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## Appendix 1

### Lesson Plan I

(Cycle 1)

**School** : SMAS Shalahuddiin Al-Munawwarah  
**Subject** : English  
**Class/Semester** : X-C/1  
**Allocated of time** : 2X30 minutes

#### A. Standard Competence

- KI1 : Respect and appreciate the teachings of their religion
- KI 2 : Respect and appreciate the honest behavior, discipline, responsibility, caring, mannered, confident, in interacting effectively with the social and natural environment.
- KI 3 : Understanding knowledge based on curiosity about science, technology and art
- KI 4 : Tying, process, and serving in the realm of concrete

#### B. Basic Competence

Compares of social function, the topic of the text, and main idea in the text functional form with responding the meaning of the short functional text accurately, fluency and accepted to interact in context of daily life.

#### C. Indicators

- Mention functional text social function by giving and asking for information about narrative text
- Identifying the topic of functional text
- Explain the main idea of the text

#### D. Expected characters

- Trustworthiness
- Respect
- Diligence

- Responsibility
- courage

#### E. The Purpose of Learning

At the end of teaching learning process, the students can :

- The students can find the main idea of the paragraph
- The students can solving the clunk of the text
- The students can make summary from the material about narrative text

#### F. Learning Material

Narrative Text

##### ***Prambanan Temple***

*Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed Prabu Baka. Then, Bandung Bondowoso fell in love with Prabu Baka's daughter named Roro Jonggrang.*

*Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. Roro Jonggrang was thinking of a way to refuse Bondowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.*

*Being helped by genies, Bondowoso built many temples very fast. Roro Jonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.*

*Finally, Bondowoso knew that Roro Jonggrang tricked him. He got very angry so he cursed Roro Jonggrang into a rock statue "Arca". Roro Jonggrang statue is inside Candi Prambanan to complete the project of a thousand temples.*

#### G. Learning Method and Strategy

- Collaborative Strategic Reading (CSR)

#### H. Teaching Learning Procedure

ACTIVITIES	LEARNING STEPS	TIME
Pre Activities/Opening	<ul style="list-style-type: none"> <li>• Greetings between teacher and students</li> <li>• The teacher asks the</li> </ul>	

	<p>students condition</p> <ul style="list-style-type: none"> <li>• All the students pray together</li> <li>• The teacher checks the students attendance list</li> <li>• The teacher gives information about the purpose of the study</li> <li>• The teacher gives the students motivation and appreciation</li> <li>• The teacher explains about the learning steps</li> <li>• The teacher asks about the previous lesson</li> </ul>	
<p>Main Activities</p>	<p><b>Exploration</b> in exploration activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Tell students some things related to reading and related material about narrative text</li> <li>• Explain to students about strategies in finding main ideas, detailed information and provide narrative text as modeling and provide examples of the use of strategies that will be given by applying the CSR method</li> <li>• Facilitating interaction between students and teachers, the environment and other learning</li> </ul>	

	<p>resources</p> <ul style="list-style-type: none"> <li>• Involving students actively in every learning activity.</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration the teacher:</p> <ul style="list-style-type: none"> <li>• Familiarize students with various reading and writing through certain meaningful tasks</li> <li>• Facilitating students through giving assignment, discussion, and other to come up with new ideas both verbally and in writing</li> <li>• Provide opportunities to think, analyze, solve problems, and act without fear</li> <li>• Facilitating students in cooperative and collaborative learning</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation teacher :</p> <ul style="list-style-type: none"> <li>• Provide positive feedback and reinforcement in the form of oral, written, gestures, and prizes for the success of the students</li> <li>• Provide confirmation of the result of exploration and elaboration of students through various source</li> <li>• Facilitate students</li> </ul>	
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	to reflect to gain learning experiences that have been done	
Post Activities/Closing	<p>In closing activities the teacher:</p> <ul style="list-style-type: none"> <li>• Asks about the students difficulties in finding the main idea using CSR method</li> <li>• Teacher and students make the conclusion of the material</li> <li>• Give feedback of the process and the result off the learning</li> <li>• Delivering the lesson for the next meeting</li> <li>• Teacher motivates the students to study harder</li> <li>• Teacher close the learning process</li> </ul>	

**I. Media**

- Picture about the material teaching

**J. Learning Source**

- English Handbook of X-C Grade Senior High School
- Internet

**K. Evaluation and Assessment**

- Technique : written
- Form of instrument : multiple choice
- Example of instrument : choosing the best answer by giving the sign a,b,c or d
- Direction of evaluation

- Every correct answer: 5
- Maximum score : 100

Blangkejeren, October 4<sup>th</sup>2020

Known By :

Principle of SMAS Shalahuddiin Al-Munawwarah

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## Appendix 2

### Lesson Plan II

(Cycle 2)

**School** : SMAS Shalahuddiin Al-Munawwarah

**Subject** : English

**Class/Semester** : X-C/1

**Allocated Time** : 2X30 minutes

#### A. Standard Competence

KI 1: Respect and appreciate the teachings of their religion

KI 2: Respect and appreciate the honest behavior, discipline, responsibility, caring, mannered, confident, in interacting effectively with the social and natural environment

KI 3: Understanding knowledge based on curiosity about science, technology and art

KI 4: Trying, process, and serving in the realm of concrete

#### B. Basic Competence

Compares of social function, the topic of the text, and main idea in the text functional form with responding the meaning of the short functional text accurately, fluency and accepted to interact in context of daily life.

#### C. Indicators

- Mention functional text social function by giving and asking for information about narrative text
- Identifying the topic of functional text
- Explain the main idea of the text

#### D. Expected character

- Trustworthiness
- Respect
- Diligence
- Responsibility
- courage

#### E. The purpose of Learning

At the end of teaching learning process, the students can :

- he students can find the main idea of the paragraph
- The students can solving the clunk of the text
- The students can make summary from the material about narrative text

#### F. Learning Material

- Narrative Text

#### Batu Menangis

*On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.*

*One day, they went down to a village for shopping. A market was far away from their house. They walked there. The girl got dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket, wore dirty clothes. Nobody knew they were mother and daughter.*

*While entering village, people looked at them. Young men were so fascinated by girl's beauty. However, she was in contrast to a woman walking behind her. It made people wonder. Some young men asked her whether woman was her mother. But girl arrogantly replied that she was her maid. More people asked her along the way to market. She gave a same answer that widow was her slave.*

*Eventually, mother's heart hurt to hear her daughter's answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped then slowly turned to be a stone. Daughter cried; she apologized to his mother. But it was too late. A pretty girl was turned into a stone but continued to tear; it's called A Crying Stone.*

#### G. Learning Method and Strategy

- Collaborative Strategic Reading (CSR)

#### H. Teaching Learning Procedures

ACTIVITIES	LEARNING STEPS	TIME
Pre Activities/Opening	• Greetings between	

	<p>teacher and students</p> <ul style="list-style-type: none"> <li>• The teacher asks the students condition</li> <li>• All the students pray together</li> <li>• The teacher checks the students attendance list</li> <li>• The teacher gives information about the purpose of the study</li> <li>• The teacher gives the students motivation and appreciation</li> <li>• The teacher explains about the learning steps</li> <li>• The teacher asks about the previous lesson</li> </ul>	
Main Activities	<p><b>Exploration</b> in exploration activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Tell students some things related to reading and related material about narrative text</li> <li>• Explain to students about strategies in finding main ideas, detailed information and provide narrative text as modeling and provide examples of the use of strategies that will be given by applying the CSR method</li> <li>• Facilitating interaction between students and teachers, the</li> </ul>	

	<p>environment and other learning resources</p> <ul style="list-style-type: none"> <li>• Involving students actively in every learning activity.</li> </ul> <p><b>Elaboration</b> In elaboration the teacher:</p> <ul style="list-style-type: none"> <li>• Familiarize students with various reading and writing through certain meaningful tasks</li> <li>• Facilitating students through giving assignment, discussion, and other to come up with new ideas both verbally and in writing</li> <li>• Provide opportunities to think, analyze, solve problems, and act without fear</li> <li>• Facilitating students in cooperative and collaborative learning</li> </ul> <p><b>Confirmation</b> In confirmation teacher :</p> <ul style="list-style-type: none"> <li>• Provide positive feedback and reinforcement in the form of oral, written, gestures, and prizes for the success of the students</li> <li>• Provide confirmation of the result of exploration and elaboration of students through</li> </ul>	
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	<p>various source</p> <ul style="list-style-type: none"> <li>• Facilitate students to reflect to gain learning experiences that have been done</li> </ul>	
Post Activities/Closing	<p>In closing activities the teacher:</p> <ul style="list-style-type: none"> <li>• Asks about the students difficulties in finding the main idea using CSR method</li> <li>• Teacher and students make the conclusion of the material</li> <li>• Give feedback of the process and the result off the learning</li> <li>• Delivering the lesson for the next meeting</li> <li>• Teacher motivates the students to study harder</li> <li>• Teacher close the learning process</li> </ul>	

**I. Media**

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**K. Evaluation and Assessment**

- Technique : written
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- Form of instrument : multiple choice
- Example of instrument : choosing the best answer by giving the sign a,b,c or d
- Direction of evaluation
  - Every correct answer: 5
  - Maximun score : 100

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## Appendix 3

### Pre-Test

**Subject : English**

**Class/Semester: X-C/1**

#### A Woman and the Wolves

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

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

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

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

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

Read the text, then choose the best choice to each questions.

1. What separated between one village to another a long time ago in the New Territories?
  - a. Another village
  - b. Mountains
  - c. Forests
  - d. Hills ve. Towers and logs

2. Who was Ah Tim?
  - a. The young woman's brother
  - b. The young woman's son
  - c. The young woman's brother and nephew
  - d. The young woman's brother's son
3. Who walked in front when they were in the forest?
  - a. Ah Tm
  - b. The woman
  - c. The woman's son
  - d. Her brother's nephew
4. How could the wolves catch Ah Tim?
  - a. He was afraid
  - b. He was stumbled by a stone
  - c. He ran slowly
  - d. The woman cry
5. The woman gave her son to the wolves because?
  - a. She loved her nephew than her son.
  - b. She thought about how her brother would be
  - c. She wanted her son was eaten by the wolves
  - d. She was crazy
6. What did the villagers bring sticks for?
  - a. For the weapon to beat the wolves
  - b. To bring the woman's nephew
  - c. For the fire woods.
  - d. For play
7. "All men in the village fetched thick stick ... the word "fetched" has a similar meaning to?
  - a. Received
  - b. Caught
  - c. Got
  - d. Hit
8. From the passage we learn that the villages were .... ?

- a. Located in one huge area
  - b. Situated in a large district
  - c. Separated by untamed jungles.
  - d. Wild and unsafe
9. The brother let her son go with his aunt as she left home because ....?
- a. Ah Tim wanted to see the wolves
  - b. His aunt wanted him to come long
  - c. Ah Tim was bored to live with his parents
  - d. Ah Tim would be a guardian for them
10. What is the purpose of the writer by writing the story above?
- a. To describe the danger of the villages
  - b. To entertain the readers of the story
  - c. To tell the villagers' relationship
  - d. To explain how important a relative is

### **Narrative Text Legend 2**

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to

hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their helphecouldnotfinishtheboat.Sangkuriang was angry, he kicked the boat then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

11. What is the story about?

- a. wrath son
- b. West java's tales

- c. Tumang a Dog husband
  - d. The legend of Tangkuban Perahu
12. According to he story, Tumang was....?
- a. actually a handsome prince
  - b. married to Dayang Sumbii
  - c. Sangkuriang pet dog
  - d. good at hunting deer
13. What did Dayang Sumbi look like?
- a. She liked weaving clothers
  - b. She looked for the heart of a deer
  - c. She was beautiful
  - d. She was looking at her fallen tool
14. What made Dayang Sumbi stay young?
- a. She set up conditions in doing thing
  - b. A young man fall in love with her
  - c. She married a dog
  - d. She knew how to take care her body
15. Who are the main caracters in the story?
- a. Dayang Sumbi and Sangkuriang
  - b. The king Dayang Sumbi, the dog and Sangkuriang
  - c. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
  - d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
16. What moral value can we learn from the story?
- a. People must keep their words all the time
  - b. Do not make a promise to easily
  - c. Never be reluctant to do good things
  - d. We should not hate our decendants
17. "He brought her the falling tool". The underline word "He" refers to.....?
- a. Samgkuriang
  - b. Tumang

c. Dayang Sumbi

d. The king

18. “ if you are male, I will marry you’ (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....?

a. Husband

b. Maid

c. Boss

d. Son

19. The complication starts when....

a. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

b. Tumang came bringing Dayang Sumbi fallen thing

c. Dayang Sumbi asked Sangkuriang to find deer’s heart

d. Dayang Sumbi and Sangkuriang fell in love and decided to marry

20. “once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter.” (paragraph 1). What is the function of the above sentence?

a. Crisis

b. A complication

c. An orientation

d. A reorientation

## Appendix 4

### Post-Test I (Cycle 1)

**Subject : English**

**Class/ Semester: X-c/1**

#### Narrative Text Legend 1

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
  - a. Sang Prabu was a father of his only daughter
  - b. Sang Prabu was a king of a kingdom in West Java
  - c. Sang Prabu was taken to Kahyangan by a wicked fairy
  - d. Sang Prabu was a wise man
2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
  - a. She didn't like Raden Begawan
  - b. She didn't want Raden Prabu marry the princess
  - c. She wanted Teja Nirmala to forget about her wedding
  - d. She didn't want the prince of Blambangan marry the princess

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
  - a. Princess Segara will have married with Raden Begawan
  - b. Wicked Fairy will not take Raden Begawan's life
  - c. Raden Begawan will not die
  - d. TejaNirmala will stay in the Kahyangan
4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word "her" in the sentence refers to...
  - a. The wicked fairy
  - b. The nice fairy
  - c. Princess Nirmala
  - d. Prince Teja
5. The similarity between fairy and human according to the text?
  - a. The place they live
  - b. The jealousy that they possess
  - c. The way they don't feel a love
  - d. The strength they have

### **Narrative Text Legend 2**

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had



collected before into the hole. The limestone made the water inside the whole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. Which the following fact is true about Kbo Iwo?
  - a. Kebo eat food was equal for food of thousand people
  - b. Kebo Iwo is a destroyer that cannot make anything
  - c. Kebo Iwo was angry because his food was stolen by Balinese people
  - d. Kebo Iwo destroyed the entire house but not the temple
7. Why did Kbo Iwo feel angry to the Balinese people?
  - a. Because Balinese people ate his meal
  - b. Because Balinese people took his food so his barns was empty
  - c. Because Balinese people didn't give him food
  - d. Because Balinese people were in hunger
8. According to the story, if KboIwa is never existed in Bali Island, what do you think will happen?
  - a. There will be no Bali Island
  - b. Bali People will never be angry
  - c. All Bali people will live in a prosperous way
  - d. Bali people will die
9. "So, they came together to plan steps to oppose this powerful giant"(Paragraph 3). The antonym of the word "oppose" is?
  - a. Support
  - b. Defeat
  - c. Turn Against
  - d. Beat
10. What is mount batur?
  - a. A lake builds by KboIwa
  - b. A well dug by Kboiwa
  - c. The mountain builds by KboIwa
  - d. A mound of earth dug from the well by Kboiwa

### Narrative Text legend 3

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

11. What type of the text is used by the writer?

- a. Narrative
- b. Report
- c. Anecdote
- d. Comparative

12. To tell the plot, the writers use?

- a. a rhetorical question and an exclamation
- b. time sequences
- c. contrastive evidences
- d. past tense

13. Why Snow White ran away to the woods?

- a. Her parents passed away
- b. Her uncle was angry with her

- c. Her uncle and aunt would go to America
- d. Snow White was happy to run away

14. When did Snow White run away to the woods?

- a. In the afternoon
- b. In the morning
- c. In the evening
- d. In the full moon

15. Where did Snow White live after she ran away to the woods?

- a. She lived in the cave
- b. She lived in the lion nest
- c. She lived everywhere in the woods
- d. She lived in the dwarfs' cottage

#### **Narrative Text Legend 4**

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

16. What type of text is the above text? It is ...

- a. a narrative text
- b. a description text
- c. a recount text
- d. an anecdote text

17. What destroyed the homes of all rats?
- a group of mice did
  - the hunter did
  - elephant did
  - hunter did
18. What helped the elephant's herd free?
- entire group of rats did
  - the hunters did
  - the trapped elephants did
  - a group of king did
19. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- Identification
  - Orientation
  - Complication
  - Resolution
20. At the end of the story, how was the elephant's herd?
- Angry
  - Sad
  - Happy
  - Dead



## Appendix 5

### Post-Test II (Cycle 2)

**Subject : English**

**Class/ Semester: X-C/1**

**Read the following text to answer questions number 1 to 3.**

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

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

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

1. From the text we know that?
  - a. Only one rooster can rule the roost
  - b. The roosters are fighting to flap their wings
  - c. The eagle had watched them all day
  - d. The farm needs a new king
2. What is the main idea of paragraph 3?
  - a. An eagle watching the rooster from a distance
  - b. The loosing rooster came out from its hiding place
  - c. The eagle took the winning rooster as its prey
  - d. The winning rooster celebrates its winning proudly
3. What can we learn from the story?
  - a. There's always a bigger enemy in this life
  - b. Your friend can be your enemy
  - c. Always grab an opportunity before you
  - d. Don't be cocky when we have achieved our goal

**Read the following text to answer questions number 4 to 8!**

### **Mouse Deer and Mr. Crocodile**

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

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

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

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

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?
  - a. Because he was very hungry
  - b. Because he wanted to cheat Mr. Crocodilee
  - c. He wanted to eat some dying trees
  - d. He was afraid of the current of the river

5. How many crocodiles were there in the story above?
  - a. Three crocodiles
  - b. Ten crocodiles
  - c. Thirteen crocodiles
  - d. Not mentioned
6. " .... But we are a large group, I can't count it precisely," The underlined word has closest meaning with?
  - a. Accurately
  - b. Objectively
  - c. Definitely
  - d. Obviously
7. After reading the text, we may conclude that the mouse deer was?
  - a. Very greedy animal
  - b. Cunning animal
  - c. Dumb animal
  - d. Frightened animal

**Read the following text to answer questions number 8 to 10!**

### **The Bear and the Two Friends**

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

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

8. What can we get from the story?
  - a. We have to save ourselves

- b. We have to learn how to climb
  - c. Bear will not harm a dead man
  - d. True friend always stand by us in ups and downs
9. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to?
- a. The bear
  - b. The dead man
  - c. The friend who cannot climb
  - d. The friend who climb the tree
10. Where do you think the story happened?
- a. In the river
  - b. In the park
  - c. In the woods
  - d. In the zoo



**Read the following text to answer question 11-14!**

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

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

11. Where does the story take place?
- a. Indonesia



- b. Brazil
  - c. Puerto Rico
  - d. New York
12. From the text we learn that...
- a. We have to follow others
  - b. We have to respect pet owner
  - c. We have to imitate others
  - d. We are not allowed to force others
13. Which statement is false according to the text?
- a. Catano was the name of the city where the parrot came f
  - b. The man got angry at the parrot
  - c. The parrot couldn't say CatanoThe man killed the parrot
14. "It was very, very smart". The underlined word "It" refers to...
- a. The bird
  - b. The man
  - c. The Catano
  - d. The city

**Read the following text to answer question 15-20!**

Once upon a time there lived a kind-hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird return to its previous nest.

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood. Not long afterwards, they found the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets: one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one

They choose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it. Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did.

She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

15. The purpose of the text above is to?
- Inform something
  - Describe someone
  - Entertain the reader
  - Report something
16. Sparrow is a kind of?
- Dog
  - Rabbit
  - Fish
  - Bird
17. The sparrow welcomed them **...** (Paragraph 2). The bold typed word refers to the?
- Nest
  - Sparrow
  - Baskets
  - Kind man an woman
18. “... and other horrible creatures”. (Last paragraph)The underlined word has similar meaning with?
- Interesting
  - Attracting
  - Dreadful
  - Rare
19. The suitable title for the text above is?
- The sparrow’s nest
  - The tongue and the sparrow
  - The evil woman
  - The old woman and sparrow
20. What type of text is the above text? It is ...
- A narrative text

- b. A descriptive text
- c. A recount text
- d. A discussion text



## Appendix 6

### Key Words

NO	PRE-TEST	POST-TEST I	POST -TEST II
1	C	C	C
2	D	D	C
3	A	B	D
4	B	C	A
5	B	B	C
6	A	A	A
7	C	C	B
8	C	D	D
9	D	A	A
10	B	D	C
11	A	A	C
12	B	D	D
13	C	C	C
14	B	B	A
15	A	D	C
16	A	A	D
17	B	D	D
18	A	A	C
19	A	B	D
20	C	C	A

## Appendix 7

### The Results of the Students' Reading Comprehension

#### Test in Pre-test

No	Students Initial Name	PRE-TEST	
		Score	Successful Criteria (>75)
1	AR	60	Unsuccessful
2	DT	50	Unsuccessful
3	EM	60	Unsuccessful
4	EF	50	Unsuccessful
5	ES	50	Unsuccessful
6	E	55	Unsuccessful
7	FRH	60	Unsuccessful
8	FA	<b>75</b>	<b>Successful</b>
9	IPS	50	Unsuccessful
10	K	60	Unsuccessful
11	K	<b>75</b>	<b>Successful</b>
12	K	<b>75</b>	<b>Successful</b>
13	MH	50	Unsuccessful
14	M	50	Unsuccessful
15	MM	55	Unsuccessful
16	M	50	Unsuccessful
17	NA	55	Unsuccessful
18	NHS	60	Unsuccessful
19	PU	55	Unsuccessful
20	RK	60	Unsuccessful
21	RRA	55	Unsuccessful
22	RSP	50	Unsuccessful
23	SN	50	Unsuccessful
24	SAM	55	Unsuccessful

25	SZ	60	Unsuccessful
26	S	60	Unsuccessful
27	S	50	Unsuccessful
28	Y	75	Successful
<b>Total <math>\Sigma X</math></b>		<b>1,600</b>	
<b>The Mean Score</b>		<b>57</b>	



## Appendix 8

### The Result of the Students' Reading Comprehension Test in Post-test I

No	Students Initial Name	CYCLE 1 (POST-TEST I)	
		Score	Successful Criteria (>75)
1	AR	65	Unsuccessful
2	DT	<b>75</b>	<b>Successful</b>
3	EM	<b>75</b>	<b>Successful</b>
4	EF	65	Unsuccessful
5	ES	65	Unsuccessful
6	E	70	Unsuccessful
7	FRH	70	Unsuccessful
8	FA	<b>80</b>	<b>Successful</b>
9	IPS	<b>80</b>	<b>Successful</b>
10	K	65	Unsuccessful
11	K	<b>80</b>	<b>Successful</b>
12	K	<b>80</b>	<b>Successful</b>
13	MH	60	Unsuccessful
14	M	65	Unsuccessful
15	MM	<b>80</b>	<b>Successful</b>
16	M	60	Unsuccessful
17	NA	60	Unsuccessful
18	NHS	<b>75</b>	<b>Successful</b>
19	PU	<b>85</b>	<b>Successful</b>
20	RK	<b>80</b>	<b>Successful</b>
21	RRA	<b>85</b>	<b>Successful</b>
22	RSP	<b>85</b>	<b>Successful</b>
23	SN	65	Unsuccessful
24	SAM	65	Unsuccessful
25	SZ	60	Unsuccessful
26	S	70	Unsuccessful
27	S	65	Unsuccessful
28	Y	<b>80</b>	<b>Successful</b>

## Appendix 9

### The Result of the Students' Reading Comprehension

#### Test in Post-test II

No	Students Initial Name	POST-TEST II (CYCLE 2)	
		Score	Criteria Successful (>75)
1	AR	85	Successful
2	DT	80	Successful
3	EM	85	Successful
4	EF	70	Unsuccessful
5	ES	75	Successful
6	E	75	Successful
7	FRH	80	Successful
8	FA	95	Successful
9	IPS	90	Successful
10	K	70	Unsuccessful
11	K	90	Successful
12	K	95	Successful
13	MH	75	Successful
14	M	70	Unsuccessful
15	MM	90	Successful
16	M	70	Unsuccessful
17	NA	75	Successful
18	NHS	95	Successful
19	PU	95	Successful
20	RK	85	Successful
21	RRA	90	Successful
22	RSP	95	Successful
23	SN	80	Successful
24	SAM	75	Successful
25	SZ	80	Successful



26	S	<b>80</b>	<b>Successful</b>
27	S	70	Unsuccessful
28	Y	<b>95</b>	<b>Successful</b>
<b>Total <math>\Sigma X</math></b>		<b>2,310</b>	
<b>The Mean Score</b>		<b>83</b>	



## Appendix 10

### Students' Pre-Test, Post-Test I, and Post-Test II Score

NO	INITIAL NAME	PRE-TEST		POST-TEST I		POST-TEST II	
		S C O R E	Successful Criteria (>75)	S C O R E	Successful Criteria (>75)	S C O R E	Successful Criteria (>75)
1	AR	60	Unsuccessful	65	Unsuccessful	85	Successful
2	DT	50	Unsuccessful	75	Successful	80	Successful
3	EM	60	Unsuccessful	75	Successful	85	Successful
4	EF	50	Unsuccessful	65	Unsuccessful	70	Unsuccessful
5	ES	50	Unsuccessful	65	Unsuccessful	75	Successful
6	E	55	Unsuccessful	70	Unsuccessful	75	Successful
7	FRH	60	Unsuccessful	70	Unsuccessful	80	Successful
8	FA	75	Successful	80	Successful	95	Successful
9	IPS	50	Unsuccessful	80	Successful	90	Successful
10	K	60	Unsuccessful	65	Unsuccessful	70	Unsuccessful
11	K	75	Successful	80	Successful	90	Successful
12	K	75	Successful	80	Successful	95	Successful
13	MH	50	Unsuccessful	60	Unsuccessful	75	Successful
14	M	50	Unsuccessful	65	Unsuccessful	70	Unsuccessful
15	MM	55	Unsuccessful	80	Successful	90	Successful
16	M	50	Unsuccessful	60	Unsuccessful	70	Unsuccessful
17	NA	55	Unsuccessful	60	Unsuccessful	75	Successful
18	NHS	60	Unsuccessful	75	Successful	95	Successful
19	PU	55	Unsuccessful	85	Successful	95	Successful
20	RK	60	Unsuccessful	80	Successful	85	Successful
21	RRA	55	Unsuccessful	85	Successful	90	Successful
22	RSP	50	Unsuccessful	85	Successful	95	Successful

23	SN	50	Unsuccessful	65	Unsuccessful	<b>80</b>	<b>Successful</b>
24	SAM	55	Unsuccessful	65	Unsuccessful	<b>75</b>	<b>Successful</b>
25	SZ	60	Unsuccessful	60	Unsuccessful	<b>80</b>	<b>Successful</b>
26	S	60	Unsuccessful	70	Unsuccessful	<b>80</b>	<b>Successful</b>
27	S	50	Unsuccessful	65	Unsuccessful	70	Unsuccessful
28	Y	<b>75</b>	<b>Successful</b>	<b>80</b>	<b>Successful</b>	<b>95</b>	<b>Successful</b>
<b>Total <math>\Sigma X</math></b>		<b>1,600</b>		<b>2,010</b>		<b>2,310</b>	
<b>The Main Score</b>		<b>57</b>		<b>73</b>		<b>83</b>	



## Appendix 11

### INTERVIEW SHEET REPORT

#### A. Interview with the English Teacher

**Date** : October 1<sup>st</sup>, 2020

**Time** : Break time

**Location:** in office

- Researcher : Apakah Siswa di kelas bapak suka belajar bahasa inggris?
- English Teacher : Sebahagian, lebih banyak yang tidak suka dari pada suka, Karena mereka masih banyak kesulitan dalam belajar B. Inggris terutama mengenai speaking-nya, writing-nya, listening-nya apalagi reading-nya
- Researcher : Metode apa yang bapak gunakan saat mengajarkan reading comprehension di dalam kelas?
- English Teacher : biasanya bapak menggunakan metode menjelaskan untuk ngajarkan reading comprehension, dan bapak memang paling sering menggunakan metode tersebut
- Researcher : Media apa yang bapak gunakan saat mengajarkan reading comprehension di dalam kelas?
- English Teacher : pertama medianya buku pegangan, kemudian terkadang saya cari-cari juga di internet tentang sesuatu yang berhubungan dengan reading comprehension kemudian di print dan di bagi ke anak-anak.
- Researcher : Menurut bapak apa yang menyebabkan siswa itu tidak menguasai Reading Comprehension?
- English Teacher : kendalanya yang pertama, mereka kesulitan dalam menentukan main idea dalam sebuah paragraph, mereka juga kesulitan menerjemahkan kosa kata yang mereka temukan dalam teks reading comprehension sehingga mereka tidak bisa memahami sebuah teks dalam reading comprehension.

## **B. Interview with the students**

- Before implementing Collaborative Strategic Reading (CSR)

**Date** : October 1<sup>st</sup>, 2020

**Time** : Break time

**Location** : In the class

Researcher : Apakah adik suka belajar bahasa inggris?

Students 1 :Lumayan suka miss.

Student 2 :Suka miss.

Student 3 :Lumayan miss

Researcher : Mengapa adik suka/tidak suka belajar bahasa inggris?

Students 1 :Karena kadang susah mahaminya miss.

Student 2 :kerena enak miss,belajar B. inggris walaupun susah.

Student 3 :kerna susah ngomongnya miss, beda yang ditulis sama yang diucapkan.

Researcher : Skill apa yang paling sulit dalam belajar bahasa inggris menurut adik?

Students 1 : Speaking miss.

Student 2 : Reading Comprehension miss

Student 3 : Listening miss

Researcher : Apakah guru sering mengajarkan Reading Comprehension di dalam kelas pada saat pembelajaran?

Students 1 : lumayan miss.

Student 2 : lumayan miss

Student 3 : Lebih sering menjelaskan

Researcher : Apakah metode guru menyenangkan dan mudah dipahami saat mengajarkan Reading Comprehension di dalam kelas?

Students 1 : Lumayan miss.

Student 2 : Mudah dipahami miss.

Student 3 : Ada miss.

### C. Interview with the students

- After implementing Collaborative strategic Reading (CSR)

**Date** : October 15<sup>th</sup>, 2020

**Time** : Break time

**Location** : in the class

Researcher : bagaimana menurut adik belajar reading comprehension dengan menggunakan Collaborative Strategic Reading ini ?

Students 1 : lumayan membantu miss, karena langkah-langkahnya cukup membantu memudahkan materi membaca miss

Student 2 : Iya miss, dengan strategi ini, kita jadi punya cara bagaimana agar paham materi reading

Student 3 : menyenangkan miss, saya merasa cukup bisa memahami materi reading.

Researcher : Apakah Collaborative Strategic Reading (CSR) ini cukup baik untuk memahami materi reading ?

Students 1 : Iya miss, menurut Yusni strategi ini cukup membantu miss

Students 2 : Iya miss, karena dengan strategi ini kita mempunyai cara untuk memahami teks lebih mudah

Students 3 : Iya miss, karena saya pertama kali belajar menggunakan strategi ini jadi menyenangkan miss.

## Appendix 12

### OBSERVATION SHEET CYCLE I

Give a sign checklist on the table, if the resarcher as the teacher does the criteria andif the students do the criteria checklist "YES" and if the teacher and students do not do the criteria "NO"

FOCUS	NO	CRITERIA	YES	NO
The Researcher as the Teacher	1	The teacher greet the students	✓	
	2	The teacher asks the students condition	✓	
	3	The teacher asksthe students to pray together	✓	
	4	The teacher check the attendanceof the students	✓	
	5	The teacher gives motivation to the students	✓	
	6	The teacher introduces and explains the topic and Collaborative Strategic Reading that wil be taught to students	✓	
	7	The teacher tell the students the strategies to find main idea	✓	
	8	The teacher facilitating interaction between the students	✓	
	9	The teacher involving the students actively in every learning actively	✓	
	10	The teacher facilitating the	✓	

	students through giving assignment	✓	
11	The teacher provide students the opportunities to think,analyze and solve problems	✓	
12	The teacher provide the students positive feedback	✓	
13	The teacherprovide the students confirmation of the result	✓	
14	The teacher facilitate the students to reflect to gain learning experiences	✓	
15	The teacher asks the students difficulties in finding main idea	✓	
16	The teacher asks the students to make the conclusionof the material together	✓	
17	The teacher give the students feedback of the process and the result of the learning	✓	
18	The teacher delivering the lesson for the next meeting	✓	
19	The teacher motivates the students to study hard	✓	
20	The teacher close the learning process	✓	



FOCUS	NO	CRITERIA	YES	NO
Students	1	The students pay attention to the teacher explanation	✓	
	2	The students are energetic in doing teacher's instruction	✓	
	3	The students are interest in learning reading comprehension by applying Collaborative Strategic Reading	✓	
	4	The students ask the teacher if they find difficulties	✓	
	5	The students are understand about the material	✓	

Blangkejeren, October 4<sup>th</sup> 2020  
The Observer



Barma Samawi, M.Pd

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## Appendix 13

### OBSERVATION SHEET CYCLE II


Give a sign checklist on the table, if the researcher as the teacher does the criteria and if the students do the criteria checklist "YES" and if the teacher and students do not do the criteria "NO"

FOCUS	NO	CRITERIA	YES	NO
The researcher as the teacher	1	The teacher greet the students	✓	
	2	The teacher asks the students condition	✓	
	3	The teacher asksthe students to pray together	✓	
	4	The teacher check the attendanceof the students	✓	
	5	The teacher gives motivation to the students	✓	
	6	The teacher introduces and explains the topic and Collaborative Strategic Reading that wil be taught to students	✓	
	7	The teacher tell the students the strategies to find main idea	✓	
	8	The teacher facilitating interaction between the students	✓	
	9	The teacher involving the students actively in every learning actively	✓	
	10	The teacher facilitating the students through giving	✓	

	assignment		
11	The teacher provide students the opportunities to think,analyze and solve problems	✓	
12	The teacher provide the students positive feedback	✓	
13	The teacherprovide the students confirmation of the result	✓	
14	The teacher facilitate the students to reflect to gain learning experiences	✓	
15	The teacher asks the students difficulties in finding main idea	✓	
16	The teacher asks the students to make the conclusionof the material together	✓	
17	The teacher give the students feedback of the process and the result of the learning		
18	The teacher delivering the lesson for the next meeting	✓	
19	The teacher motivates the students to study hard	✓	
20	The teacher close the learning process	✓	

FOCUS	NO	CRITERIA	YES	NO
Students	1	The students pay attention to the teacher explanation	✓	
	2	The students are energetic in doing teacher's instruction	✓	
	3	The students are interest in learning reading comprehension by applying Collaborative Strategic Reading	✓	
	4	The students ask the teacher if they find difficulties	✓	
	5	The students are understand about the material	✓	

Blangkejeren, October 15<sup>th</sup> 2020  
The observer

  
Barma Samawi, S.Pd, M.Pd.



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## Appendix 14

### DIARY NOTES

- First Meeting (**Thursday, October 1<sup>st</sup> 2020**)

The first meeting of the research was the pre-test. The first the researcher introduce herself to the students and told the students what was the purpose of the researcher and after that the researcher gave the students the pre-test to know the students' reading comprehension before the researcher started the treatment. The researcher gave the students reading comprehension test about narrative text that consist of 20 questions in multiple choices. But the students seemed very difficult in doing the test and some of them just kept silent and kept discussed with their friends, but there were some students also seemed very focus and serious on their test. But most of them did not the mean of the story narrative text. It could be seen from their face and expression. They looked confused. So many problems have been found during the pre-test. The condition of classroom was not active. So, it could be concluded that the students still had difficulties in reading comprehension.

- Second Meeting (**Sunday, October 4<sup>th</sup> 2020**)

On the second meeting the researcher acted like teacher start from greeting and then introduced and explained the material about narrative text and following the instruction in lesson plan, the researcher asked the students what they known about narrative text and given the example of narrative text by using Collaborative Strategic Reading (CSR). In this meeting the researcher divided the students into groups and tell them the strategy of teacher' method that will be implementing to the students during teaching learning that was Collaborative Strategic. And the end of the meeting, the researcher asked the students to study more about the narrative text for the test on the next meeting. And during the teaching learning process some students active and focused and given some questions to the researcher, but some students still make noise and played with their friends while the researcher explained the process of doing strategies in CSR

- **Third Meeting (Thursday, October 8<sup>th</sup> 2020)**

On the third meeting the researcher also start with greeting and asked the students about the previous lesson and the researcher repeated a little bit the lesson in previous meeting to refreshed their memory and also the researcher followed the instructions of lesson plan. After repeat the previous lesson the researcher gave the post-test of cycle I, the researcher asked the students to prepare themselves to do the test by using Collaborative strategic Reading. Test-test was run perfectly and on time.

- **Fourth Meeting (Sunday, October 11<sup>st</sup> 2020)**

On the fourth meeting researcher gave a treatment to the students with narrative text topic and made the example with Collaborative Strategic Reading, in this meeting the researcher also following the instruction in lesson plan, in this meeting almost all of the students focus and serious in their groups and they also look enjoy the material during the teaching and learning process, the students also could answered what the researcher asked about the topic and in the end of class the researcher asked the students to study hard in their house for the post-test II in cycle II.

- **Fifth Meeting (Thursday, October 15<sup>th</sup> 2020)**

On this the last meeting was the post-test II in cycle II, the researcher asked the students to prepare themselves to do the test. The test was about the narrative text with multiple choices that consist of 20 questions. This was the last test and during the test almost all of the students seemed focus and serious in doing their test and according the test result there was a significant changed and increased of the students reading comprehension test score in post test II and this research could be stopped because the Collaborative strategic Reading could improved the students reading comprehension in the tenth grade.

**Appendix 15****Students' Attendance List During the Research**

NO	STUDENTS NAME	MEETING				
		I	II	III	IV	V
1	AR	√	√	√	√	√
2	DT	√	√	√	√	√
3	EM	√	√	√	√	√
4	EF	√	√	√	√	√
5	ES	√	√	√	√	√
6	E	√	√	√	√	√
7	FRH	√	√	√	√	√
8	FA	√	√	√	√	√
9	IPS	√	√	√	√	√
10	K	√	√	√	√	√
11	K	√	√	√	√	√
12	K	√	√	√	√	√
13	MH	√	√	√	√	√
14	M	√	√	√	√	√
15	MM	√	√	√	√	√
16	M	√	√	√	√	√
17	NA	√	√	√	√	√
18	NHS	√	√	√	√	√
19	PU	√	√	√	√	√
20	RK	√	√	√	√	√
21	RRA	√	√	√	√	√
22	RSP	√	√	√	√	√
23	SN	√	√	√	√	√
24	SAM	√	√	√	√	√
25	SZ	√	√	√	√	√
26	S	√	√	√	√	√
27	S	√	√	√	√	√
28	Y	√	√	√	√	√

Appendix 16

DOCUMENTATIONS











KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-12186/ITK.V.3/PP.00.9/09/2020

30 September 2020

Lampiran : -

Hal : **Izin Riset**

**Yth. Bapak/Ibu Kepala SMAS Shalahuddiin Al-Munawwarah**

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : **Esarni**  
NIM : **0304163175**  
Tempat/Tanggal Lahir : **Blangkejeren, 02 Juni 1997**  
Program Studi : **Pendidikan Bahasa Inggris**  
Semester : **IX (Sembilan)**  
Alamat : **Kp. Badak, Kec. Dabun Gelang**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. H. M. Idris Darga No. 1, Ds. Bustanussalam, Kec. Blangkejeren, Kab. Gayo Lues, Aceh, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***Improving Students' Reading Comprehension by Using Collaborative Strategic Reading (CSR) at Tenth Grade of Students SMAS Shalahuddiin Al-Munawwarah***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 30 September 2020

a.n. DEKAN

Ketua Program Studi Pendidikan Bahasa Inggris



*Digitally Signed*

**Dr. Sholihatul Hamidah Daulay, S.Ag,  
M.Hum**

NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

**SURAT KETERANGAN**

Nomor : 122/ MN-Shd/ XI/ 2020

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Dengan hormat, Sehubungan dengan surat dari Universitas Islam Negeri Sumatera Utara Medan Nomor : B-12186/TTK.V.3/PP.00.9/09/2020 tanggal 30 September 2020 Perihal Mohon Izin Riset, maka dengan ini kami Kepala Sekolah SMAS Shalahuddin menerangkan ;

Nama : ESARNI  
NIM : 0304163175  
Tempat / Tgl. Lahir : Blangkejeren, 02 Juni 1997  
Program Studi : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Kp. Badak, Kec. Dabun Gelang, Kab. Gayo Lues

Telah mengadakan Riset di SMAS Shalahuddin yang kami pimpin pada tanggal, 08 Oktober s.d 15 Oktober 2020, dengan judul skripsi: *"Improving Students' Reading Comprehension by Using Collaborative Strategic Reading (CSR) at tenth Grade of Students SMAS Shalahuddin"* dan telah terlaksana dengan baik.

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.



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