brain, and then brain gets the messages from the eyes and manage the message.

The Students should have well understanding of information through the reading. In general, the goal of teaching reading is to develop and increase the students' ability to read the lesson book or material, get much information and understand the text. Reading comprehension becomes one of the Important 2 points in curriculum 2013. Reading comprehension is the goal of reading as well as the goal of teaching reading. Students need to develop reading skills in order to be able to read with good comprehension. To do that

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they need to practice a lot to use reading strategies since the strategies play important role in developing their reading skills in order to improve reading comprehension.

The English teacher in this school taught the students based on Curriculum 2013. The teacher always using text book to delivered the materials. The teacher asked the students to read certain text in the book or students exercises book (LKS), and then she asked them to do the task following the text. Teacher has explained the material very clear. But in fact, some students are still unable to get complete understanding of the text. There is issue or problem of the students to understanding and comprehen in reading comprehension.

Based on the interview the English teachers Heni, M. Pd on Friday 04 February 2022, the English lesson taught in normal era is three times a week, one meeting during 45 minutes. In pandemic era English lesson taught with the same times but only 30 minutes during a meeting. State Islamic Senior High School 3 Pekanbaru is the one of Islamic School in Pekanbaru. And the result of the interview the teacher in this school minimum completeness criteria (KKM) in State Islamic Senior High School 3 Pekanbaru is 80, the researcher found some of students low to comprehension the reading text because some problems that happened. It means that the students still low in their reading comprehension. Students had difficulties in reading comprehension can be seen from the phenomena below :

1. Some of students had lack of vocabulary in reading text
2. Some of students were not able to identify the detail information



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3. Some of students were not able to identify main idea of reading text
4. Some of students were not able identify reference of reading text
5. Some of students were not able make inference of reading tex

Based on the phenomena above, We need an activity as a teacher that can help the students develop their comprehension in report text without feel confused and bored. We need an activity where students' won't feel bothered and burdened. Therefore the researcher offer concept oriented reading instruction strategy as the solution. There are many strategies in learning and teaching to students that can be uses to solve the problem above. One of them is Collaborative strategic reading

In line with the idea above, English is the foreign language for the students in Indonesia. So the students need the strategy for reading. However reading strategy is important to make the students know what the point of the text. Based on Caldwell (2008) states reading comprehension is about relating background knowledge to new knowledge contained in the written texts. Readers' ability to understand what readers read is highly dependent upon the background knowledge that readers bring to the act of reading. In this study, reading comprehension is described as English subject that must be taken by students to read and comprehend the new knowledge contained in the written texts at school

It means, the teacher needs the strategy to make and taught the student to have ability in reading comprehension. There is one strategy that teacher can apply to the students, that is Collaborative Strategy reading that develop bye

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(Bryant et al., 2000; Klingner & Vaughn, 1998, 1999; Vaughn et al., 2000; Vaughn, Klingner, & Bryant, 2001) in Bremer D. Christine dkk (2002)

. CSR is the comprehension strategy which combine modification of reciprocal teaching and cooperative learning strategy.

Based on researcher explained above, the researcher was try to do a research that use Collaborative Strategic Reading. Thus, the researcher interest to write a research entitled: **“The Implementation of Collaborative Strategic Reading in Teaching Students' Reading Comprehension at State Islamic Senior High School 3 Pekanbaru”**.

B. Problem of the Research

1. Identification of the Problem

After conducting preliminary observation at the tenth grade of State Islamic Senior High School 3 Pekanbaru, it is sure the students still had a weakness in reading comprehension. They still had difficulties in comprehend reading comprehension. Therefore, the researcher identify the problem such as:

1. Some of students had lack of vocabulary in reading text
2. Some of students were not able to identify the detail information
3. Some of students were not able to identify main idea of reading text
4. Some of students were not able identify reference of reading text
5. Some of students were not able make inference of reading text



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2. Limitation of the Problem

After identifying the problem above, the researcher was only focus on Collaborative Strategic Reading on reading comprehension in narrative text of students at State Islamic Senior High School 3 Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problem of the research on the following research questions.

- a. How were the students' reading comprehension taught by using Collaborative Strategic Reading?
- b. How were the students' reading comprehension taught without using Collaborative Strategic Reading?
- c. Is there any significant effect by using Collaborative Strategic Reading on students' reading comprehension?

C. Objective of the Research

1. Objective of the Research

- a. To find out students' reading comprehension taught by using Collaborative Strategic Reading of the tenth grade students at State Islamic Senior High School 3 Pekanbaru.
- b. To find out students' reading comprehension taught without using Collaborative Strategic Reading of the tenth grade at State Islamic Senior High School 3 Pekanbaru.



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- c. To find out whether there is a significant effect by using Collaborative Strategic Reading on students' reading comprehension in narrative text of the tenth grade at State Islamic Senior High School 3 Pekanbaru.

2. Significance of the Research

- a. This research is able to benefit the researcher as a novice researcher, especially in learning how to conduct the research.
- b. This research findings are also expected to be useful and valuable especially for students and teachers of English at State Islamic Senior High School 3 Pekanbaru to be consideration for their future learning process.
- c. Finally, this research findings are also expected to be the practical and theoretical information to development of theories on language teaching.

3. Reason of Choosing the Title

There are some reasons why the researcher is interested in carrying out this research. This research is conducted based on the following reasons as follows

- a. The topic of this research is relevant to the researcher as one of the students of English Education Department.
- b. The researcher wants to know the implementation of Collaborative Strategic Reading In Teaching Students' Reading Comprehension At State Islamic Senior High School 3 Pekanbaru.

D. Definition of Key Terms

1. Collaborative Strategic Reading

Collaborative strategic reading according to Alqarni (2015) involves four main phases which are preview, click and clunk, get the gist and wrap up. Collaborative Strategic Reading (CSR) is designed to maximize students' engagement and help all students to be successful in improving their reading comprehensions.

2. Reading comprehension

Based on Kirby, J. R. (2007) Reading comprehension is the process by which we understand the texts we read. Another expert also stated the definition of reading comprehension. Snow (2002: 9) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language

3. Narrative Text

Anderson and Anderson (1997) in Napitulu (2017), stated that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

Reading is one of skill in the language that needs to be considered. Skilled reading makes students better understand all the material taught. This indicates that the subjects read in the field of Indonesian studies should receive greater attention. Reading is a set of skill that involves making sense and deriving meaning from the printed word Nunan (2005:69) in Deswarni, Dini (2018).

Reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of content of the text". That is to say that comprehension does not relate only on the text content, but also on the reader's own literacy and experience Nunan (1991) in Habib, M. (2016).

Grabe and Stoller (2002), reading is the ability to draw meaning from the printed page and interpret the information appropriately. From some of the statements, it can be seen that reading is not merely a process of reading words on the printed page but it more refers to get the meaning to get the information from the text.

From these explanations, it is clear that reading is a process to get some information from the reading text. Reading text is one of the ways to get some information and knowledge where there is a communication

between the reader and the writer through the words in the reading text. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, word sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what the meaning is the meaning and information can be drawn if the students have many vocabularies to comprehend the content of reading texts on the other hand. In addition, reading is an active thinking process that depends not only on word recognition skills but also on the reader's own experiences and previous knowledge. The readers will understand the text easily if they are familiar with the text given.

a. Reading comprehension

Reading comprehension is the substance of reading. A reader's victory in reading is assessed by the capacity and the degree of understanding of the thoughts or data found in reading content. Nunan (2003) in Latifa (2018) defined reading comprehension as a process of constructing meaning by integrating the information from the text and readers' background knowledge. Background knowledge helps the reader to comprehend the text easily.

According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It can be defined as an active thinking process through which a reader intentionally

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constructs meaning to form a deeper understanding of concepts and information presented in a text and the researcher focuses only on reading comprehension of narrative text. In addition, Lehr (2013) in Varita (2017) suggested reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Mahfoodh (2007) stated that there are five aspects in reading comprehension, they are; finding the main idea, finding factual information, finding the meaning of vocabulary, identifying references and making inference. Identifying the Main idea refers to crucial details that elucidate a paragraph's or section's overall theme. The key concept is not mentioned clearly in any of the sentences. Instead, the reader is left to conclude or reason it out. The reader needs to establish the topic sentence by providing a description, an example, a fact comparison, an analogy, and so on to find factual details. While identifying references it helps students to understand the text by identifying the word. In making inference the students have to guess and predict something unknown based on available facts and information.

Regarding the definition of reading comprehension above, the researcher concludes that reading comprehension is a complex process in terms of constructing the meaning in purpose to know what the texts talk about. When the readers read, they will make a connection between their background knowledge and the new information from

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the text. In comprehending texts, the readers also need to identify the elements of the text such as; finding the main idea, factual information, the meaning of vocabulary, identifying reference, and making inferences. In this research, the researcher takes all of the components as indicators to be combined with narrative text indicators.

b. Reading comprehension of narrative text

A narrative is a kind of text which combines written and spoken form which describes a sequence of a real or unreal event. Anderson (1997) in Susilawati (2017) states that “narrative is a piece of text tells a story and in doing so, entertains or informs the reader or listener”. Mahendra (2014) says that narrative is a kind of text which tells about the story of past events. The story includes some events which are presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers. From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically.

Djarmika and Wulandari (2013) in Susilawati (2017) defined a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story. So, the social function or the purpose of narrative text is to amuse or entertain the readers with actual or vicarious experiences in different ways.

According to Djarmika & Wulandari (2013) in Susilawati (2017), a narrative text has a structural organization that includes

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orientation, complication, and resolution). Generic Structure of Narrative Text is:

1) Orientation

In the orientation of narrative text, a reader can find orientation in the first paragraph of narrative text. The orientation explains: what is the story about, who are the actors in the story (participants), where the story takes place, when the story happens (time setting).

2) Complication

The complication becomes the core of a narrative text, it tells about what is the matter from the text or it explains the problem.

3) Resolution

In the narrative text, the problem that appears on complication will be solved on the resolution part. This part can be closed with a happy ending or not slightly ended tragically, the sad (sad ending).

Sometimes the arrangement (generic structure) of narrative text can contain Orientation, Complication, Evaluation, Resolution, and Reorientation. Although the “Evaluation” and” Reorientation” are optional; may be added, and could not. The evaluation provides assessment /evaluation of the course of the story or conflict. While re-orientation contains content inference ending.

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c. Assessment of reading comprehension of narrative text

The purpose of assessing the students' reading comprehension of the narrative is to list and describe the story that past tense. Pradiyono (2007) defined that narrative text as a kind of text to retell the story that past tense. The purpose and social function of narrative text are to entertain or to amuse the readers or listeners about the story. The frequent use is made of words, which links events in time, such as once upon a time, one day, once a long time ago, etc. Based on the explanation above, the researcher sums up that the narrative text consisting three main points firstly, orientation, is the part of the story which tells about who is in the story, when, where, and what is happening to go on. Secondly, the complication is the part of the story where the problems in the story develop. Thirdly, the resolution is part of the story where the problem is solved. Furthermore, Mahfood (2007) stated that there is five aspects of reading comprehension contain in the reading text which is appropriate to the Islamic junior high school curriculum, they are:

- 1) Identifying the main idea. It is referred to important information that tells more about the overall idea of a paragraph or section of a text.
- 2) Finding the factual information. It requires the reader to develop the topic sentence by giving a definition, example, fact comparison, analogy, cause, effect, etc.



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- 3) Finding the meaning of vocabulary. The readers can develop their guessing ability to the word which is not familiar with them by relating the close meaning of an unfamiliar word to the text and topic.
- 4) Identifying reference. It helps students to understand the text by identifying the word.
- 5) Making inference. The students have to guess or predict something unknown based on available facts and information.

In this research, the researcher combined reading comprehension indicators with narrative text indicators. The combination of reading comprehension and narrative text indicators will be eight (8). It divides into reading comprehension indicators such as: identifying the main idea, finding the factual information, finding the meaning of vocabulary, identifying reference, and making inference. And the indicators of narrative text such as orientation, complication, and resolution.

2. Collaborative strategic reading

- a. The nature of collaborative strategic reading

Djarmika and Wulandari (2013) in Susilawati (2017) defined a narrative text as a type of text that can amuse the reader or listener and also has moral value within the story. Thus, the social function or purpose of narrative writing is to amuse or entertain the reader with actual or indirect experiences in different ways.

According to Djatmika & Wulandari (2013) in Susilawati (2017), a narrative text has a structural organization that includes orientation, complexity, and resolution). The general structure of a narrative text is as follows:

1) instructions

In narrative text disambiguation, the reader can find orientation in the first paragraph of the narrative text. Direction of explanation: what the story is about, who are the actors in the story (the participants), and where the story takes place when the story happens (the time).

2) Complications

Complexity becomes at the heart of a narrative text, it tells the story of the text or explains the problem.

3) Resolution

In the narrative text, the problem that appears in the complicated part will be solved in the solving part. This part can end with a happy ending or not at all tragic (sad ending). Sometimes the arrangement (general structure) of narrative text can contain direction, complexity, evaluation, resolution, and reorientation. Although "Review" and "Redirect" are optional; can be added, and cannot. Reviews provide an assessment/assessment of how the story or conflict plays out. At the same time, redirect contains content inference end

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collaborative strategy reading (CSR) as one of the methods of reading comprehension Klinger. et al (2001) in The purpose of Collaborative Strategy Reading (CSR) is designed to facilitate reading comprehension for students with reading and behavioral problems included in the general education class. In CSR, there are four strategies implemented in teaching reading comprehension. There is a preview, click and clunk, get the gist, and wrap it up. The purpose of Rattle and Rattle is to teach students to track their reading comprehension and identify when they have trouble understanding. In this strategy, students will list the meanings of words that they don't understand (clunk). Students learn to “get the gist” by identifying the most essential idea in a piece of text (usually a paragraph). The purpose of this strategy is to make students understand what they have read. The teacher asks students to say the most important idea about the person, place, or thing in use their own words. In this strategy, students learn to end with questions and answer about what they learned and review the main ideas. Students write down the most important ideas that they learned using 5Ws and H questions. In addition to teaching strategies, CSR also takes into account the collaborative team. The leader's job is to tell the group what's going on read next and which strategy to use next.

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- b. Teaching reading comprehension in narrative by using collaborative reading

Reading comprehension involves not only language recognition and cognitive acquisition (semantic understanding at both the superficial and deep structural levels) but also tends to be influenced by the reader's reaction to the content. , affects the reader's evaluation and feeling, becomes a part of the reader's perception, knowledge, and understand text. Without that evaluation and evaluation, understanding would be incomplete. Training students to read involves using two types of tasks: identification task and retrieval task. The recognition task asks students to identify key points in the choice of reading passages or in exercises that use explicit reading selection content. On the other hand, recall tasks require students to make explicit statements from memory from choices. Such tasks are often in the form of questions that teachers pose to students after reading the text. The difficulty level of these two tasks depends on various conditions, such as the students' linguistic abilities or needs and the number of events or incidents to be recalled. Ernita (2017) stated that a recall task is more difficult than a recognition task when the two tasks deal with the same content. Literal comprehension activities may include the following activities:

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1) Recognition or recall of details:

Identifying or recalling such facts as the names of characters in a narrative genre, the time a story took place, the setting of a story, or an incident described in the story.

2) Recognition or recall of the topic sentences/main ideas:

Locating, identifying, or producing from memory an explicit statement or main idea from descriptive and expository texts

3) Recognition or recall of sequence:

Recalling the order of incidents or actions explicitly stated in the material such as recall and sequential texts

4) Recognition or recall of descriptions:

Identifying some similarities and differences in the text which are explicitly described by the author in a comparative text

5) Recognition or recall of cause and effect relationships:

Identifying reasons for certain incidents, events, or characters' actions explicitly stated in the selection containing information of causes and effects.

Collaborative Strategy Reading (CSR) is designed for students who have very low comprehension in reading English text (Indah, 2015). It means Collaborative Strategy Reading was designed for students who have difficulty reading, and also can help students improve their reading comprehension. According to William (2009), CSR is the strategy that combines between cooperative learning and

reciprocal teaching. It was supported by Grabe, he states that CSR combines cooperative learning and reciprocal teaching. In other hand, Grabe also states that using CSR the learners work in group, activate their prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate significance points, summarizing the text, and form proper questions about the text (Mania, 2017).

Furthermore, it can be said that CSR is a set of comprehension strategies design to improve students reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small grou

c. Advantages and disadvantages of collaborative strategic reading

1) Advantages of collaborative strategic reading

Compared with traditional teaching methods. Abidin (2012) said that there are some advantages using CSR in teaching reading.

There are:

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

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From explanation above, CSR is to help the student difficulties in reading especially in reading comprehension.

2) Disadvantages of collaborative strategic reading

According to Klingner and Vaughn disadvantages of Collaborative Strategic Reading such as:

- a) CSR strategy requires much time to teach to students and much time may be wasted in negotiations about who would perform a specific role.
- b) To implement CSR, teachers need to be given an intensive collaborative professional development program.
- c) Teaching CSR in content area reading may need more attention than in foreign language subject because content area teachers lack of English comprehension.
- d) In bilingual class program in which content area teachers use two instructional languages (L1 and L2) for teaching, CSR needs to be taught collaboratively in team teaching. Teacher L1 (Indonesia) needs the help of a partner, teacher L2 (UK) to implement the strategy. This can lead to effective teaching because the L2 teacher sometimes helps the L1 teacher to translate L2 terms so that he spends a lot of time.

3. The significant effect of using Collaborative Strategic Reading

Reading is not just the interaction of the text and the reader processing the text individually. To have a better comprehension of a text,

a reader is expected to discuss what s/he reads with other people. This is what is called interactive reading. interactive reading as a process during which meaning is created by the reader not only through interaction with the text but also through interaction with others in the class, in the school, in the community, and the home Oller (1983).

Collaborative Strategic Reading (CSR) was found and developed by Klinger and Vaughn in 1998. Klinger (1998) defines CSR is a teaching strategy that combines reading comprehension strategy instruction and cooperative learning. CSR is used to teach reading in expository text and narrative text (Klinger, 1998).

One of the strategies is Collaborative Strategic Reading. CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing. The implementation steps described below were developed through a series of research studies (Bryant et al., 2000; Klingner & Vaughn, 1998, 1999; Vaughn et al., 2000; Vaughn, Klingner, & Bryant, 2001) in Bremer D. Christine dkk (2002):

a. Teaching the Strategies

Students learn four strategies: preview, click and clunk, get the gist, and wrap up. 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.

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1) Preview

Preview is a strategy used to activate students' prior knowledge in order to facilitate their predictions about what they will read, and to generate interest. A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies or reading text. The teacher prompts students to tell what they learn from previews by asking questions, 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.

3) Get the gist

Get the gist is a strategy to help students identify main ideas during reading. 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 the 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.



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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. The teacher initially teacher 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.

The students are able to apply Collaborative Strategy reading comprehension strategies and help each other while working in their cooperative groups, the teacher's role is to circulate among groups and provide ongoing assistance. Teachers help by actively listening to students' discussions and providing feedback, clarifying difficult words, modeling strategy usage, encouraging students to participate, and providing positive reinforcement. The focus of students' work should be on learning the material and helping their classmates learn it as well, not merely going through the steps of a given strategy. Also, teachers should regularly conduct whole-class previews and wrap ups to introduce new material, facilitate follow up activities, and reinforce learning.



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b. Cooperative Learning Group or Students Pairing

The procedures for using in group as follows:

- 1) Set the stage; the teacher assigns students to groups included about 5-6 students for each group. Then, teacher assigns roles to the students. Role should rotate on a regular basis so that students can experience a variety of roles.
- 2) Materials; The materials for CSR are CSR learning logs, reading materials, and timer. CSR learning logs used as a reference for follow-up activities, a study guide, and for evaluation.

So, it can be concluded that technique in teaching is important for students to learn Reading.

B. Relevant Research

To ensure the advantages of learning English by using Collaborative Strategy on students reading comprehension, those are relevant researchers of this research: The first is the research held by Aulia Susana, (2020) entitled is Collaborative Strategic Reading To Improve Students' Reading Comprehension On English Education Students At University Of Islam Malang, The aims of this research is to improve students' reading comprehension using Collaborative Strategic Reading. The method used in this research is experimental research with one group pre-test posttest design. The populations in this study were fourth semester students of the Department of English Education in the academic year 2019/2020. The sampling technique used was cluster random sampling. Data collection techniques are tests and

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observation. Data analysis technique used is *Paired sample t-test*. The result shows that the average value of the post-test reading comprehension was higher than the results of the pretest reading comprehension ($81,250 > 51,875$). From the mean data obtained it can be seen that there are differences in reading comprehension students of English Education with Collaborative Strategic Reading (CSR) techniques.

The Second is the research held by Era Sawitri (2019) entitled *The Use Of Collaborative Strategic Reading (Csr) To Improve Students' Reading Comprehension In The Second Grade Students Of Smp Negeri 2 Tarakan*. The purpose of this study was to look for the effectiveness of using collaborative strategic reading technique to improve reading comprehension of second grade students at SMP Negeri 2 Tarakan. This research was Quasi-Experimental design. Purposive sampling technique was used to collect the sample. There were two classes obtained as samples in this research, they were experimental class and control class. Experimental class (VIII C) was treated by using collaborative strategic reading technique. Control class (VIII A) was treated by using cooperative learning technique. The results show that there were significance difference in the students' score of experimental class and the control class.

The third is the research held Bramasta (2019) entitled *the influence of CSR (collaborative strategic reading) on students' reading comprehension of tenth grade at SMK Pemuda Papar Kediri*. This study was designed to investigate the effect of CSR to the students' reading comprehension at the



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tenth grade students of SMK Pemuda Papar Kediri in Academic Year 2018/2019. This research is pre-experimental quantitative design, namely the one group pre-test post-test design. The sampling of technique research was clustering sampling which had 35 students consisting of 35 females of X-OTKP-2 class. This research consists of pre-test, one meeting for treatment, and post-test. The research instrument (pretest and posttest) was written test form using multiple choice consisting 20 questions in each test. And then the data value was analyzed using Paired Sample T-test of SPSS Statistic version 23. The results of data analysis showed that the average score of students' pretest was 63.14 while the posttest score was 84.57.

C. Operational Concept

Operational concept is the term that used to clarify the theories in this research in order to avoid misunderstandings. According to Syafi'i (2019), Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing research paper. There are two variables in this research, variable X refers to using of collaborative strategy and variable Y refers to Students' Reading Comprehension

1. Variable X : Using Collaborative Strategic Reading

According to Klinger and Vaughn (1998) in Bremer D. Christine et all (2002) are as follows indicators :

Indicators of using Collaborative Strategic:

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- a. Teacher asks to the students to “Preview” with some question from the teacher.
- b. Teacher give the instruction “Clik and clunk” when the students are reading the text. If there is a difficult word or sentence in the text that the students do not know, teacher asks to students re-read and fixes them.
- c. Teacher instructs to the students to “Get the gist” or identify the most important person, place, or thing in the paragraph they have just read.
- d. Teacher ask the students to “Wrap up” or guest what will be the question appear about the important information from the text

2. Variable Y : Reading Comprehension

According to Sharpe (2005) :

- a. Students are able to identified the main idea of narrative text.
- b. Students are able to found factual information of narrative text.
- c. Students are able to found meaning of certain words of narrative text
- d. Students are able to made reference of narrative text
- e. Students are able to made inference of narrative text.

D. Assumption and Hypothesis**1. Assumption**

In this research, the researcher assumed that the students who are treated with Collaborative Strategic Reading Strategy would improve

their ability in reading comprehension. In short, the more effective medium is used, the more effective teaching and learning process will be.

2. Hypothesis

Based on the assumption above, hypothesis for this research can be forwarded as follows:

- a. The Null Hypothesis (H_0) : There is no significant effect using Collaborative Strategic Reading on students reading comprehension at State Islamic Senior High School 3 Pekanbaru
- b. The Alternative Hypothesis (H_a) : There is a significant effect taught by using Collaborative Strategic Reading on students reading comprehension at State Islamic Senior High School 3 Pekanbaru

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CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was experimental research. Creswell (2012) mentioned that there are three kinds of experimental design; true, quasi, and pre-experimental research. This research is quasi-experiments. According to Creswell (2012) quasi-experiments are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment

According to Cohen (2007), quasi experiment is the experimental group is separated from the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization.

So, to find out the difference between taught by using Collaborative Strategic Reading and without using Collaborative Strategic Reading especially in Reading Report Text, the research design involves an experimental group and a control group. It means that an experimental group received the treatment. However, a control group did not. In brief, this research is design in the following table Cohen et al (2007, p. 283)

Table III.1
Table of Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4



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Where :

O1 : Pre-test experimental group

O2 : Post-test for experimental group

X : Treatment

O3 : Pre-test for control group

O4 : Post- test for control group

B. Location and Time of the Research

This research was conducted at State Islamic Senior High School 3 Pekanbaru. It is located on Jalan karya guru Km. 14,5 Pekanbaru.

C. Subject and Object of the Research

The subject of this research was the Tenth-grade of State Islamic Senior High School 3 Pekanbaru and the object of this research are Collaborative Strategic Reading on students' reading comprehension narrative text

D. Population and Sample

1. Population

According to Creswell (2012) "population is a group of individuals who have the same characteristic". The population of the research is the tenth-grade students of State Islamic Senior High School 3 Pekanbaru. The Students is dividing into 6 classes and have 202 students comprising male and female students. The population of the research can be seen as follows:

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Table III.2
The Population of the Research

No	Class	Total
1	X IPA 1	35
2	X IPA 2	35
3	X IPA 3	37
4	X IPA 4	37
5	X IPS 1	28
6	X IPS 2	30
Total of population		202

2. Sample

The sample of this research was selected randomly by using the cluster random sampling technique. According to Ary (2010), the cluster random sampling technique is used. So the researcher was randomly choose class as an experimental group and class as a control group. The resercher using lotre .The members of the chosen group was the sample of the research

Table III.3
The Distribution of the Treatment

Group	Class	Treatment	Number of Students
Experimental	XI IPA 1	Use Collaborative Strategy	35
Control	XI IPA 2	-	35

E. Technique of Collecting Data

The test is a method of measuring a person's ability, knowledge, or performances in a given domain Brown (2004). In this research collecting the data used multiple-choice test. Multiple choice consist of 25 questions.

One question is 4 points

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1. Pre-Test

Pre-test was carried determine the ability of students' reading comprehension.

2. Treatment

The treatment was conducted for the experimental group only. The treatment use Collaborative Strategy in teaching reading comprehension.

3. Post-Test

Post-test was given after teaching several times. Post-test is use to collecting the final data about students' reading comprehension after giving treatment to the experimental class. the data were calculated through percentage by using the criteria are as follows (Riduwan 2002).

TableIII.4
Criteria of Interpretation Score

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

The researcher gave Pre Test and Post Test to the students, both of the tests consisted of 25 questions. The 25 question was based on the indicators of reading comprehension of narrative text. The tests consist of five indicators and each indicator had five questions. It can be seen from the blue print test below:

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Table III.5
The Blue Print Of Test

NO	Question indicator	Number Question
1	Students are able to identify the main idea of the narrative text	1,5,9,11,16
2	Students are able to identify the factual information Of the narrative text	2,3,4,7,10
3	Students are able to find out meaning of certain words of narrative text	6,13,14,15,21
4	Students are able to identify the reference of the nararative text	12,17,18,19,20
5	Students are able to identify the infrence of the narrative text	8,22,23,24,35

F. Validity and Reliability

According to Ary (2010: 258), research is always dependent upon measurement. There are two important characteristics that every measuring instrument should possess: validity and reliability

1. Validity of Test

In experimental research, the researcher has to check the validity and reliability of the instrument. Validity (in testing) is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purpose for which it is intended (Richard, 2002: 296). According to Heaton (1990: 159) validity of the test is the extent to which it measures what it is supposed to measure and nothing else.

In this test, the researcher ask the students to answer the essay test to measure students' comprehension in reading narrative text. The researcher made this test based on the course objectives in the syllabus of State Islamic Senior High School 3 Pekanbaru. Therefore, this test is valid in terms of content validity.

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The construct validity of the test is a test that capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton, 1990: 159). Based on the theory above, in the test, the researcher asked the students to answer the multiple-choice based narrative text to measure the students' comprehension in reading and this fulfills the construct of reading test and therefore valid in term of construct validity.

TABLE III.6
Validity of the Test

Item	R Table	Rxy	Result
Item 1	0,404	0,50322	Valid
Item 2	0,404	0,59235	Valid
Item 3	0,404	0,40207	Valid
Item 4	0,404	0,59235	Valid
Item 5	0,404	0,61291	Valid
Item 6	0,404	0,50541	Valid
Item 7	0,404	0, 50541	Valid
Item 8	0,404	0, 50541	Valid
Item 9	0,404	0,6188	Valid
Item 10	0,404	0,49137	Valid
Item 11	0,404	0,53296	Valid
Item 12	0,404	0,57624	Valid
Item 13	0,404	0,51663	Valid
Item 14	0,404	0,50094	Valid
Item 15	0,404	0,58098	Valid
Item 16	0,404	0,49137	Valid
Item 17	0,404	0,54194	Valid
Item 18	0,404	0,47532	Valid
Item 19	0,404	0,53169	Valid
Item 20	0,404	0,60684	Valid
Item 21	0,404	0,41476	Valid
Item 22	0,404	0,44893	Valid
Item 23	0,404	0,44249	Valid
Item 24	0,404	0,56497	Valid
Item 22	0,404	0,50797	Valid

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2. Reliability of test

Reliability is the consistency of the measurement-, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. How the consistency of each individual student from one administration to the other and the administration of a set of items to the other set.

TABLE III.7
Reliability Test

Reliability statistics	
Cronbach's Alpha	N Of Items
0.87245	25

G. Technique of Data Analysis

In this research, the researcher used a quantitative data analysis technique. The quantitative data of this research is analyzed by using a statistical method. The technique is used to find the significant difference in the students' comprehension taught before using Collaborative Strategic Reading and after using Collaborative Strategic Reading. The data result of the reading comprehension test is data of the average score of the reading comprehension test taught by Collaborative Strategic Reading

To know the significant effect of the reading comprehension ability before and after using Collaborative Strategic Reading the researcher in this research uses independent samples T-test.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

By referring to the data analysis in Chapter IV, the researcher depicts the conclusions as follows.

1. The students' reading comprehension at State Islamic Senior High School 3 Pekanbaru taught by using Collaborative Strategic Reading are excellent level from the post test score.
2. The students' reading comprehension at State Islamic Senior High School 3 Pekanbaru taught without using Collaborative Strategic are excellent from the post test score.
3. Based on the Independent sample t test, it can be concluded that the null hypotheses (H_0) is rejected, while the alternative hypotheses (H_a) is accepted. It is found that there is a significant effect between students' reading comprehension is taught by using Collaborative Strategic Reading and without using Collaborative Strategic Reading on the tenth grade students at at State Islamic Senior High School 3 Pekanbaru. And then, effect size for this research is in weak effect.

B. Suggestion

On this occasion, the researcher suggests to those who get some benefits from this research.



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1. Suggestion for English teachers:
 - a. The teachers of English at State Islamic Senior High School 3 Pekanbaru. should use the effective strategies in teaching students. In teaching reading comprehension, the researcher suggests the teachers to use Using Collaborative Strategic Reading because it can improve students' reading comprehension.
 - b. Teachers should give much more responsibilities to students and focus the learning process on them. The more students responsible on their own job, the more they could finish the job well, because their own successful would be in their own hands.
 - c. English teachers should habituate English communication with students, whether in the classroom or on every opportunity they could afford. Students must be accustomed to read English language to achieve good readers predicate.
2. Suggestions for students:
 - a. Students should be interested in studying English and know the benefits of English language for their future.
 - b. The tenth grade students of State Islamic Senior High School 3 Pekanbaru should study and practice reading harder in order to improve their reading comprehension particularly taught by using Collaborative Strategic Reading story.
 - c. Students should challenge themselves in learning and doing the tas



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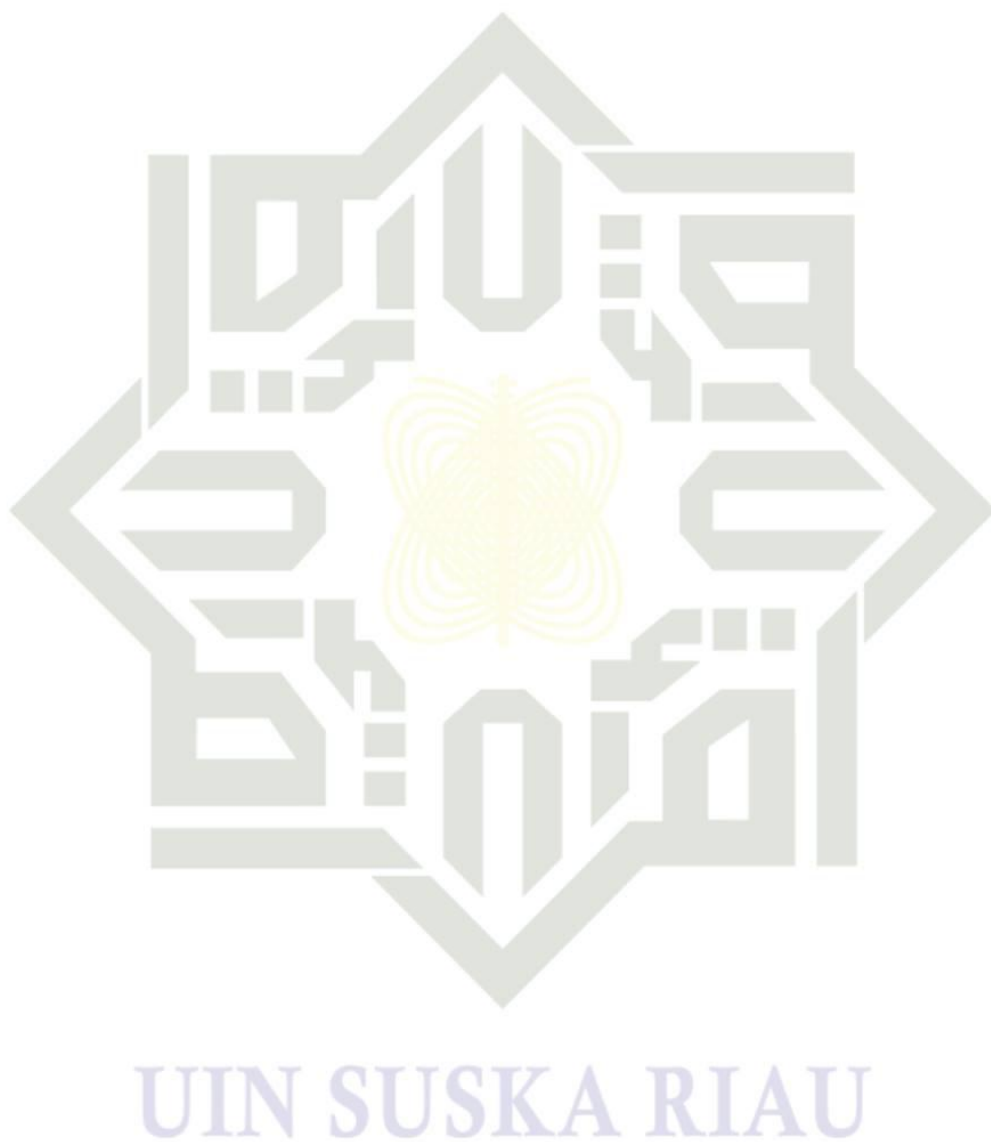
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SILABUS

Mata Pelajaran : BAHASA INGGRIS

KELAS : X

KI 4 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

: Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	<p>Teks narrative lisan dan tulis berbentuk legenda sederhana. <i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> Pengenalan tokoh dan setting Komplikasi terhadap tokoh utama Solusi 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p>	3x45	<ul style="list-style-type: none"> Lks Internet

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Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulisan dengan memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

- d. Akhir cerita
Unsur kebahasaan
 - a. Kata-kata terkait karakter, watak, dan setting dalam legenda
 - b. Modal auxiliary verbs.
 - c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
 - e. Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple, past perfect, past continuous, past perfect continuous* atau *past future continuous*

perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.

- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu

Mengeksplorasi

- Siswa membaca beberapa text legenda dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana
- Siswa secara berkelompok menuliskan /menyalin teks narrative dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut
- Siswa membacakan teks narrative kepada teman dengan menggunakan unsur kebahasaan yang tepat

Mengasosiasi

- Secara berklompok siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan
- Siswa memperoleh balikan (*feedback*)

Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.

Sasaran penilaian:

- Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi
- Ketepatan dan kesesuaian menggunakan strategi dalam membaca
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan

Portofolio

Kumpulan hasil tes dan latihan.

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dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengkomunikasikan

- Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda.
- Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.



LESSON PLAN

Nama Sekolah : MAN 3 PEKANBARU
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : X / Genap
 Materi : Teks Narrative (Treatment)
 Alokasi Waktu : 3 x45 Menit

A. Kompetensi Inti

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
 KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

- KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
 KD 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan.
 3.8.2 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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4.8.1 Menceritakan teks *narrative*.

4.8.2 Menulis teks *narrative* pendek disertai dengan ilustrasi gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan dengan tepat.
2. Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan dengan tepat.
3. Menceritakan teks *narrative* dengan tepat.
4. Menulis teks *narrative* pendek disertai dengan ilustrasi gambar dengan tepat.

E. Materi Pembelajaran

1. Struktur teks:
 - a. Pengenalan tokoh dan setting
 - b. Komplikasi terhadap tokoh utama
 - c. Solusi
 - d. Akhir cerita
2. Unsur Kebahasaan:
 - a. Kata-kata terkait karakter, watak, dan setting dalam legenda.
 - b. Modal auxiliary verbs.
 - c. Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple*, *past perfect*, *past continuous*, *past perfect continuous* atau *past future continuous*
3. Fungsi Sosial:

Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya

F. Langkah Langkah Pembelajaran

- Membagi peserta didik dalam beberapa kelompok yang terdiri dari 5 orang peserta didik.
- Membagi peran masing-masing anggota kelompok sesuai dengan teknik CSR.
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G. Media/Alat dan Sumber Belajar

- Papan Tulis
- Spidol
- Picture

Sumber Belajar

- Lks
- Internet

H. Metode Pembelajaran

Collaborative Strategic Reading (CSR)

No	Nama Siswa	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisiplinan	Nilai
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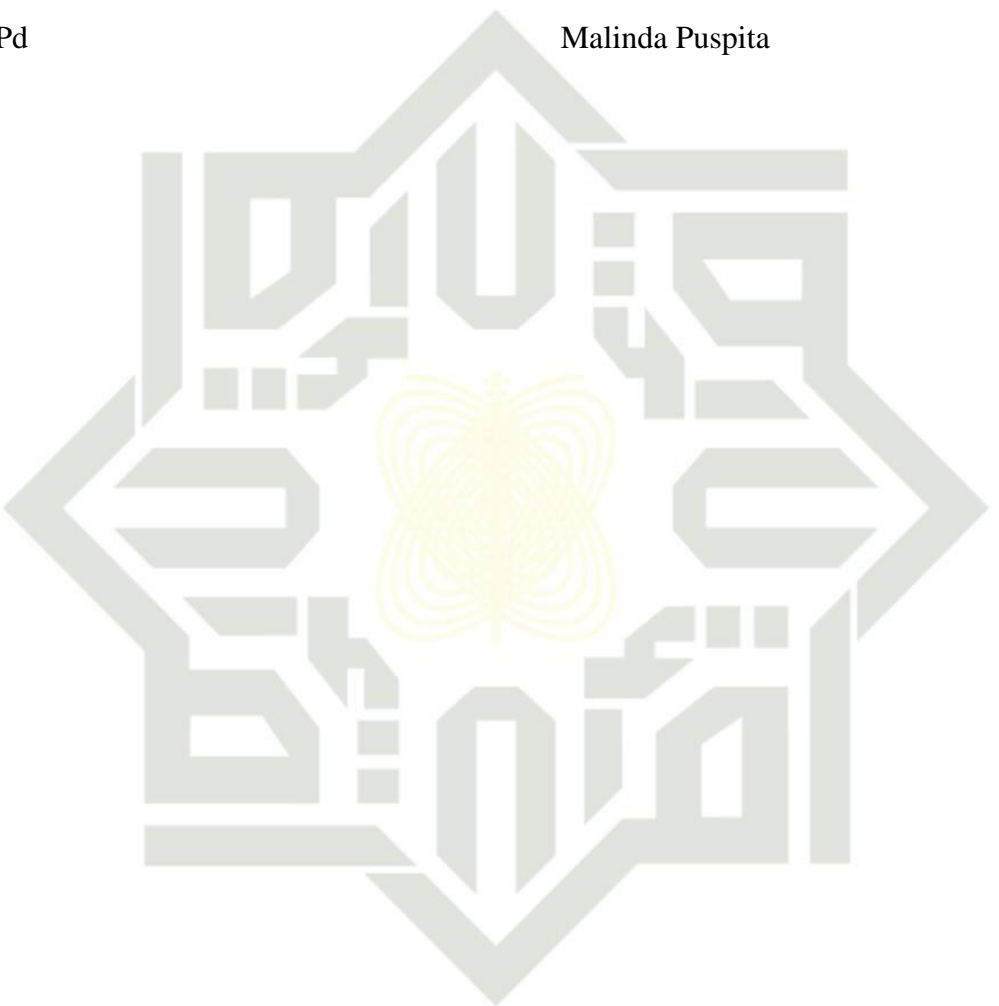
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Peneliti

Malinda Puspita

Mengetahui,
Guru Bahasa Inggris

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LESSON PLAN

Nama Sekolah : MAN 3 PEKANBARU
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : X / Genap
 Materi : Teks Narrative (Post-Test)
 Alokasi Waktu : 3 x45 Menit

I. Kompetensi Inti

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
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J. Kompetensi Dasar

- KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
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K. Indikator Pencapaian Kompetensi

- 3.8.3 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan.



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- 4.8.4 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.
- 4.8.3 Menceritakan teks *narrative*.
- 4.8.4 Menulis teks *narrative* pendek disertai dengan ilustrasi gambar.

L. Tujuan Pembelajaran

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3. Menceritakan teks *narrative* dengan tepat.
4. Menulis teks *narrative* pendek disertai dengan ilustrasi gambar dengan tepat.

M. Materi Pembelajaran

1. Struktur teks:
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 - b. Komplikasi terhadap tokoh utama
 - c. Solusi
 - d. Akhir cerita
2. Unsur Kebahasaan:
 - a. Kata-kata terkait karakter, watak, dan setting dalam legenda.
 - b. Modal auxiliary verbs.
 - c. Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple*, *past perfect*, *past continuous*, *past perfect continuous* atau *past future continuous*
3. Fungsi Sosial:

Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya



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N. Langkah Langkah Pembelajaran

- Guru memberikan lembaran soal
- Guru menjelaskan kepada siswa cara mengerjakan soal
- Guru meminta siswa mengerjakan soal

O. Media/Alat dan Sumber Belajar

- Papan Tulis
- Spidol
- Picture

Sumber Belajar

- Lks
- Internet

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Malinda Puspita

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LESSON PLAN

Nama Sekolah : MAN 3 PEKANBARU
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : X / Genap
 Materi : Teks Narrative (Pre-Test)
 Alokasi Waktu : 3 x45 Menit

A. Kompetensi Inti

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
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B. Kompetensi Dasar

- KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
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C. Indikator Pencapaian Kompetensi

- 3.8.5 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan.

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- 4.8.6 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.
- 4.8.5 Menceritakan teks *narrative*.
- 4.8.6 Menulis teks *narrative* pendek disertai dengan ilustrasi gambar.

D. Tujuan Pembelajaran

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E. Materi Pembelajaran

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Hak Cipta Dilindungi Undang-Undang

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F. Langkah Langkah Pembelajaran

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G. Media/Alat dan Sumber Belajar

- Papan Tulis
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Sumber Belajar

- Lks
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Heni, M.Pd

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LESSON PLAN

Nama Sekolah : MAN 3 PEKANBARU
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : X / Genap
 Materi : Teks Narrative (Treatment)
 Alokasi Waktu : 3 x45 Menit

A. Kompetensi Inti

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C. Indikator Pencapaian Kompetensi

- 3.8.7 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan.
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D. Tujuan Pembelajaran

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E. Materi Pembelajaran

1. Struktur teks:
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3. Fungsi Sosial:

Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya lain.

F. Langkah Langkah Pembelajaran

- Membagi peserta didik dalam beberapa kelompok yang terdiri dari 5 orang peserta didik.
- Membagi peran masing-masing anggota kelompok sesuai dengan teknik CSR.
- Membagikan bacaan, kartu petunjuk CSR pada setiap kelompok
- Meminta peserta didik untuk bekerja sama dalam kelompok sesuai dengan teknik CSR
- Memberikan bantuan, arahan, dan menjadi asisten untuk semua kelompok
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G. Media/Alat dan Sumber Belajar

- Papan Tulis
- Spidol
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Sumber Belajar

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H. Metode Pembelajaran

Collaborative Strategic Reading (CSR)



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Mengetahui,

Guru Bahasa Inggris

Peneliti

Heni, M.Pd

Malinda Puspita



B = ~~10~~ 14

S = 6

The Fox and The Goat

- 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengacukan dan menyebutkan sumber.
- 2. Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- 3. Dilarang diperjualbelikan kembali.
- 4. Pengutipan tidak diperkenankan untuk kepentingan yang melanggar UIN Suska Riau.
- 5. Dilarang mengumumkannya dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox "It's the best water I've had in all my life. Come down and try it your self". The goat was thirsty so he got into the well. When he had drunk enough, he looked round but there was no way to get out. Then the fox had a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he asked and the fox got on his back and climbed out of the well. Then he walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said: "If you only had thought carefully about your own safety, you wouldn't have jumped into the well".

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a ladder into the well. The goat got out and thanked the old man.

What is the main idea in this text?



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- 2. To tell the plot, the writer uses.....
- Rhetorical question and an exclamation
- Time sequences
- Contrastive evidences
- Past tense
- Concessive conjunctions

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5. What is the genre of the text is?

- Report
- Account
- Explanation
- Description
- Narrative



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6. What traits do foxes have?

- Friendly
- Kind
- Polite
- Responsible
- Cunning



7. Paragraph 2 mainly tells ...

- How the fox helped the goat
- Why the fox got into the well
- The fox's idea how to get out of the well
- How the fox got out of the well
- How both the goat and the fox got out of the well



8. The goat did as he was asked ...” (Paragraph 3) What does the above sentence mean?

- The goat drank enough and looked round
- The goat came down to the well and drank
- The goat stood on his hind legs and put his forelegs against the side of the well.
- The goat called out loudly after the fox got out
- The goat waited someone who might help him

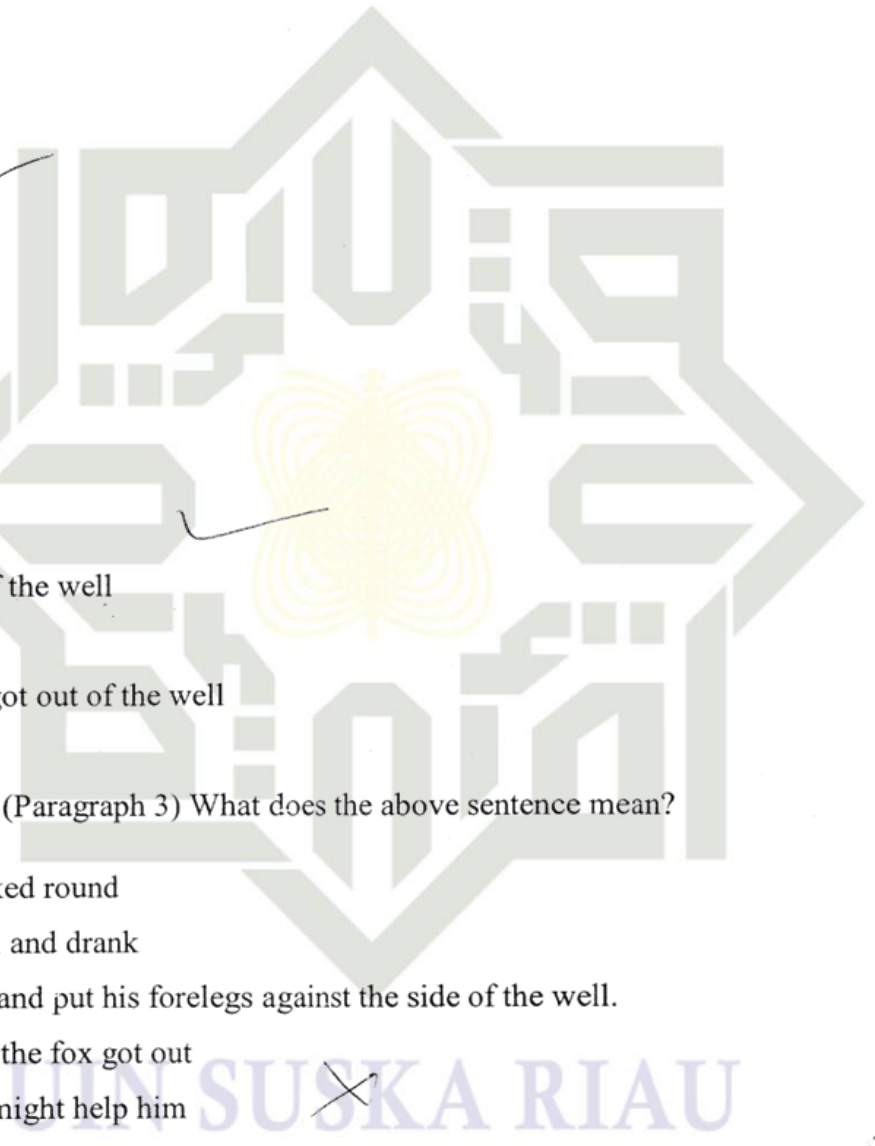


9. Who helped a goat out of the well?

- fox
- rabbit
- dog



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





an old man

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What is the moral value of the text above?

- A. Be a smart person to solve your problem
- B. Don't be foolish
- C. Think carefully about the effect before you do something
- D. Be careful if you meet with a stranger
- E. Don't break your promise



Snow white

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about taking Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "If you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

9. Where is the main idea in this text?

- 1.
- 2.
- 3.
- 4.
- 5.



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10. When Snow White ran from house?

- at night
- at midday
- at midnight
- in the morning
- in the evening

11. The third paragraph describes in detail ...

- Where Snow White aunt and uncle had breakfast
- What Snow White did after hearing her uncle's plan
- Whom Snow White met in the woods
- With whom Snow White ran away into the woods
- How Snow White went into the cottage

12. The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the words underlined?

- He asked Snow White for a permission to stay with her
- He showed his interest in Snow White
- He agreed to stay with Snow White
- He offered Snow White to stay with them
- He wishes to stay with Snow White

13. She was very tired the synonym of the underlined word is..

- a. Tell
- b. Boot
- c. Exhausted
- d. Poor
- e. New

14. She was very tired and hungry the antonym of the underlined word is..

- a. Full

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b. High

- Low
- Sort
- Now
- The went
- Inside
- Outsid
- ow
- Exclude
- ort
- Early

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Inside the antonym of the underlined word is..



Cinderella

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Every day, Cinderella went out to her mother's grave, and wept, and she became pious and good. When winter came, the snow spread a white sheet over the grave, and when the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fair of face but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said "you cannot go with us, you have no clothes and cannot dance."

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, "Shiver and Quiver, My little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.



16. Where is the main idea in this text?

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The story above tells about

- ✓ a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella
- e. Princess

Cinderella lived with her, what is the sentence describe about?

- a. Two step-mother
- b. Her mother
- c. Two step-sister and step-mother
- d. Her sisters
- e. Two step-sister

17. Which of the following is NOT TRUE according to the text?

- a. Cinderella lived with her stepsister ✓
- b. Cinderella felt happy with her husband X
- c. Cinderella felt annoyed with her stepsister
- d. Cinderella was helped by a fairy to get to the ball
- e. Cinderella was helped by her stepsister to do all the housework ✓

20. Why couldn't Cinderella go to the festival?

- ✓ a. She didn't have clothes and couldn't dance
- b. She doesn't dance



c. She has dance

d. She didn't dance

e. She couldn't dance

4. The stepmother however did not "recognize" her. The same meaning of the word "recognize" is...

a. To see

b. To know

c. To told

d. To talk

e. To tell

5. Orientation of the story means ...

a. To begin the story

b. To amuse the reader

c. To finish the story

d. To tell the people

e. To end the story

2. The two step-sister always feels....

a. Upset

b. Jealous

c. Wonder

d. Regret

e. Angry

2. Cinderella looked so beautiful in the golden-dress. The antonym of "beautiful" is.....

a. Handsome

b. Smart

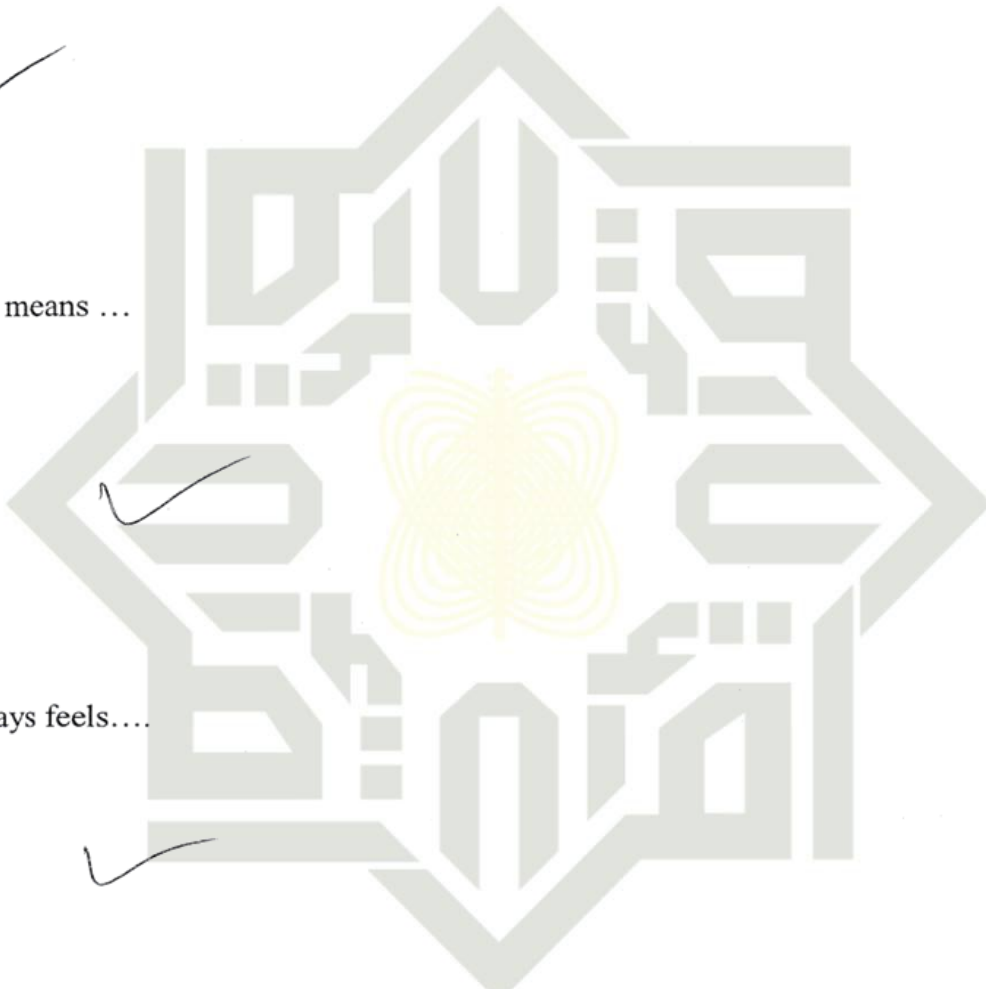
c. Ugly

d. Wonderful

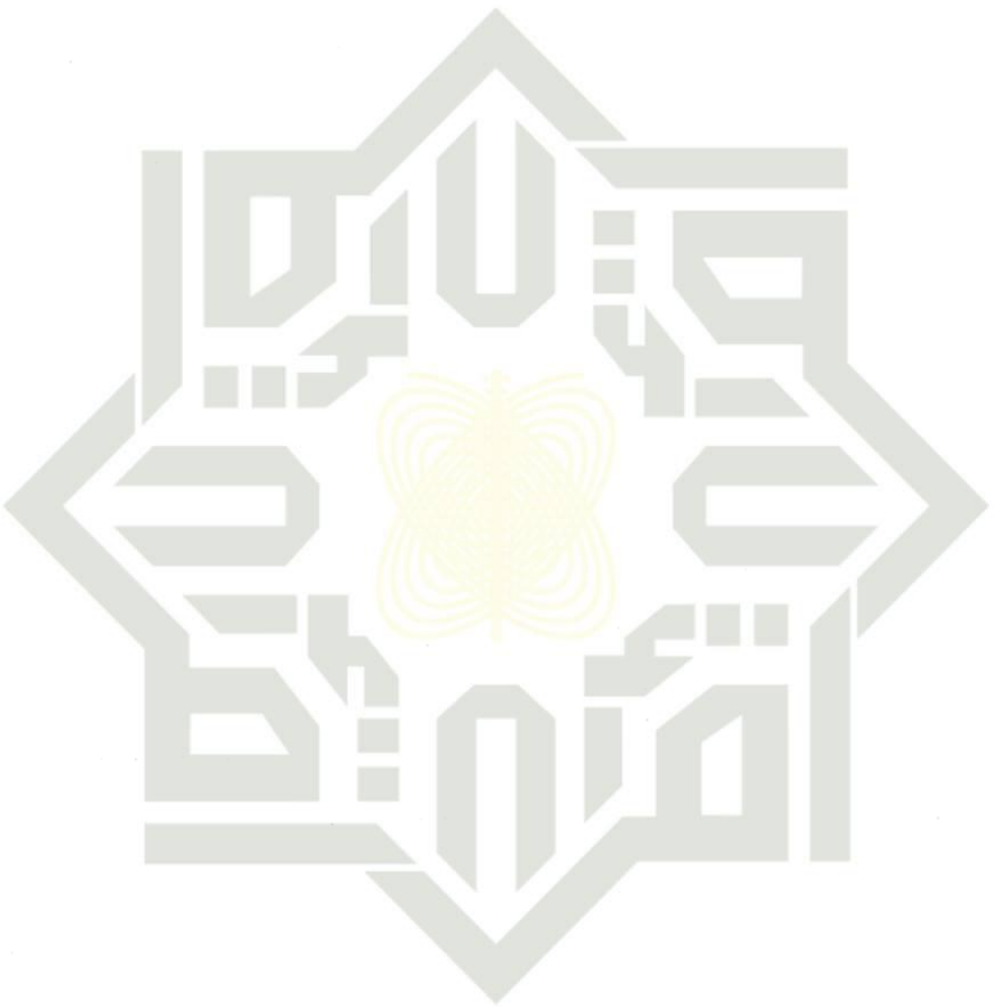
e. Nice

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X

22. The complication sentence stated in paragraph

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d. responsible

e. cunning

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The fox said, "I have a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there, I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said: "If you only had thought carefully about getting out, you wouldn't have jumped into the well".

The goat felt very said. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

1. Where is the main idea in this text?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

2. To tell the plot, the writer uses.....

- a. Rhetorical question and an exclamation
- b. Time sequences
- c. Contrastive evidences
- d. Past tense
- e. Concessive conjunctions

3. What is the genre of the text is?

- a. Report
- b. Recount
- c. Explanation
- d. Descriptive
- e. Narrative

a. How the fox helped the goat

b. Why the fox got into the well

c. The fox's idea how to get out of the well

d. How the fox got out of the well

e. How both the goat and the fox got out of the well

6. "The goat did as he was asked" (Paragraph 3) What does the above sentence mean?

a. The goat drank enough and looked round

b. The goat came down to the well and drank

c. The goat stood on his hind legs and put his forelegs against the side of the well.

d. The goat called out loudly after the fox got out

e. The goat waited someone who might help him

7. Who helped a goat out of the well?

a. fox

b. rabbit

c. dog

d. an old man

e. cow

8. What is the moral value of the text above?

a. Be smart person to solve your problem

b. Don't be foolish

c. Think carefully about the effect before you do something

d. Be careful if you meet with a stranger

e. Don't break your promise

so he got into the well.

A fox fell into a well and couldn't get out. A fox saw the water was good. He asked the fox in the well if he could get out. The fox said, "I have a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there, I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said: "If you only had thought carefully about getting out, you wouldn't have jumped into the well".

The goat felt very said. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.



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about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after

9. Where is the main idea in this text?

- 1
- 3
- 2
- 4
- 5

10. When Snow White ran from house?

- At night
- At midday
- At midnight
- In the morning
- In the evening

11. The third paragraph describes in detail ...

- Where Snow White aunt and uncle had breakfast
- What Snow White did after hearing her uncle's plan
- Whom Snow White met in the woods
- With whom Snow White ran away into the woods
- How Snow White went into the cottage

13. She was very tired the synonym of the underlined word is..

- Tell
- Boot
- Exhausted
- Poor
- New

14. She was very tired and hungry the antonym of the underlined word is..

- Full
- High
- Low
- Short
- New

15. They went inside the antonym of the underlined word is..

- Outside
- Slow
- Exclude
- Short
- Early



Another State Islamic University of Sultan Syarif Kasim Riau wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said "you cannot go with us, you have no clothes and cannot dance."

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, My little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

16. Where is the main idea in this text?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

17. The story above tells about

- a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella
- e. Princess

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19. Which of the following is NOT TRUE according to the text?

- a. Cinderella lived with her step-sister
- b. Cinderella felt happy with her husband
- c. Cinderella felt annoyed with her step-sister
- d. Cinderella was helped by a fairy to get to the ball
- e. Cinderella was helped by her step-sister to do all the housework

20. Why couldn't Cinderella go to the festival?

- a. She didn't have clothes and couldn't dance
- b. She doesn't dance
- c. She has dance
- d. She didn't dance
- e. She couldn't dance

21. The step-mother however did not "recognize" her. The same meaning of the word "recognize" is ...

- a. To see
- b. To know
- c. To told
- d. To talk
- e. To tell

22. Orientation of the story means ...

- a. To begin the story
- b. To amuse the reader
- c. To finish the story
- d. To tell the people
- e. To end the story

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- c. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- d. Her sisters
- e. Two step-sisters and her husband



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23. The two steps are beautiful in the golden dress. The antonym of "beautiful" is.....

- a. Handsome
- b. Smart
- c. Ugly
- d. Wonderful
- e. Nice

24. The complication sentence stated in paragraph

- a. One
- b. Two
- c. Second
- d. Three
- e. First



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The Fox and The Goat

B = 19
S = 6

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A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well, it asked if the water was good. "Good", said the fox "It's the best water I've had in all my life. Come down and try it your self". The goat was thirsty so he got into the well. When he had drunk enough, he looked round but there was no way to get out. Then the fox had a "good idea". You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. When I'm out, I'll help you out of the well.

The goat did as he asked and the fox got on his back and climbed out of the well. Then he walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said: "If you only had thought carefully about getting out, you wouldn't have jumped into the well".

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

1. Where is the main idea in this text?
 - a. The fox's promise to help the goat
 - b. The fox's trick to get out of the well
 - c. The goat's foolishness in jumping into the well
 - d. The old man's kindness in helping the goat
2. To tell the plot, the writer uses.....
 - a. Rhetorical question and an exclamation
 - b. Time sequences
 - c. Contrastive evidences
 - d. Past tense
 - e. Concessive conjunctions



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3. What is the genre of the text is?

- Report
- Explanatory text
- Descriptive text
- Narrative text



4. What traits do foxes have?

- friendly
- kind
- polite
- responsible
- cunning



5. Paragraph 2 mainly tells ...

- How the fox helped the goat
- Why the fox got into the well
- The fox's idea how to get out of the well
- How the fox got out of the well
- How both the goat and the fox got out of the well



6. The goat did as he was asked ...” (Paragraph 3) What does the above sentence mean?

- The goat drank enough and looked round
- The goat came down to the well and drank
- The goat stood on his hind legs and put his forelegs against the side of the well.
- The goat called out loudly after the fox got out
- The goat waited someone who might help him



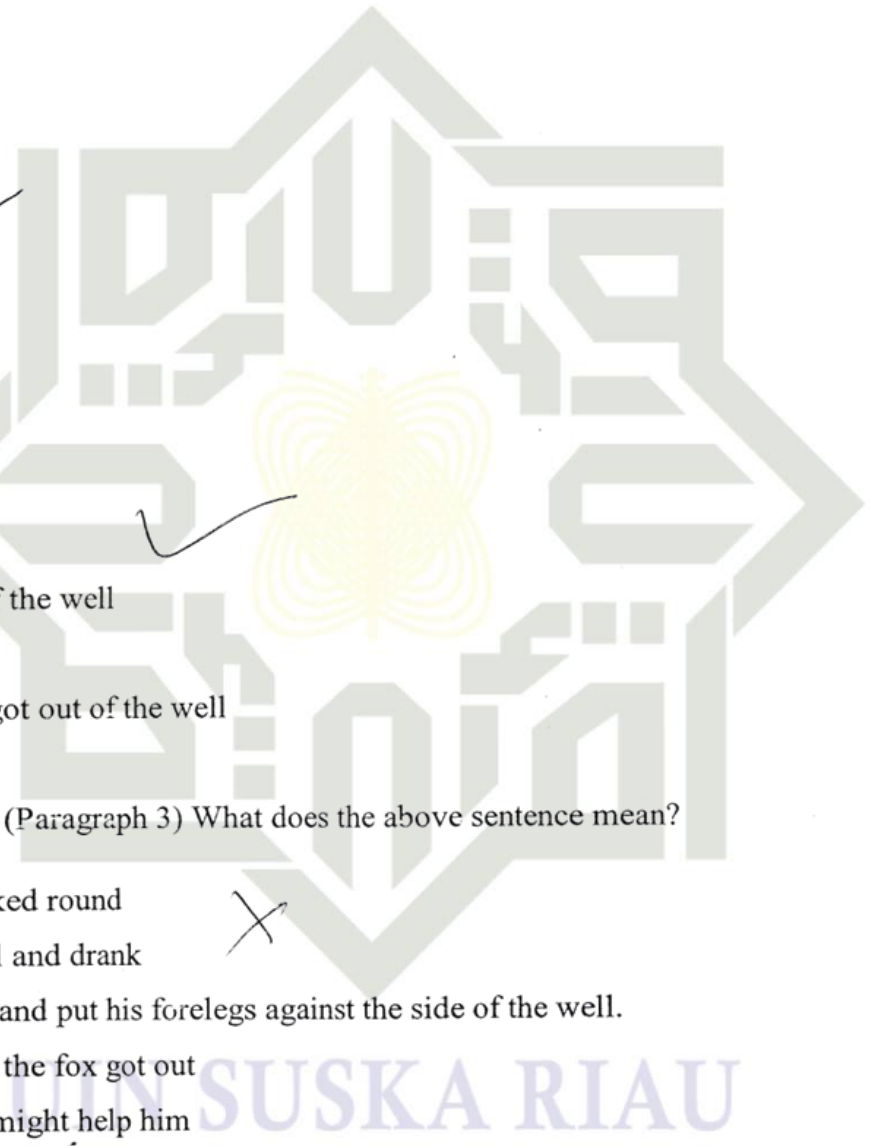
7. Who helped a goat out of the well?

- fox
- rabbit
- dog

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What is the moral value of the text above?

Be a smart person to solve your problem

Don't be foolish

Think carefully about the effect before you do something

Be careful if you meet with a stranger

Don't break your promise



Snow white

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about taking Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarfs said, "If you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after

9. Where is the main idea in this text?

- 1
- 3
- 2
- 4
- 5



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10. When Snow White ran from house?

- a. At night
- b. At midday
- c. At midnight
- d. In the morning
- e. In the evening



The third paragraph describes in detail ...

- a. Where Snow White aunt and uncle had breakfast
- b. What Snow White did after hearing her uncle's plan
- c. Whom Snow White met in the woods
- d. With whom Snow White ran away into the woods
- e. How Snow White went into the cottage



The dwarf said, " If you wish, you may live here with us." What did the dwarf mean with the words underlined?

- a. He asked Snow White for a permission to stay with her
- b. He showed his interest in Snow White
- c. He agreed to stay with Snow White
- d. He offered Snow White to stay with them
- e. He wishes to stay with Snow White



13. She was very tired the synonym of the underlined word is..

- a. Tell
- b. Boot
- c. Exhausted
- d. Poor
- e. New



14. She was very tired and hungry the antonym of the underlined word is..

- a. Full



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Inside the antonym of the underlined word is..



Cinderella

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Every day, Cinderella went out to her mother's grave, and wept, and she became pious and good. When winter came, the snow spread a white sheet over the grave, and when the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face, but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said "you cannot go with us, you have no clothes and cannot dance."

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, "Shiver and Quiver, My little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

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16. Where is the main idea in this text?

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The story above tells about

- a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella
- e. Princess

Cinderella lived with her, what is the sentence describe about?

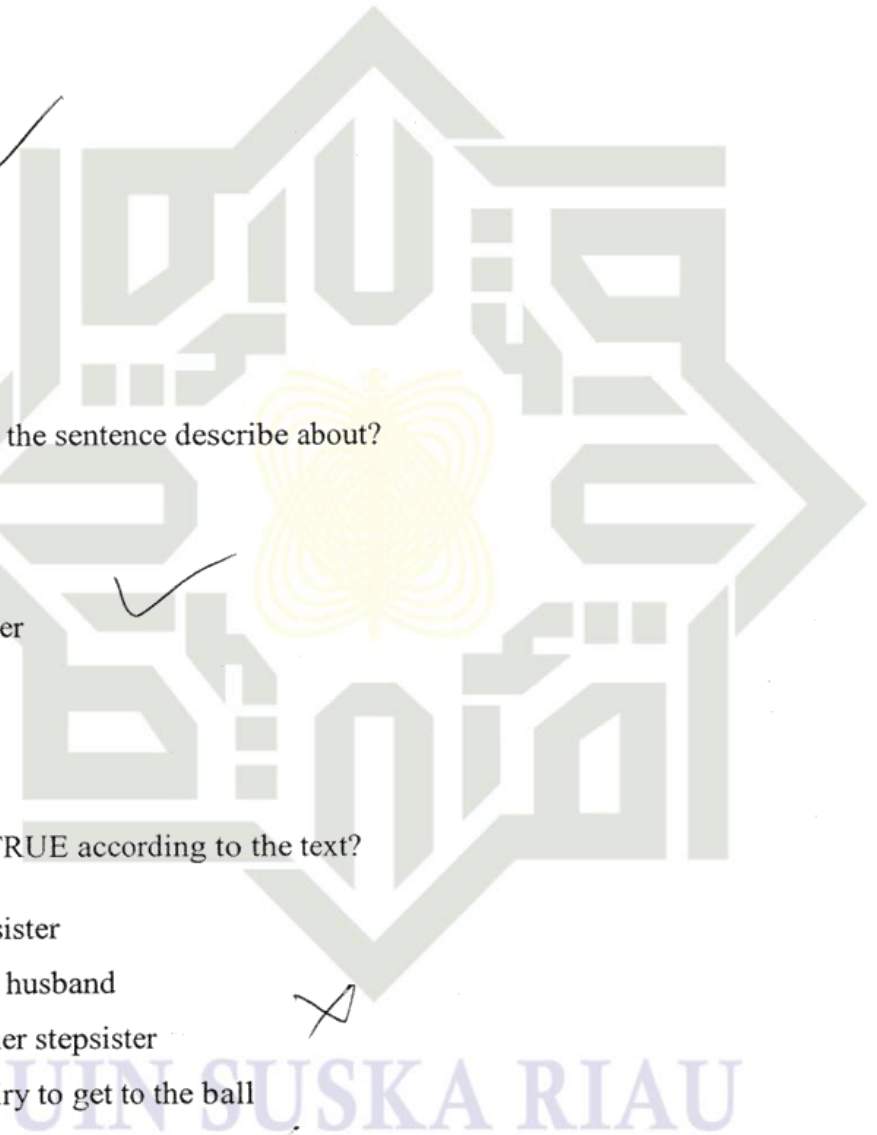
- a. Two step-mother
- b. Her mother
- c. Two step-sister and step-mother
- d. Her sisters
- e. Two step-sister

19. Which of the following is NOT TRUE according to the text?

- a. Cinderella lived with her stepsister
- b. Cinderella felt happy with her husband
- c. Cinderella felt annoyed with her stepsister
- d. Cinderella was helped by a fairy to get to the ball
- e. Cinderella was helped by her stepsister to do all the housework

20. Why couldn't Cinderella go to the festival?

- a. She didn't have clothes and couldn't dance
- b. She doesn't dance





c. She has dance

d. She didn't dance

e. She couldn't dance

1. The stepmother however did not "recognize" her. The same meaning of the word

"recognize" is ...

a. To see

b. To know

c. To told

d. To talk

e. To tell

2. Orientation of the story means ...

a. To begin the story

b. To amuse the reader

c. To finish the story

d. To tell the people

e. To end the story

2. The two step-sister always feels....

a. Upset

b. Jealous

c. Wonder

d. Regret

e. Angry

2. Cinderella looked so beautiful in the golden dress. The antonym of "beautiful" is.....

a. Handsome

b. Smart

c. Ugly

d. Wonderful

e. Nice

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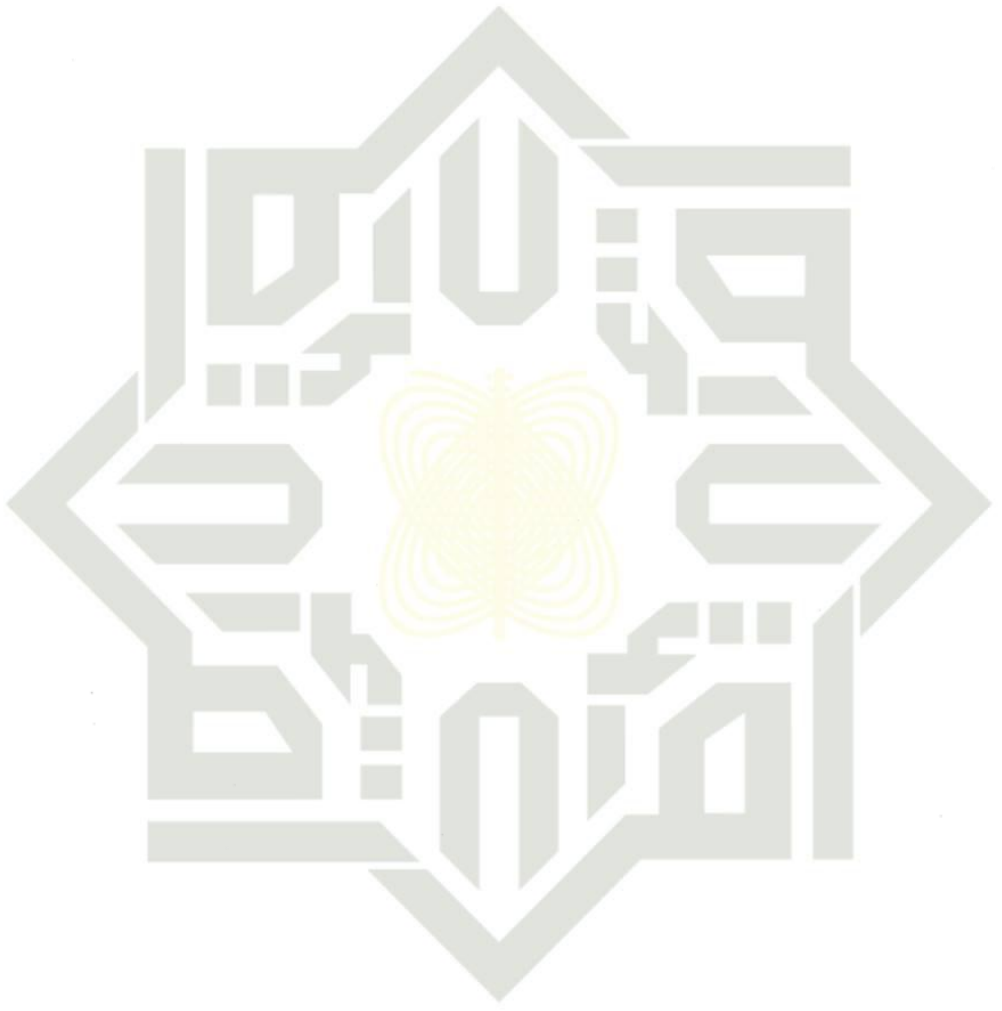
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4



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25. The complication sentence stated in paragraph

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The Fox and The Goat

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B = 21
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into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox "It's the best water I've had in all my life. Come down and try it your self". The goat was thirsty so he got into the well. When he had drunk enough, he looked round but there was no way to get out. Then the fox gave a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he asked and the fox got on his back and climbed out of the well. Then he walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said: "If you only had thought carefully about your own safety, you wouldn't have jumped into the well".

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

What is the main idea in this text?



89

2. To tell the plot, the writer uses.....
- a. Rhetorical question and an exclamation
 - b. Time sequences
 - c. Contrastive evidences
 - d. Past tense
 - e. Concessive conjunctions



UIN SUSKA RIAU



What is the genre of the text is?

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Report
 expository
 descriptive
 narrative
 persuasive
 recount
 explanation
 argumentative
 hortatory
 informative
 informative

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

What traits do foxes have?

friendly
 polite
 responsible
 cunning

Paragraph 2 mainly tells ...

how the fox helped the goat
 why the fox got into the well
 the fox's idea how to get out of the well
 how the fox got out of the well
 how both the goat and the fox got out of the well

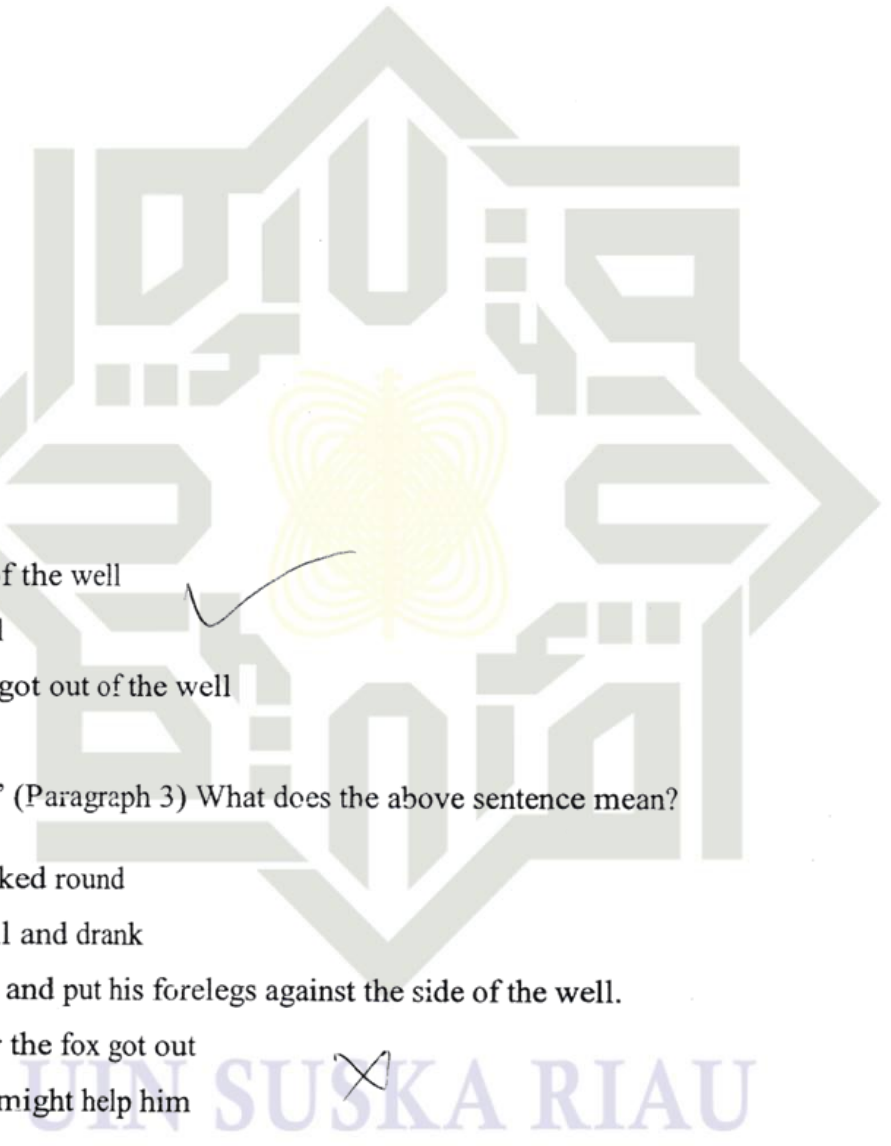
6. The goat drank as he was asked ...” (Paragraph 3) What does the above sentence mean?

The goat drank enough and looked round
 The goat came down to the well and drank
 The goat stood on his hind legs and put his forelegs against the side of the well.
 The goat called out loudly after the fox got out
 The goat waited someone who might help him

7. Who helped the goat out of the well?

fox
 rabbit
 dog

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An old man

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What is the moral value of the text above?

- a. Be smart person to solve your problem
- b. Don't be foolish
- c. Think carefully about the effect before you do something
- d. Be careful if you meet with a stranger
- e. Don't break your promise



Snow white

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about taking Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after

9. Where is the main idea in this text?

- 1
- 2
- 3
- 4
- 5



UIN SUSKA RIAU



10. When Snow White ran from house?

- At night
- At midnight
- In the morning
- In the evening



The third paragraph describes in detail ...

- Where Snow White aunt and uncle had breakfast
- What Snow White did after hearing her uncle's plan
- Whom Snow White met in the woods
- With whom Snow White ran away into the woods
- How Snow White went into the cottage



The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the words underlined?

- He asked Snow White for a permission to stay with her
- He showed his interest in Snow White
- He agreed to stay with Snow White
- He offered Snow White to stay with them
- He wishes to stay with Snow White



3. She was very tired the synonym of the underlined word is..

- Tell
- Boot
- Exhausted
- Poor
- New



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4. She was very tired and hungry the antonym of the underlined word is..

- Full



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6. Where is the main idea in this text?

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20. Why couldn't Cinderella go to the festival?

- a. She didn't have clothes and couldn't dance
- b. She doesn't dance

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UIN SUSKA RIAU



She has dance

She didn't dance

She couldn't dance

The step-mother however did not "recognize" her. The same meaning of the word

"recognize" is...

- a. To see
- b. To know
- c. To told
- d. To talk
- e. To tell

Orientation of the story means ...

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The two step-sister always feels....

- a. Upset
- b. Jealous
- c. Wonder
- d. Regret
- e. Angry

Cinderella looked so beautiful in the golden dress. The antonym of "beautiful" is.....

- a. Handsome
- b. Smart
- c. Ugly
- d. Wonderful
- e. Nice

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25 The complication sentence stated in paragraph

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كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No 155 Km 18 Tampung Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 561647
Fax (0761) 561547 Web: www.fk.uinsuska.ac.id E-mail: effak_uinsuska@yahoo.co.id

Pekanbaru, 24 Januari 2022

: Un.04/F.H.4/PP.00.9/794/2022

: Biasa

: *Mohon Izin Melakukan PraRiset*

Kepada
Yth. Kepala Sekolah
MAN 3 Pekanbaru
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: MALINDA PUSPITA
NIM	: 11714202645
Semester/Tahun	: X (Sepuluh) / 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Dekan
Wakil Dekan III
Amirah Diniaty
Dr. Amirah Diniaty, M.Pd. Kons
NIP. 19751115 200312 2 001



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Sifat :
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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Malinda Puspita
Nomor Induk Mahasiswa : 11714202645
Hari Penggagal Ujian : 26 April 2022
Judul Proposal Ujian : The Implementation Of Collaborative Strategic Reading In Teaching Students Reading Comprehension At State Islamic Senior High School 3 Pekanbaru
Diketahui : Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Roswati, M. Pd	PENGUJI I		
Muhammad Taufikm Ihsan, M.	PENGUJI II		

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Wakil Dekan I



DR. H. Zarkasih, M.Ag.
NIP. 197110171997031004

Pekanbaru,
Peserta Ujian Proposal

Malinda Puspita
NIM. 11714202645



Pekanbaru, 25 Januari 2022

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Assalamu'alaikum Wr. Wb

Dengan Hormat,

Saya yang beranda tangan dibawah ini :

Nama : Malinda Puspita
 NIM : 11714202645
 Semester : 9 (sembilan)
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Jln bangau sakiti Perumahan Bumi Miraj

Dengan ini saya mengajukan kepada bapak/ibu judul rancangan penelitian untuk memenuhi persyaratan program S1. Adapun judul tersebut adalah ***The implementation of collaborative strategy in teaching students reading comprehension at MAN 3 Pekanbaru***

Dengan ini saya lampirkan persyaratan sebagai berikut :

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5. Fotocopy rhs
6. Sinopsis

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Hormat Saya,

Dr. FAURINA ANASTASIA, S.S., M.HUM.
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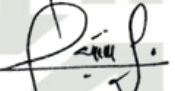

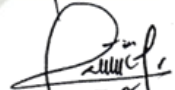
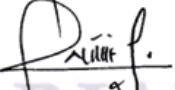


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 SKRIPSI MAHASISWA**

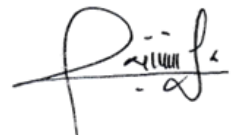
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 Jenis dan usul Penelitian :
 Judul Laporan Penelitian :
 Nama Pembimbing : Nurdiana, M.Pd
 Nomor Induk Pegawai (NIP) : 198108222014112003
 Nama Mahasiswa : Malinda Puspita
 Nomor Induk Mahasiswa : 11714202645
 Jenis Kegiatan : Bimbingan Skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
01-2022	Consulting Instrument and rater		
01-2023	Acc instrument		
02-2023	Revised Chapter IV, V		
02-2023	Revised Chapter I,II,III and Reference		
02-2023	ACC		

Pekanbaru, 13 Maret 2023
 Pembimbing,



Nurdiana, M.Pd
 NIP. 198108222014112003



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KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
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02 Agustus 2022

1001/Ma.04.7/TL.00/08/2022

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Balasan Pra Riset

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Dekan Fakultas Tarbiyah dan Keguruan
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di
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Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Universitas Negeri Sultan Syarif Kasim Riau
Fakultas Tarbiyah dan Keguruan nomor : Un.04/F.II.4/PP.9/794/2022
tanggal 24 Januari 2022 perihal permohonan izin melakukan PraRiset atas
nama:

Nama : Malinda Puspita
NIM : 11714202645
Semester/Tahun : X (Sepuluh)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

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 FACULTY OF EDUCATION AND TEACHER TRAINING

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Un.04/F.II/PP.00.9/13302/2022

Pekanbaru, 24 Agustus 2022 M

Biasa (Satu) Proposal
 Mohon Izin Melakukan Riset

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MALINDA PUSPITA
 NIM : 11714202645
 Semester/Tahun : XI (Sebelas)/ 2022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Implementation Of Collaborative Strategic Reading In Teaching Students Reading Comprehension At State Islamic Senior High School 3 Pekanbaru
 Lokasi Penelitian : MAN 3 Pekanbaru
 Waktu Penelitian : 3 Bulan (24 Agustus 2022 s.d 24 November 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
 NIP.19650521 199402 1 001

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MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
AKREDITASI : A**

(NSM : 13.1.1.14.71.0003 NPSN.69995182)

Jl. HR. Soebrantas KM. 14 Kecamatan Tampan – Pekanbaru

Website: <http://www.man3kotapekanbaru.sch.id> E-mail : man3gemilang@gmail.com



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B-3071/Ma.04.7/TL.06/12/2022

20 Desember 2022

Biasa

Balasan Surat Riset/Penelitian

Yth;
Dekan Fakultas Tarbiyah dan Keguruan
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di
Pekanbaru

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Berdasarkan Surat Kantor Wilayah Kementerian Agama Kota Pekanbaru Nomor : B-4167/KK.04.5/TL.00/08/2022, tanggal 31 Agustus 2022 dan Surat Fakultas Tarbiyah dan Keguruan Universitas Islam Sultan Syarif Kasim Riau Nomor: Un.04/F.II/PP.00.9/13302/2022, tanggal 24 Agustus 2022 serta Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No:071/BKBP-SKP/1852/2022, tanggal 26 Agustus 2022 perihal permohonan izin Riset/Penelitian atas nama:

Nama : Malinda Puspita
NIM : 11714202645
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Jurusan : Pendidikan Bahasa Inggris
Jenjang : S1 (Strata 1)
Alamat : Jl. H. Abd. Gani Kel. Pulau Kecil Kec. Reteh-Indragiri Hilir

Dengan ini disampaikan bahwa nama yang tersebut diatas benar telah melakukan Riset/Penelitian di MAN 3 Kota Pekanbaru dengan judul :

“ THE IMPLEMENTATION OF COLLABORATIVE STRATEGIC READING IN TEACHING STUDENS’ READING COMPREHENSION AT STATE ISLAMIC SENIOR HIGH SCHOOL 3 PEKANBARU ”

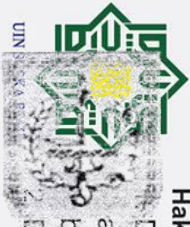
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Nomor : 503/DPMPTSP/NON IZIN-RISET/50041
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**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

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- | | | |
|----------------------|---|--|
| 1. Nama | : | MALINDA PUSPITA |
| 2. NIM / KTT | : | 117142026450 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE IMPLEMENTATION OF COLLABORATIVE STRATEGIC READING IN TEACHING STUDENTS' READING COMPREHENSION AT STATE ISLAMIC SENIOR HIGH SCHOOL 3 PEKANBARU |
| 7. Lokasi Penelitian | : | MAN 3 PEKANBARU |

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MEMBERITAHUKAN BAHWA :

Nama : **MALINDA PUSPITA**
 NIM : **117142026450**
 Fakultas : **TARBIYAH DAN KEGURUAN UIN SUSKA RIAU**
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**
 Program : **S1**
 Alamat : **JL. H. ABD. GANI KEL. PULAU KECIL KEC. RETEH-INDRAGIRI HILIR**
 Judul Penelitian : **THE IMPLEMENTATION OF COLLABORATIVE STRATEGIC READING IN TEACHING SENIOR STUDENTS' READING COMPREHENSION AT STATE ISLAMIC SENIOR HIGH SCHOOL 3 PEKANBARU**
 Lokasi Penelitian : **KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU**

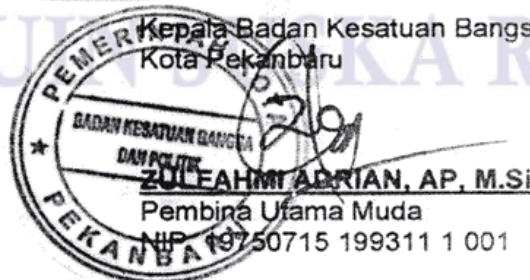
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Pekanbaru, 26 Agustus 2022

Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru



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CURRICULUM VITAE

Malinda Pusita is the first daughter of Mr. Burhanuddin and Mrs. Harmawati. She was born in Pulau Kecil, Mey 9th 1999. She lives at Bangau Sakti Street. In 2011 she graduated from SDN 033 Pulau Kecil. In 2014, she finished her study at KMI Assalam Islamic Borading School in Jawa Timur, and continued to Alhusniah Boarding School Pulau Kijang. She graduated from Alhusniah Pulau Kijang in 2016.

In 2017, she was accepted to become one of student in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA Riau. On July unti September 2020, she was doing KKN (Kuliah Kerja Nyata) program in Desa Kualu, Kubang Raya. Then, she was doing field teacher practice (PPL) program at SMAN 1 Kampar on October until December 2020. To fulfil requirements for undergraduated degree in English Education, she conducted the research on January unti february 2023 by the thesis entitled "The Implementation Of Collaborative Straregic Reading In Teaching Students' Reading Comprehension At State Islamic Senior High School 3 Pekanbaru".

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