

**EFFECT OF COLLABORATIVE STRATEGIC READING (CSR)
ON THE READING COMPREHENSION ON NARATIVE TEXTS
OF THE EIGHT GRADE STUDENTS OF MTs DARUL
MAHMUDIEN NW MONTONG GAMANG, LOMBOK**



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2024**

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ON THE READING COMPREHENSION ON NARATIVE TEXTS
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MAHMUDIEN NW MONTONG GAMANG, LOMBOK**

A Thesis

**Presented to State Islamic University of Mataram to Filfull the
Requirements for the Attainment of the Degree in English Language
Education**



By

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NIM 180107164

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
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2024**

ADVISORS' APPROVAL

Thesis by David Sulaiman, student's number (NIM) 180107146 entitled "Effect of Collaborative Strategic Reading (CSR) on the Reading Comprehension on Narrative Texts of the Eight Grade Students of MTs Darul Mahmudien NW Montong Gamang, Lombok" has fulfilled the requirement and has been approved to be examined.

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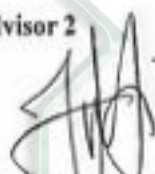
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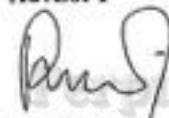
Title : Effect of Collaborative Strategic Reading (CSR) on the Reading Comprehension on Narrative Texts of the Eight Grade Students of MTs Darul Mahmudien NW Montong Gamang, Lombok

Has fulfilled the requirements to be submitted in the thesis examination session of the Faculty of Education and Teacher Training, State Islamic University of Mataram. Therefore, we hope that this thesis can be examined immediately.

Wassalamu 'alaikum, Wr Wb.

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Mataram,

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THESIS RECTIFICATION

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entitled "Effect of Collaborative Strategic Reading (CSR) on the Reading
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Darul Mahmudien NW Montong Gamang, Lombok" has been defended in
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Acknowledged by,
Dean of Faculty of Education and Teacher Training Faculty



MOTTO

المتعلمون بها ينضج التي الطريقة هي هذه لأن ، مخطئاً تكون أن من تخف لا

“Don't be afraid to be wrong , because that's how learners mature”.

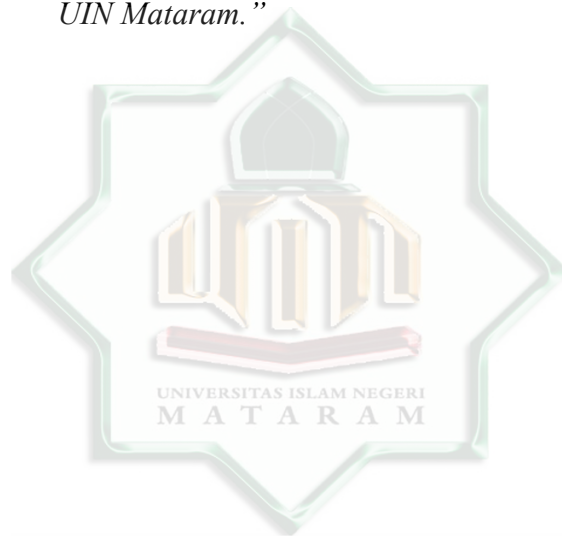
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DEDICATION

“This thesis is dedicated to: My beloved mother, Zuhriatun and My beloved father, Jamiludin and All of my big families, All of my teachers and lectures, and My Almamater, UIN Mataram.”



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Finally, I realize that this thesis is far from being perfect since there are lots of mistakes in the writing of this thesis. It is needed to get suggestions and advice from the readers in order to get better in the next writing. Hopefully, this thesis can be helpful for everyone who needs more knowledge and references for the purpose and development of education.

Mataram

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David Sulaiman

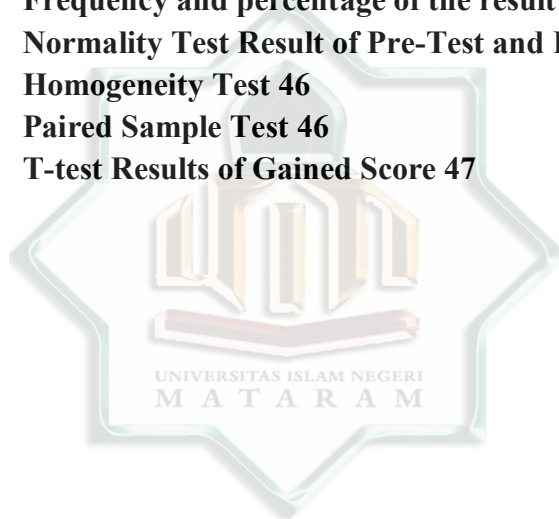
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Perpustakaan UIN Mataram

**THE EFFECT OF USING COLLABORATIVE STRATEGIC
READING (CSR) TO IMPROVE READING COMPREHENSION
ON NARRATIVE TEXT AT THE EIGHTH GRADE OF MTs
DARUL MAHMUDIEN NWDI MONTONG GAMANG IN THE
ACADEMIC YEAR 2022/2023**

By:

**David Sulaiman
180107164**

ABSTRACT

This research is about The effect of using Collaborative Strategic Reading (CSR) to improve reading comprehension on narrative text at the eighth grade of MTs Darul Mahmudien NWDI Montong Gamang in the academic year 2022/2023. The objective of the research is to know whether or not, the use of Collaborative Strategic Reading (CSR) able to improve reading comprehension on narrative text at the eighth grade of MTs Darul Mahmudien NWDI Montong and to know the students response toward Collaborative Strategic Reading (CSR) in reading comprehension on narrative text. The research design in this research was pre-experimental method with one group pretest and posttest. The instrument in this research was test to measure the students' reading comprehension on narrative text and questionnaire to measure the students' response in learning reading by using collaborative strategic reading. The sample of this research was class VIII consist of 21 students. The result of this research was indicated that the students' mean score in pretest is 44.09 and mean score in posttest is 81.54. It can be concluded that the rate percentage in post-test was higher than the rate percentage in pretest in teaching reading. This showed that Collaborative Strategic Reading (CSR) can improve students' reading comprehension on narrative text. The students' response through the questionnaire also had calculated on the finding, the result showed all the students' answered positive and most of them got 50%-74.99%. The main score of the students was 67.71 from 21 students which was categorized responsive.

Keywords : Reading Comprehension, Narrative Text and Collaborative Strategic Reading (CSR)

**PENGARUH PENGGUNAAN KOLLABORATIF STRATEGI
READING (CSR) UNTUK MENINGKATKAN PEMAHAMAN
MEMBACA PADA TEKS NARATIF DI KELAS DELAPAN MTs
DARUL MAHMUDIEN NWDI MONTONG GAMANG PADA
TAHUN AKADEMIK 2022/2023**

By:

David Sulaiman
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ABSTRAK

Penelitian ini membahas tentang pengaruh penggunaan Collaborative Strategic Reading (CSR) untuk meningkatkan pemahaman membaca pada teks naratif di kelas delapan MTs Darul Mahmudien NWDI Montong Gamang pada tahun akademik 2022/2023. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Collaborative Strategic Reading (CSR) dapat meningkatkan pemahaman membaca pada teks naratif di kelas delapan MTs Darul Mahmudien NWDI Montong dan untuk mengetahui tanggapan siswa terhadap Collaborative Strategic Reading (CSR) dalam pemahaman membaca pada teks naratif. Desain penelitian dalam penelitian ini adalah metode pra-eksperimental dengan pretest dan posttest satu kelompok. Instrumen dalam penelitian ini adalah tes untuk mengukur pemahaman membaca siswa pada teks naratif dan kuesioner untuk mengukur tanggapan siswa dalam pembelajaran membaca dengan menggunakan collaborative strategic reading. Sampel penelitian ini adalah kelas VIII yang terdiri dari 21 siswa. Hasil penelitian ini menunjukkan bahwa skor rata-rata siswa pada pretest adalah 44,09 dan skor rata-rata pada posttest adalah 81,54. Dapat disimpulkan bahwa persentase skor pada post-test lebih tinggi daripada persentase skor pada pretest dalam mengajar membaca. Hal ini menunjukkan bahwa Collaborative Strategic Reading (CSR) dapat meningkatkan pemahaman membaca siswa pada teks naratif. Tanggapan siswa melalui kuesioner juga telah dihitung dalam temuan tersebut, hasilnya menunjukkan bahwa semua siswa memberikan jawaban positif dan sebagian besar dari mereka mendapatkan 50%-74,99%. Skor utama siswa adalah 67,71 dari 21 siswa yang dikategorikan responsif.

Kata Kunci: Pemahaman Membaca, Teks Narasi dan Collaborative Strategic Reading (CSR)

للنصوص القراءة فهم تحسين في (CSR) التعاونية الاستراتيجية القراءة استخدام تأثير
العام في جامانج مونتونغ نويدي المحمودين دار متوسطة بمدرسة الثامن الصف في السردية
2022/2023. الأكاديمي

By:

David Sulaiman
180107164

مختصرة رائي نبذة

في تحسين الفهم في (CSR) هذا البحث يتناول تأثير استخدام القراءة الاستراتيجية التعاونية
MTs Darul Mahmudien NWDI القراءة للنص السرد في الصف الثامن من مدرسة
Montong Gamang خلال العام الأكاديمي 2022/2023. الهدف من البحث هو معرفة ما إذا
كان استخدام القراءة الاستراتيجية التعاونية قادرًا على تحسين الفهم في القراءة للنص السرد في
ومعرفة استجابة MTs Darul Mahmudien NWDI Montong الصف الثامن من مدرسة
تصميم البحث في الطلاب تجاه القراءة الاستراتيجية التعاونية في الفهم في القراءة للنص السرد
كانت. هذا البحث كان طريقة ما قبل التجريبية مع اختبار ما قبل الاختبار واختبار ما بعد الاختبار
الأداة المستخدمة في هذا البحث اختبار لقياس فهم الطلاب في القراءة للنص السرد واستبيان
عينة هذا البحث. لقياس استجابة الطلاب في تعلم القراءة باستخدام القراءة الاستراتيجية التعاونية
أظهرت نتائج هذا البحث أن متوسط درجات الطلاب. طالبًا 21 كانت الصف الثامن وتتكون من
ومتوسط درجاتهم في الاختبار ما بعد الاختبار هو 44.09 في الاختبار ما قبل الاختبار هو
يمكن الاستنتاج من ذلك أن نسبة الدرجات في الاختبار ما بعد الاختبار كانت أعلى من 81.54.
هذا يشير إلى أن القراءة الاستراتيجية. نسبة الدرجات في الاختبار ما قبل الاختبار في تعلم القراءة
كما تم حساب استجابة الطلاب. التعاونية يمكن أن تحسن فهم الطلاب في القراءة للنص السرد
من خلال الاستبيان، وأظهرت النت

(CSR) الكلمات المفتاحية: الفهم القراني، النص السرد، والقراءة الإستراتيجية التعاونية

CHAPTER I

INTRODUCTION

A. Background of Research

English language is a global language used as a medium of communications across the globe. Among the four skills of the language, reading is said to be one of the most fundamental language skill, from which a maximum language input can be gained. Hence, reading remains plays a central role in language acquisition. In the context of English as a foreign language, reading skill becomes a priority as it is a part of our daily literary practices from reading holiday brochures to scholarly books.

However, although reading is central to English language mastery, some students still find it difficult to master. For instance, in the Indonesian context, a study by Suryanto 2017 examining the challenges faced by Indonesian students regarding Reading comprehension revealed that the students' difficulties include a lack of knowledge of literary culture of English language, teachers' instructional methods, and a lack of time to learn reading.¹ Likewise, in the secondary Indonesian Schooling context, more especially

¹ Suryanto, "An Investigation On English Reading Comprehension Problems In Indonesian Cultural Contexts," *International Conference on Education, Science, Art and Technology*, no. July (2017): 200–205.

regarding reading Narrative texts in English as one of the mandatory genre of reading in the curriculum 2013, Rizqon et al. examined the students' problems in comprehending the narrative texts. It was found that a lack of vocabularies and grammar were the students' primary barriers in comprehending the texts.² The researchers further suggest that enrich the students' vocabulary and grammar through reading narrative texts.

As narrative texts are included as a mandatory genre of reading texts in the Curriculum 2013, it is important for the students to acquire the reading skills in comprehending this type of texts. Similar to the problems revealed above by the previous studies, my observation in the Islamic school of MTs Darul Mahmudien NWDI Montong Gamang, Lombok, NTB, uncovered that many students have low reading skill. The students view reading narrative texts as a boring learning activity because they fail to understand the meaning of the texts. Also, they often find unfamiliar vocabularies as they lack background knowledge regarding the texts given by the teachers. As a consequence, the students lost their interest in reading; hence, affecting their ability to read. To solve this problem, the teacher is supposed to employ certain

² Mochamad Khalif Rizqon, Sri Andreani, and Utari Praba Astuti, "The Problems Faced by Senior High School Students in Reading Narrative Text," *JoLLA: Journal of Language, Literature, and Arts* 1, no. 11 (2021): 1508–1522.

teaching strategy that could boost the students' reading skills by selecting and preparing certain reading materials to help the students achieve the intended learning outcomes. The instruction method should be interesting and encouraging for the students.

One of such teaching methods that has been proven to promote reading interest and reading skill, but little evidence generated particularly in the Narrative reading texts, is Collaborative Strategic Reading (CSR). Klinger and Vaughn regard CSR as a collaborative learning strategy for the students to comprehend the reading texts in a way that they work collaboratively with their peers.³ This strategy includes for example, reviewing the reading texts; giving feedback by “deciding “click” (I get it) or “clunk” (I don't get it) at the end of each paragraph; “getting the gist” of the most important parts of the text; and “wrapping up” key ideas”.⁴ In short, each student is given a chance to contribute to his or her group through collaboration.

Based on the rationales above, this study aims to examine the effect of Collaborative Strategic Reading (CSR) on the students' reading comprehension of narrative texts at the Eight Grade of MTs Darul Mahmudien NWDI Montong Gamang, Lombok.

³ J. K. Klingner and S. Vaughn, *Using Collaborative Strategic Reading, (The Council for Exeptional Children, 1998), p. 32., 1998.*

⁴ Ibid.

B. Focus of the Research

Based on the background above, there are two research questions that will be answered in this study, include:

1. Does the use of Collaborative Strategic Reading (CSR) significantly affect the reading comprehension on narrative text of the eighth grade students of MTs Darul Mahmudien NWDI Montong Gamang?
2. How does the eighth grade students of MTs Darul Mahmudien NWDI Montong Gamang respond to the use of Collaborative Strategic Reading?

C. Objective of the Research

This research aims to enhance students' reading comprehension in narrative texts. Based on the research problems above, this study specifically aims attain the following objectives:

1. To examine the effect of using Collaborative Strategic Reading (CSR) to improve reading comprehension on narrative texts of the eighth grade students of MTs Darul Mahmudien NWDI Montong Gamang.
2. To examine how the students respond to using the Collaborative Strategic Reading (CSR) in learning reading narrative texts.

D. Significance of the Research

The significances of this study can be described as the followings:

1. Theoretical Significances

The results of this study can provide insightful knowledge for English teachers on how to teach students reading comprehensions, especially in teaching reading narrative texts. Secondly, this study can also provide a reference for future studies on the effect of CSR on reading comprehension.

2. Practical Significances

This study can be of practical significance for students to learn reading narrative texts through interactive and easy ways.

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CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

HYPOTHESIS

A. Review of Previous Research

Previous related literature is used to support argument in this research. Besides, it is also used as reference and comparison the research with the other research. There have been some finding related to this study. Some of them are:

Nur Ambarwati in her research "*Improving Students' Reading Comprehension Through Collaborative Strategic Reading (CSR) at The Eight Grade Students of SMPN 1 Sedayu*", said that the use of Collaborative Strategic Reading (CSR) could improve students' reading comprehension. The improvement of students' reading comprehension could be seen from the improvement of the mean score of pretest, that was 50, posttest first cycle which was 67, and posttest second cycle was 81. Thus, the researcher suggested that CSR could be used as a technique to help students in learning especially in getting their reading comprehension.⁵

⁵ NurAmbarwati, "Improving Students' Reading Comprehension Through Collaborative Strategic Reading (CSR) at The Eight Grade Students of SMPN 1 Sedayu"(Unpublished Skripsi Universitas MercuBuana Yogyakarta," 2017).

Anike Rosalina in her research "*The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text*", said that there was a significant increase of students' reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR) technique. This could be seen from T-test result which showed that students mean score of post-test in experimental class (82.20) was higher than pre-test (59.28) with gained score was 22.92. Thus, it can be concluded that Collaborative Strategic Reading (CSR) technique can affect students' reading comprehension and working together cooperatively.⁶

Dede Nurhayati in her research "*The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text*", said that Collaborative Strategic Reading (CSR) is effective to use in teaching reading comprehension of narrative text. Gained score of the experimental class (25.50) is higher than controlled class (14.50). From the result of statistic calculation it is obtained

⁶ Anike Rosalina, "*The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text*" (Unpublished Skripsi UIN SyarifHidayatulla Jakarta, 2014).

that the value of t-observation (t_0) is 3.03 and degree of freedom (df) is 58. In the table of significance 5% the value of degree of significance is 2.002. Comparing those values, the result is $3.03 > 2.002$ which mean t-observation (t_0) score is higher than table (t_t), it means that the using of Collaborative Strategic Reading (CSR) technique in learning narrative text at first grade of SMA Mathla'ul Huda Parung Panjag Bogor is effective.⁷

Based on some of previous research findings, it can be found that Collaborative Strategic Reading (CSR) has a positive role in teaching reading in their researches. In this research, the researcher has chosen Collaborative Strategic Reading (CSR) as a strategy in teaching reading and will be apply in different object with researches before. The researcher hopes Collaborative Strategic Reading (CSR) will be effective strategy and able to improve students' reading comprehension on narrative text at the eight grade students at MTs Darul Mahmudien NW Montong Gamang.

B. Theoretical Bases

1. The Concepts of Reading

⁷ DedeNurhayati, "The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text"(Unpublished Skripsi UIN SyarifHidayatullah Jakarta, 2015).

a) Definition of Reading

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation.⁸

⁸ Michel. De Certeau, *Reading as Poaching*". *The Practice of Everyday Life*. Trans. Steven F. Rendall. Berkeley: University of California Press, 1984. p. 165-176., 1984.

Reading is a way to get information from something that was written. Reading involves the introduction of symbols that make up language. Reading and hearing are the second most common way to get information.⁹

Reading is an active process of word identification involving the writer and the reader. Christine in Simanjuntak defined reading as the meaningful interpretation of interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.¹⁰

Reading comprehension mean the understanding a text that is read, or the Process of constructing meaning from a text.¹¹ Some teacher states that reading comprehension is techniques for improving students' success in extracted useful knowledge from text.

⁹ "7Blogspot.Com, Reading Definition, Upload on August 2010, [Http://Definisi-Pengertian.Blogspot.Com/2010/08/Reading-Definition.Html](http://Definisi-Pengertian.Blogspot.Com/2010/08/Reading-Definition.Html), Download on 27 Desember 2013."

¹⁰ Nila Smith B. and Alah H. Robinson, *Reading Instruction for Today's Children*, p. 205., n.d.

¹¹ "Reading Comprehension," [Http://Wik.Ed.Uiuc.Edu/Index.Php/Reading](http://Wik.Ed.Uiuc.Edu/Index.Php/Reading) Comprehension (Retrieved on 2nd JANUARY 2014.)"

Meanwhile Elisabeth S. Pang in their blog states that reading comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.¹²

Based on some definitions above, the researcher concludes that reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. Reading is not only looking at word in the text or writing but also getting meaning from word to word or to understand what we read.

b) Kinds of Reading

According to Doulags Brown that in teaching reading there are three kinds of reading that can improve skills of reader, they are reading aloud, silent reading and speed reading.¹³

1. Reading Aloud

Reading aloud is an important thing to do in reading where the students who are known as reader are required

¹² Elisabeth S. Pang, "Teaching Reading, [Http://Www.Ibe.Unesco.Org/Publications/Educational Practices SeriesPdf/Prac12e.Pdf](http://www.ibe.unesco.org/Publications/Educational_Practices_SeriesPdf/Prac12e.Pdf) (Retrieved on 5th January 2014).

¹³ H. Douglas Brown, *Principles of Language Learning and Teaching* ", (San Fransisco: San Francisco State University, 1993), p.283.,

it read aloud to practice their tongue about have to pronounce every word found in the reading text. The main point of focus in reading aloud is not catching their ideas every word in a sentence.

2. Silent Reading

Silent reading is frequently practice by a reader who wants to comprehend text in reading process. Silent reading means reading by gears, where no voice expressed. This type of reading aims it find out the word and how to express the word as in reading aloud. Reading silent needs a reader should have a full concentration.

3. Speed Reading

Speed reading is used to improve speed comprehension in reading. This must run side by side with the main purpose of reading that is comprehension it depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

c) Types of Reading

According to Doulags Brown there are some types of reading:¹⁴

a. Perspective

Perspective reading task involve attending to the components of larger stretcher of discourse: letter, words punctuation, and other graphemic symbols.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple choice, etc.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for

¹⁴ Brown H. Douglas, *Teaching by Principles: An Interactive Aproach to Language Pedagogy, Second Edition*. New York: Addison Wesley Longman., Inc. 2001.p. 109.

understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, announcements, directions, recipes, and the like.

d. Extensive

Applies to the text of more than a page, up to and included professional articles, essay, technical reports, short stories, books.

d) Technique in Teaching Reading

In English Language, there are kind of reading technique, (Smith and Jonhson they are:¹⁵

a. Survey Reading

In survey reading, a reader surveys some information that they want to get. Thus, before reading process, a reader must set what kind of information the reader needs.

b. Skimming

Skimming is technique used to need for the gist of what the author is saying without a lot of detail. This is used if the

¹⁵ Dale Smith, J, Richard & Johnson, D, *Reading Instruction for Today's Children, United States of America: Printice Hall, Inc. 1980. P.402., (1980).*

reader only wants a preview or an overview of the material. According to Smith and Johnson, skimming is reading technique to get information to satisfy certain reading purpose rapidly.

c. Scanning

Scanning also technique to finding also information without reading the entire selection, Smith Johnson, 1980: 402. When a reading need a location a specific information, he might read carefully to find information that they read.

e) **Purpose of Reading**

As stated by Aeberson, people read because they have a purpose.¹⁶ Some people read the text because their purposes want to find the information of the text. Some linguists have explanation about the purpose of reading. According to Nuttal, the main purpose of reading is to get the meaning or the message from a text.¹⁷

In reading activity the readers have a major purpose to get the information of the text. Another idea stated that,

¹⁶ Mary Lee Aebersold, Jo Ann and Field, *"From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms"*. New York: Cambridge University Press., 1997).

¹⁷ Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, (London: Macmillan, 2005), p. 4.,

generally the mainly purpose of reading is to get new information and pleasure.¹⁸ Based on McDonough & Shaw at the previous, reading activities is not merely get the point of the text but also provide fun. The readers' purpose may want to gain meaning and pleasure.

In addition, Williams (1984) usefully classifies reading into:

1. Getting general information from the text.
2. Getting specific information from a text.
3. For pleasure or for interest.¹⁹

Based on that, reading has two main purpose. Those are reading for getting information and for pleasure.

f) Reading Comprehension

Reading cannot be separated from comprehension. Comprehension skills are the capability to use context and prior knowledge to aid reading and to make sense what one reads and hears.²⁰ To comprehend a text, the readers have to

¹⁸ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Second Edition A Teacher's Guide*, (Malden: Blackwell Publishing, 2003), p. 91-92., 2003).

¹⁹ Ibid.p. 90.

²⁰ Susan Israel & Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York:Routledge, 2009), p.32.,

repeat continually and connect each word, sentence, or page of what they have read before.²¹

According to Schmidt the understanding the results is called reading comprehension. Reading is the process of receiving and interpreting information encoded in language form via the medium of print or comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.²²

In reading activity, sometimes the reader finds the difficulty in understanding same meaning on the write's mind because reading is a complex process. According to Aebersold and Field, the meaning the reader gets from the text may not be exactly the same as the meaning the writer of the text wished to convey.²³ Thus, they have to think when they are reading by integrating comprehensively.

Lems et al. state that "reading comprehension is not a static competency; it varies based on the purposes for

²¹ Judy Willis, M. D, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), Pp. 126-127.,

²² WillianGrabe, *Reading in a Second Language: Moving from Theory to Practice* (USA: CambridgeUniversity Press, 2009), p. 14.,

²³ Mary Lee Jo AnnAebersold and Field, *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*, (New York: Cambridge University Press, 1997), p. 15., 1997.

reading and the text that is involved”.²⁴ It is in line with Gillet et al., who state that reading is an active process of making meaning. Good readers can find the main ideas, summarize, and draw a conclusion from the text.²⁵

Comprehension is evident when readers can:

1. Interpret and evaluate events, dialogue, ideas, and information.
2. Connect information to what they already know.
3. Adjust current knowledge to include new ideas or look at those ideas in a different way.
4. Determine and remember the most important points in the reading.²⁶

To comprehend reading materials successfully, fluent readers need some strategies to help them. Gebhard describes what they have to do in comprehending reading text:

1. Skip the unknown words.
2. Predict meaning by relating the context of the text.
3. Do not translate each word.

²⁴ Kristin Lems, et al., *Teaching Reading to the English Language Learners*, (New York; The Guilford Press, 2010), p. 170., 2010.

²⁵ Jean Wallace Gillet, et al., *Understanding Reading Problems*, (Boston: Pearson Education, 2012), p.166., 2012.

²⁶ Kristin Lems, et al., *Teaching Reading to the English Language Learners*, (New York; The Guilford Press, 2010), p. 170.

4. Have a schemata about the text.
5. Draw a conclusion by using pictures or illustration.
6. Read things of interest.
7. Repeating reading activity to check comprehension.²⁷

In sum up, from the explanations were given by linguists above related for understanding of reading, reading comprehension is an important skill that includes specific skills like comprehending, interpreting, organizing idea, recalling the experience and getting the meaning from the text. Thus, the readers need to maximize their eyes and brain to grasp the author's message while they are reading. Again, they have the schemata to get easily in comprehending the text.

2. The Concept of Collaborative Strategic Reading (CSR)

a) Definition of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn In 1998. They state that "Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students' reading comprehension and building vocabulary and also working

²⁷ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language. USA: The University of Michigan Press, 1999.*

together cooperatively”²⁸ It means that Collaborative Strategic Reading (CSR) is a strategy that can improve students reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity.

Meanwhile, Bremer et al. state that “Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching, and cooperative learning or student pairing.”²⁹ In this statement, reciprocal teaching means teacher and students are working together in summarizing, questioning, clarifying, and predicting the reading materials.³⁰ The concept of this strategy is engaging students to work in small cooperative groups and applying four reading strategies: *Preview, Click & Clunk (fix-it strategies), Get the Gist (main idea), and Wrap Up (summarizing and questioning strategies)*.³¹

Klinger and Vaughn describe the four strategies as follows:

²⁸ J. K. Klingner and S. Vaughn, *Using Collaborative Strategic Reading, (The Council for Exceptional Children, 1998), p. 32.*

²⁹ Christine D. Bremer, et al., *Collaborative Strategic Reading (CSR: Improving Secondary Students' Reading Comprehension Skills, (Research to Practice Brief, Volume 1, 2002), p. 1, 2002.*

³⁰ Ibid.

³¹ Dian Novita, “The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo,” 2012.

1. *Preview*: Prior to reading, students recall what they already know about the topic and to predict what the passage might be about.
2. *Click and Clunk*: During reading, students monitor comprehension by *identifying clunks*, or difficult words and concepts in the passage, and using fix-up strategies when the text does not make sense.
3. *Get the Gist*: During reading, students restate the most important idea in a paragraph or section.
4. *Wrap-up*: After reading, students summarize what has been learned and generate questions that a teacher might ask on a test.³²

During Collaborative Strategic Reading (CSR), students are divided into small group consists of 4-6 students each group, and perform a different role. In this technique, role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task.

³² J. K. and Vaughn S. Klinger, *The Helping Behaviors of Fifth Graders While Using Collaborative Strategic Reasurding during ESL Content Classes*, (TESOL Quartely, 2000).

Thus students are assigned roles in Collaborative Strategic Reading (CSR) lessons that they must fulfill together.

In Collaborative Strategic Reading (CSR), all students are actively involved, and everyone has the opportunity to contribute as group members understand the text with CSR. Meanwhile, the role of the teacher in CSR is connecting each group, clarifying the clunks, and providing assistance.³³

The following materials may be helpful as a teacher assists students to use CSR and cooperative learning techniques.

1. *Reading materials.* When selecting reading materials for CSR, the following factors are recommended for consideration:

- a) Providing clues that help students predict what they will be learning.
- b) Having one main idea in a paragraph
- c) Providing context that helps students connect information.

³³ Christine D. Bremer, et al., *Collaborative Strategic Reading (CSR: Improving Secondary Students' Reading Comprehension Skills, (Research to Practice Brief, Volume 1, 2002), p. 1.*

2. *Clunk cards.* Each of the four clunk cards contains one fix-up strategy. Fix-up strategies included in the clunk cards are:
- a) Reread the sentence with the clunk and looks for key ideas to help you figure out the word – think about what makes sense.
 - b) Reread the sentences before and after the clunk looking for clues.
 - c) Look for a prefix or suffix in the word that might help.
 - d) Break the word apart and look for smaller words that you know.
3. *Cue cards.* Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role.
4. *Learning log.* CSR learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) study guides for students.

5. *Timer (optional)*. Timers that students set by themselves can help groups to remain on task.
6. *Score card (optional)*. The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.³⁴

b) Purpose of Collaborative Strategic Reading (CSR)

There are some purposes of Collaborative Strategic Reading

(CSR). According to Abidin, “The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement.”³⁵ It means that Collaborative Strategic Reading (CSR) is designed to maximize students’ engagement and help all students to be successful in improving their reading comprehension. It is line with Klingner et al. who state that “Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading,

³⁴ Ibid.

³⁵ M. J. S. Abidin, “Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies Perspectives,” *European Journal of Bussines and Management* 4, no. 1 (2012).

learning and behavior problems included in general education classroom.”³⁶

In addition, Klingner et al. also state that: “Collaborative Strategic Reading (CSR) helps students learn specific (*preview*), monitoring understanding (*click and clunk*), finding the main idea (*get the gist*), and generating question and reviewing key ideas (*wrap up*). Collaborative Strategic Reading (CSR) also provides student plays a critical role associated with the effective functioning of the group and the implementation of strategies (e.g., *leader, clunk expert, gist pro*).”

M.J.Z. Abidin describes the benefits of Collaborative Strategic Reading (CSR) as follows:

1. Promoting student and academic achievement.
2. Increasing students’ retention.
3. Enhancing students’ satisfaction with their learning experience.
4. Helping students’ develop skills in oral communication.
5. Developing students’ social skills.

³⁶ J. K. et al. Klingner, *Collaborative Strategic Reading: Real-World Lessons from Classroom Teachers, Remedial and Special Education*, 25, 2004.

6. Promoting students' self-esteem.
7. Helping to promote positive race relation.³⁷

In sum up, the purpose of Collaborative Strategic Reading (CSR) is to facilitate the students to improve their reading comprehension by working in groups and to better understand the material in their reading assignments.

c) Procedure of Collaborative Strategic Reading (CSR)

CSR can be implemented in two phase: (a) Teaching the strategies, and (b) Cooperative learning group activity or student pairing.³⁸

1. Phase 1. Teaching the Strategies

In this phase, students learn four strategies: *preview*, *click and clunk*, *get the gist*, and *wrap up*. *Previews* used only before reading the entire text for the lesson. Meanwhile, *wrap-up* is used only after reading the entire the text for the lesson. The other two strategies, *click and clunk* and *get the gist*, are used many times while reading the text, after each paragraph or two.³⁹

³⁷ M. J. S. Abidin, op. cit., p.65.

³⁸ Christine D. Bremer, op. cit., p.2.

³⁹ Ibid.

Here the CSR's Plan for Strategic Reading according to Klingner and Vaughn:

a. Before Reading

- 1) Preview
- 2) Brainstorm: What do we already know about the topic?
- 3) Predict: What do we think we will learn about the topic when we read the passage?
- 4) Read (the first passage or section)

b. During Reading

1) Click and Clunk

Where there are any parts that we hard to understand (clunks). How can we fix the the clunks? Use fix-up strategies:

- a. Reread the sentence and look for key ideas to help you understand the word.
- b. Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- c. Look for a prefix or suffix in the word.
- d. Break the word apart and look for smaller words.

2) Get the Gist

- a. What is the most important person, place or thing?

- b. What is the most important idea about the person, place, or thing?
 - c. Read (Do steps 2 and 3 again, with all the paragraphs or sections in the passage)
- c. After Reading
- 1) Wrap Up
 - a. Ask questions: What questions would show we understand the most important information? What are the answers to those questions?⁴⁰

2. Phase 2. Cooperative Learning Group Roles

In cooperative groups, each student must have a key role and responsibility for their group success. They also need a preparation in order to work productively and effectively.⁴¹ Moreover, during Collaborative Strategic Reading (CSR) process, students are divided into small group that consist of 4-6 students each group, and perform a different role.⁴² In this technique, the role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a

⁴⁰ J. K. Klingner and S. Vaughn, *op cit.*, p. 33.

⁴¹ Dian Novita, *op. cit.*, p.4.

⁴² J. K. Klingner and S. Vaughn, *op cit.*, p. 73.

meaningful task. Thus, students are assigned role in Collaborative Strategic Reading (CSR) lessons that they must fulfill together.

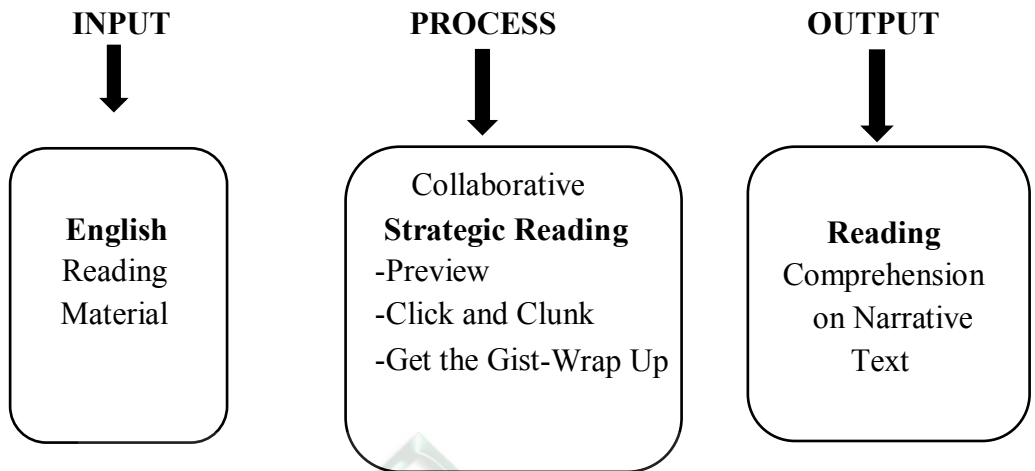
Possible role include following:

- a) *Leader*: Tells the group what to read next and what strategy to use next.
- b) *Clunk Expert*: Uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning out of their clunk(s).
- c) *Gist Expert*: Guides the group toward getting the gist and determines that the gist *contains* the most important ideas but no unnecessary details.
- d) *Announcer*: Calls on *group* members to read a passage or share an ideas.
- e) *Encourager*: Give *feedback* and encourages all group members to participate and assist one another.
- f) *Timekeeper*: Sets the time for each *portion* of CSR.⁴³

C. Conceptual Framework

The conceptual framework underlying this research given in the following diagram:

⁴³.J. K. Klinger and S. Vaughn, op. cit., p. 73-74.



In the diagram above, there are three elements as follows:

1. Input refers to the material that is applied.
2. Process refers to the teaching and learning of reading material by using collaborative strategic reading.
3. Output refers to the students' responsive in learning reading comprehension on narrative text.

D. Hypothesis

The researcher formulated the hypothesis as follows:

1. H₀ (Null hypothesis): The use of Collaborative Strategic Reading (CSR) not able to improve reading comprehension on narrative text.
2. H₁ (Alternative hypothesis): The use of Collaborative Strategic Reading (CSR) is able to improve reading comprehension on narrative text.

BAB III

RESEARCH METHOD

A. Approach and Type of Research

1. Approach

To collect the data, the researcher employs pre-experimental method. According to Sugiono (2010:109), "pre-experimental research results are dependent variables that are not solely influenced by independent variables." This can occur due to the absence of a control variable, and the sample not being selected randomly.

2. Type of Research

The research design used in this study is a one group pretest posttest design. In this design, before the treatment is given, the sample is given a pretest (initial test), and at the end of the learning process, the sample is given a posttest (final test). This design is used in accordance with the goal of finding the effect of using Collaborative Strategic Reading (CSR) to improve reading comprehension on narrative text at the eighth grade of MTs Darul Mahmudien NW Montong Gamang. The following table shows the design of the one group pretest posttest design research. research will use pre-experimental design with

pre-test and post-test design. It aims to find out. The design of this study can be illustrated as follow:

$$E = O1 \times O2$$

Where

E : Experimental Group O1 : Pre-test

X : Treatment O2 : Post-test⁴⁴

B. Population and Sample

1. Population

The population of the research is the eight grade students' of MTs Darul Mahmudien NW Montong Gamang in school year 2022/2023. The total of population are 21 students.

Table 3.1

The Total Students of MTs Darul Mahmudien NW Montong Gamang

No.	Class	Sex		Total
		Male	Female	
1.	VIII. 1	9	12	21
Total				21 students

⁴⁴ Sugiyono, *Metode Penelitian Pendidikan*(Bandung: Alfabeta, 2015), p.111, 2015.

2. Sample

The technique of sampling in this research is purposive sampling. Only one class which chose as the sample namely the eight class one and total number of the sample are 21 students. The researcher chose the eight class one as the sample because in this class the student had the big motivation for studying English.

C. Setting and Time of Research

This study was conducted in MTs Darul Mahmudien NW, which is located in Montong Gamang, Cecntral Lombok, West Nusa Tenggara. This study will be focusing on the eight grades of students of MTs Darul Mahmudien NW Montong Gamang. Then it contains five meetings; pre-test in one meeting, treatment in three meetings, and post-test in one meeting

D. Variables of Research

There were two variables an independent variable and a dependent variable according to the study "the effect of using Collaborative Strategic Reading (CSR) to improve reading comprehension on narrative text at the eighth grade of MTs Darul Mahmudien NW Montong Gamang" The dependent variable was expected to have an impact on the dependent variable. The independent variable was

collaborative strategic reading, and the dependent variable was reading comprehension on narrative text, as indicated by the title.

E. Design of Research

In this study, the researcher used pre-experimental design with single group pretest and posttest to examine hypotheses that had a significant effect on the study. The design of the study illustrated as follow:

$$E = O1 \times O2$$

Where

E : Experimental Group

O1 : Pre-test

X : Treatment

O2 : Post-test⁴⁵

To acquire data with using a single group, the researcher used this design to assess the effect of pre-test and post-test. Students' performance on the pre-test and post-test was determine if the outcome is favorable. In this design one groups of participants (VIII A) were used, which are selected whitout random assignment, observation over time and group was given treatment.

F. Instrument of the Research

The instrument of this research is questionnaire. In this research, the students tested before giving treatment that is called pre-test,

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan*(Bandung: Alfabeta, 2015), p.111, 2015.

while the post-test intend to know the students' reading comprehension on narrative text after giving the treatment. After post-test the researcher given questionnaire to know the students responses toward Collaborative Strategic Reading (CSR).

G. Procedure of Collecting Data

The procedure of collecting data as follows:

1. Pretest

Before giving the treatment, at the first meeting the researcher gives pretest to the students. The researcher ask the students to answer the question text on the reading test.

2. Treatment

The treatment conducted after pretest, which spend 80 minutes for each meeting. The researcher gives the treatment four times with different topics in each meeting. In every meeting, the researcher apply the procedure as follows:

a) Phase 1. Teaching the Strategies

In this phase, students learn four strategies: *preview*, *click and clunk*, *get the gist*, and *wrap up*. *Preview* is used only before reading the entire text for the lesson. Meanwhile, *wrap-up* is used only after reading the entire the text for the lesson. The other two strategies, *click and clunk* and *get the gist*, are

used many times while reading the text, after each paragraph or two.

1. Before Reading

- a. Preview
- b. Brainstorm: What do we already know about the topic?
- c. Predict: What do we think we will learn about the topic when we read the passage?
- d. Read (the first passage or section)

2. During Reading

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

2) What is the most important idea about the person, place, or thing?

3) Read (Do steps 2 and 3 again, with all the paragraphs or sections in the passage)

3. After Reading

a. Wrap Up

1) Ask questions: What questions would show we understand the most important information? What are the answers to those questions?

b) Phase 2. Cooperative Learning Group Roles

In cooperative groups, each student must have a key role and responsibility for their group success. They also need a preparation in order to work productively and effectively. Moreover, during Collaborative Strategic Reading (CSR) process, students are divided into small group that consist of 4-6 students each group, and perform a different role. In this technique, the role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned role in

Collaborative Strategic Reading (CSR) lessons that they must fulfill together.

Possible role include following:

- a. *Leader*: Tells the group what to read next and what strategy to use next.
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- c. *Gist Expert*: Guides the group toward getting the gist and determines that the gist contains the most important ideas but no unnecessary details.
- d. *Announcer*: Calls on group members to read a passage or share an ideas.
- e. *Encourager*: Give feedback and encourages all group members to participate and assist one another.
- f. *Timekeeper*: Sets the time for each portion of CSR.

3. Posttest

After giving the treatment, the researcher gives the students post-test to find out the result of the treatment to measure students' reading comprehension on narrative text through

collaborative strategic reading. The researcher gives the same test in pretest and posttest.

4. Questionnaire

The researcher gives the questionnaire to find out the students' response in learning reading by using collaborative strategic reading. This questionnaire gives to the students in during the process of collecting data and they will choose the answer based on their own decision.

H. Data Analysis Technique

1. Descriptive Statistics

The data collected from pre-test and post-test. The researcher used the analysis scoring. In analyzing the data collected through the pre-test and post-test, the researcher used as follows:

a) Scoring the correct students' answer.

$$\text{Score} = \frac{\text{The Students correct answer}}{\text{The Total number of items}} \times 100$$

b) Classified the students' reading comprehension score.

Table 4.1

The Students' Score Classification

No	Score	Classification
1	80 - 100	Very good
2	66 - 79	Good
3	56 - 65	Fair
4	40 - 55	Poor
5	≤ 39	Very poor ⁴⁶

- c) Calculated the rate percentage of the students' score by using the following formula:

$$P = \frac{FN}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total number of sample

- d) Find out the mean score by using the following formula:

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

X = Mean Score

⁴⁶ SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*. (Jakarta: PT. BumiAksara. 2005., 2005.

Σx = Total Score

N = Number of Students⁴⁷

e) To know the standard deviation, the researcher applied the

formula:

$$SD = \sqrt{\frac{SS}{n}} \text{ where } SS = \Sigma x^2 - \frac{(\Sigma X)^2}{n}$$

Where:

SD : Standard deviation

SS : The sum of square

N : The number of students

Σx^2 : The sum of all square

$(\Sigma X)^2$: The sum square of the sum of score⁴⁸

f) The test of significant

In order to know the different of the mean score between

pretest and posttest the researcher will apply formula. The

formula is as follow:

$$t = \frac{D}{\sqrt{\frac{(\Sigma D)^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

⁴⁷ Gay L.R, *Educational Research: Competencies for Analysis and Application* (1981) Columbus: Charles E Merril Publishing Company. p.298., n.d.

⁴⁸ L.R Gay., *Educational Research: Competencies for Analysis and Application* Columbus: Charles E Merril Publishing Company, 1987.

Where:

T : Test of significance

D : The mean score of difference

$\sum D$: The sum of total score difference

$\sum D^2$: The Square of the sum score of difference

N : The total number of students⁴⁹

2. Inferential Statistics

a) Normality Test

A normality test were performed to assess whether or not the data were drawn from a population with a normally distributed population. The normality of the data can be tested using some methods, such as the normal probability paper, the chi-square test, the formula as follow:

$$X^2 = \sum \frac{(O_i - E_i)}{E_i}$$

Description:

X² = Value of X²

O_i = Observed value

⁴⁹ Ibid.

E_i = Expected value, the width of the class interval based on the normal table multiplied by N (total frequency)

N = The number of data points (total frequency)

b) Homogeneity Test

Homogeneity test is implemented to identify whether or not the types of population is similar. Therefore, the hypothesis can be tested by t-test. The normality and homogeneity tests are implemented in the pre and post test scores. The result of analyzing data will be obtained by formula of Sudjana⁵⁰.

$$\bar{X} = \left(\frac{\sum x}{n} \right)$$

\bar{X} = (Mean)

x : (Individual Score)

n : (Number of Students)

After obtaining the result of the pre-test, the researcher determines whether or not students' reading comprehension scores has an improvement, the researcher applies the following formula:

$$P = \left(\frac{y^1 - y}{y} \right) \times 100\%$$

P : (percentage of students' improvement)

⁵⁰Sudjana, "Metode Statistika", (Bandung: PT. Tarsito, 2002'), p.67.

y : (pre-test result)

y₁ : (post-test).

c) T-Test Result

The researcher uses t-test to know whether or not the result of pre-test and post-test is statistically significant. According to Hartono, t-test is one of the statistic tests used to know whether or not there is significant difference of the two samples of mean in two variables⁵¹.

In order to know the significant difference between pretest and posttest the researcher will apply formula. The formula is as follow:

$$t = \frac{\bar{x} - \mu}{SD/\sqrt{n}}$$

Where:

T : Test of Significance

X : The Mean Sample

μ : The Hypothesized population mean

SD : Standar Deviation of the sample

⁵¹Hartono, *Statistik Untuk Penelitian*. Yogyakarta: Pustaka pelajar. 2011.p.178.

N : The Number of samples

I. Validity and Reliability

a) Validity

Validity is an instrument to measure the accuracy of the research. The instrument of this study will be construct validity. Construct validity refers to whether you can draw inferences about test scores related to the concept being studied⁵².

In addition, the researcher has consulted to the English Departement lecturers in UIN Mataram to prove that all items were valid.

b) Reliability

Reliability is one of the test that is used to prevent plagiarism. The meaning of estimating the reliability is different. According to Kimberlin and Winterstein, the test developer has a responsibility to “identify the sources of measurement error that would be most detrimental to useful score interpretation and design a reliability

⁵²Roberta Heale and Alison Twycross, "Validity and Reliability in Quantitative Studies", Evidence-Based Nursing 18 (3), 66-67, 2015.

study that permits such error to occur so that their effects can be assessed”.⁵³

This research uses Cronbach’s alpha as an instrument test. It is a function of average intercorrelations of items and the number of items in the scale⁵⁴.



⁵³Carole L Kimberlin and Almut G Winterstein, "Validity and Reliability of Measurement Instruments Used in Research", *American Journal of Health-System Pharmacy* 65 (23), 2276-2284, 2008.

⁵⁴*Ibid*

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the research finding and discussion. The result of data analysis was presented in findings and further explanations were presented in discussion.

A. Research Findings

1. Data Descriptions

The research was about the effect of Collaborative Strategic Reading (CSR) on the students' reading comprehension of narrative texts at the Eight Grade of MTs Darul Mahmudien NWDI Montong Gamang, Lombok. There are 21 students in this class; 12 of them were female students, and 9 of them are male students. The pre-test was given to this class was a Narrative Text.

To assess the students' level of comprehension in reading Narrative Text before being instructed using the Collaborative Strategic Reading (CSR) approach, a pre-test was administered. The Pretest was conducted to establish a baseline measure of the students' initial comprehension. Subsequently, Post-test was conducted to see the students' comprehension on Narrative Text after receiving instruction through the Collaborative Strategic Reading (CSR) approach. It's aimed to determine the effectiveness

of the Collaborative Strategic Reading (CSR) approach in enhancing their comprehension.

The descriptive statistics Pre-test and post-test in this study can be seen as follows:

a. The Pretest scores

A pretest score is a score that is obtained from a test administered to a group of individuals before a specific intervention or treatment is implemented. The purpose of a pretest score is to establish a baseline measurement of the participants' knowledge or skills prior to the intervention. In the context of education, pretests are commonly used to determine students' level of knowledge or understanding of a particular subject before instruction begins. In this case, a pretest score of 926 was obtained from a group of 21 students.

The process of administering a pretest typically involves designing a test that is tailored to the specific subject or topic that will be covered in the intervention. The test should be valid and reliable, meaning that it measures what it is intended to measure and produces consistent results over time. Once the test is developed, it is administered to the

group of participants, in this case, the 21 students. After the test is completed, the scores are recorded and analyzed to determine the level of knowledge or understanding of the group as a whole. In this case, the pretest score of 926 indicates the level of knowledge of the 21 students before instruction or intervention is implemented. This score will serve as a baseline measurement for comparison to post-intervention scores to evaluate the effectiveness of the intervention or treatment.

b. The Posttest scores

A posttest is a test taken by students or individuals after they have completed a learning program or instructional activity. In this case, 21 students were tested and achieved a total score of 1712 on the posttest.

The score of 1712 could be interpreted as the level of mastery the students have achieved in the subject matter covered by the learning program or activity. However, without further information about the test, such as the difficulty level, the topics covered, and the grading scale, it is difficult to draw specific conclusions about the students' performance.

Table 4.2

The descriptive statistics Pre-test and post-test

Descriptive Statistics		
Score	Pre-Test Score	Post Test Score
Total	926	1712.4
Mean Score	44.0952	81.5429
Lowest	13.30	66.60
Highest	66.60	93.30
Standar Deviation	12.19256	9.64093

Based on the table above, the highest post-test score was 93 and the lowest score was 66. The researcher applied Collaborative Strategic Reading (CSR) to teach students' reading comprehension on narrative text and it was proven by improvement score in post-test section. To calculate the mean score of pre-test and post-test the, the following formula is used:

Pre-test:

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

$$\bar{X} = \frac{926}{21}$$

$$\bar{X} = 44.09$$

Post-test:

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

$$\bar{X} = \frac{1712.4}{21}$$

$$\bar{X} = 81.54$$

Table 4.3

Table of comparative score between pretest and posttest

Test	Total Score	Mean Score
Pretest	926	44.09
Posttest	1712	81.54

From the result above shows that the total and mean score obtained by the students was very different. The result of post-test was higher than the pre-test. It's proved by the mean score of the post-test 81.54 while the mean score of pre-test 44.09. it means that after giving treatment by using Collaborative Strategic Reading (CSR), the Students' score obtained improved.

The percentage was acquired by the students in pre-test and post-test in reading comprehension on narrative text. It has been mention in the previous chapter that after tabulation and analyzing the score into percentage. The score was classified into five levels as follow:

- a. Frequency and percentage of the result Pre-Test

Table 4.4

Frequency and percentage of the result Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Very good	80-100	-	-
2	Good	66-79	1	4.80%
3	Fair	56-65	-	-
4	Poor	40-55	13	61.9%
5	Very poor	≤	7	33.3%
To			21	100%

Based on the table above, show that the rate percentage of the students score of the students' reading comprehension before treatment was poor, because most of them in the poor classification. About the result after treatment explained with table below.

b. Frequency and percentage of the result Post-Test

Table 4.5

Frequency and percentage of the result Post-Test

No.	Classification	Score	Frequency	Percentage
1	Very good	80-100	13	61.90%
2	Good	66-79	8	38.10%
3	Fair	56-65	-	-

4	Poor	40-55	-	-
5	Very poor	≤ 39	-	-
Total			21	100%

Based on the table above, it shows that the rate percentage of students' score achievement reading comprehension in posttest is varied. Thirteen students in very good classification and the other in the good. Thirteen students in very good classification and the other in the good. According to data between table 4.3 and 4.4, it can be seen that before gives treatment about to improve the reading comprehension on narrative text using Collaborative Strategic Reading (CSR) is poor, but when the researcher gave treatment to the students and gave test, there is no students in fair, poor, and very poor classification. It means that the students' reading comprehension on narrative text was improved.

c. Overview of the Data Result

According to data between table 4.2 and 4.4, it can be seen that before gives treatment about to improve the reading comprehension on narrative text using Collaborative Strategic Reading (CSR) is poor, but when the researcher gave treatment to the students and

gave test, there is no students in fair, poor, and very poor classification. It means that the students' reading comprehension on narrative text was improved.

2. Data Analysis

a. Normality Test

To calculate the normality of the test, in this case to know the data from two classes have been normally distributed or not. The writer used *Shapiro-wilk*. SPSS was used to analyze the data. The result can be seen as follow:

Table 4.6
Normality Test Result of Pre-Test and Post-Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.251	21	.001	.878	21	.013
Posttest	.224	21	.007	.876	21	.012

a. Lilliefors Significance Correction

The result showed that the normality significance of pre-test is 0.013. The significance result in pre-test proved that the data was normally distributed because the significance is above $\alpha=0.05$ ($0.013 > 0.05$). In the other hand, the post-test showed that the significance is 0.012. The result also proved that the significance

result in post-test proved that the data is normally distributed because the significance is above $\alpha= 0.05$ ($0.012>0.05$).

b. Homogeneity Test

After normality test, the researcher did the homogeneity test in order to test the similarity of the sample in both classes. The writer used *Levene* statistic to calculate the homogeneity test. The result are presented as follows:

Table 4.7
Homogeneity Test
Test of Homogeneity of Variance

Pre Test and Post Test	Levene Statistic	df1	df2	Sig.
Pretest	1.210	1	40	.278
Posttest	.799	1	40	.377

The homogeneity test result of pretest showed is 0.278. It's a significance of the data, which is higher than $\alpha= 0.05$ ($0.278>0.05$). Moreover, the result of the post-test is 0.377 as the significance of the data which is higher also than $\alpha= 0.05$ ($0.377>0.05$). From the result of the data the writer could conclude that pretest and posttest are homogeneous.

c. T-Test Result

After finishing the normality and homogeneity test, the data was calculated by using t-test to figure out the effect of collaborative strategic reading (CSR) on the reading comprehension of narrative texts in posttest and students' reading comprehension of narrative text in pretest, in this case without given treatment. The standard significance was 0.05, the result of hypothesis test by using SPSS 22 could be presented as follows:

Table 4.8

Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-37.44762	9.07037	1.97932	-41.57640	-33.31884	-18.919	20	.000

In table 4.7, it shows the result of t-test analysis of pre-test and post- test. It can see the table presented the result of t-test data analysis, The Paired Sample Test.

The table output "Paired Sample Test" above also contains information regarding the "Mean Paired Differences", which is

equal to -37.448. This value indicates the difference between the average scores of the pre-test and post-test, or $44.10 - 81.54 = -37.448$. The difference range falls between -41.576 and -33.319 (95% Confidence Interval of the Difference Lower and Upper).

d. Gained Score Result

Table 4.9
T-test Results of Gained Score

	<i>n</i>	Statistic Descriptive Mean (Std. Deviation)	Paired T-Test		
			<i>t</i>	<i>df</i>	<i>Sig. (2-Tailed)</i>
Pre-Test	21	44.09 (12.19)	-18.91	20	0.000*
Post-Test	21	81.54 (9.64)			

In addition to t-test analysis of pre-test and post-test score, the gained score of pre-test and post-test result is also analyzed as shown in Table 4.9. Based on the table, The Paired Sample Test. resulted p-value or *sig* $\alpha = 0.05$ (2-tailed) = 0.000. From the result, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because p-value (0.000) is less than *sig* $\alpha = 0.05$ (5%).

e. The Questionnaire Score

The questionnaire used in this study aimed to gather data on students' responses to Collaborative Strategic Reading (CSR)

as a learning process. CSR is a cooperative learning strategy that aims to improve students' reading comprehension, strategic thinking, and social skills. The questionnaire consisted of 20 questions, with 10 questions presenting positive statements about CSR, and the other 10 questions presenting negative statements. By using a mix of positive and negative statements, the questionnaire sought to capture a more comprehensive picture of students' attitudes toward CSR.

Each question in the questionnaire was assigned a score, with positive statements receiving a score of 3 and negative statements receiving a score of 1. The cumulative score of the questionnaire was calculated by adding up the scores of all 20 questions. In this case, the students achieved a cumulative score of 1422, which suggests an overall positive attitude toward CSR as a learning process. The score is showed the calculated the rate percentage of the students' response score was 67.71 were in interval 50% - 74.99% which has categorized responsive.

Based on the score of questionnaire shows that from 10 positive and 10 negative statement of questionnaire, the researcher concluded that the students' response in learning

reading comprehension by Collaborative Strategic Reading had a good response.

B. Discussion

1. The discussion of the finding through the test and treatment.

The research findings presented in the given text suggest that Collaborative Strategic Reading (CSR) is an effective approach for improving students' reading comprehension of narrative texts. The study used a t-test to analyze the data at a significance level of 5% and a degree of freedom (df) of 20. The result of p was lower than α , which was $0.000 < 0.05$. Therefore, H_a was accepted and H_0 was rejected. Thus, there is a significant difference between the students' score in reading comprehension of narrative text using Collaborative Strategic Reading CSR and without using it. It implies that the use of CSR is effective in enhancing students' reading comprehension of narrative texts.

Nur Ambarwati (2017) conducted a similar study to investigate the impact of CSR on reading comprehension among eighth-grade students. The study found that the use of CSR significantly improved students' reading comprehension of narrative texts⁵⁵. Anike Rosalina

⁵⁵ NurAmbarwati, *Improving Students' Reading Comprehension through Collaborative Strategic Reading (CSR) at the Eight-Grade Students of SMPN 1 Sedayu* (Unpublished Skripsi Universitas MercuBuana Yogyakarta, 2017).

(2014) also conducted a study on the influence of CSR on students' achievement in reading comprehension of narrative texts. The study showed that the use of CSR had a positive impact on students' reading comprehension skills⁵⁶.

The findings of the present study are consistent with previous research that indicates the effectiveness of CSR in improving students' reading comprehension of narrative texts. CSR is a collaborative approach that involves students working together in groups to improve their reading comprehension skills. The approach focuses on four main strategies: preview, click and clunk, get the gist, and wrap up.

The preview strategy involves students skimming through the text to get a general idea of what it is about. The click and clunk strategy helps students identify unfamiliar words or concepts in the text and resolve any confusion they may have. The get the gist strategy focuses on identifying the main idea of the text. Finally, the wrap-up strategy involves summarizing the key points of the text.

Several studies have reported the effectiveness of CSR in improving reading comprehension skills among students. For example, DedeNurhayati (2015) investigated the effectiveness of CSR

⁵⁶ A. Rosalina, *The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text (Unpublished Skripsi UIN SyarifHidayatullah Jakarta, 2014).*

on students' reading comprehension of narrative texts. The study found that CSR significantly improved students' reading comprehension skills compared to traditional teaching methods⁵⁷.

Moreover, a meta-analysis conducted by Elaziz and Zidan (2020) revealed that CSR has a positive effect on reading comprehension skills, particularly among students who struggle with reading comprehension. The study also found that CSR is more effective than other instructional approaches such as reciprocal teaching and direct instruction⁵⁸.

Overall, the research findings discussed in the text provide evidence that CSR is an effective approach for improving students' reading comprehension of narrative texts. This approach involves collaborative learning, and it focuses on several strategies that help students develop their reading comprehension skills. The findings are consistent with previous research that has reported the effectiveness of CSR in improving reading comprehension skills among students.

In conclusion, the use of CSR is an effective approach for improving students' reading comprehension of narrative texts. The

⁵⁷ DedeNurhayati, "The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text"(Unpublished Skripsi UIN SyarifHidayatullah Jakarta, 2015)."

⁵⁸ A. Elaziz, E. A., & Zidan, *Collaborative Strategic Reading (CSR) and Its Impact on Students' Reading Comprehension: A Meta-Analysis Study*. *Education and Information Technologies*, 2020, <https://doi.org/10.1007/s10639-020-10254-3>.

present study found that CSR significantly improved students' reading comprehension skills compared to traditional teaching methods. The findings are consistent with previous research that has reported the effectiveness of CSR in improving reading comprehension skills among students. Therefore, it is recommended that teachers incorporate CSR into their teaching methods to enhance their students' reading comprehension skills.

The use of CSR in learning reading comprehension of narrative text has been found to be effective in improving students' reading comprehension skills. Nur Ambarwati (2017) found that CSR was effective in improving the reading comprehension skills of eighth-grade students. Similarly, Anike Rosalina (2014) reported that the use of CSR technique had a positive influence on students' achievement in reading comprehension of narrative text. Additionally, Dede Nurhayati (2015) found that CSR was effective in improving students' reading comprehension skills of narrative text.

Several other studies have also reported the effectiveness of CSR in improving students' reading comprehension skills. Elaziz and Zidan (2020) conducted a meta-analysis study and found that CSR had a significant effect on students' reading comprehension.

Similarly, Huang and Shih (2021) reported that the use of CSR improved the reading comprehension of EFL learners in Taiwan⁵⁹. Similarly, Dang and Nguyen (2021) found that CSR had a positive impact on the reading comprehension skills of Vietnamese EFL learners⁶⁰.

The effectiveness of CSR has been attributed to several factors. One of the key factors is the collaborative nature of the approach. CSR involves students working in small groups to read and comprehend a text. The groups are structured in a way that students of different reading abilities work together to support each other in their understanding of the text. This collaborative approach encourages students to share their ideas and opinions, ask questions, and clarify any misunderstandings they may have. This leads to a deeper understanding of the text and improves students' reading comprehension skills⁶¹.

Another factor that contributes to the effectiveness of CSR is the use of metacognitive strategies. CSR encourages students to use

⁵⁹ Y. C. Huang, Y. H., & Shih, *The Effects of Collaborative Strategic Reading on EFL Learners' Reading Comprehension, Attitudes, and Motivation. Journal of Educational Technology Development and Exchange*, 2021.

⁶⁰ T. H. Dang, N. A. T., & Nguyen, *The Effects of Collaborative Strategic Reading on the Reading Comprehension of Vietnamese EFL Learners. Journal of Language Teaching and Research*, 2021.

⁶¹ C. M. Kim, Y., & Reigeluth, *The Effects of Elaborative Processing on Students' Comprehension of Narrative Texts. Educational Technology Research and Development*, 2011.

metacognitive strategies such as predicting, clarifying, questioning, and summarizing to enhance their understanding of the text. Metacognitive strategies are critical to effective reading comprehension as they help students to monitor their understanding of the text, identify areas where they may be struggling, and take corrective action to improve their comprehension⁶².

The positive response of students towards the use of CSR in this study is consistent with the findings of previous studies. Ling and Umar (2018) found that CSR was effective in enhancing students' reading comprehension skills. The study was conducted on 30 students in Indonesia and found that CSR had a significant effect on students' reading comprehension scores⁶³. Similarly, Susanti (2018) reported that the use of CSR strategy had a positive effect on the reading comprehension skills of EFL students in Indonesia⁶⁴.

Upon analyzing the score distribution across different categories, it can be concluded that the students were highly

⁶² E. Kusumaningrum, D. A., & Fauziati, *Improving Students' Reading Comprehension through Collaborative Strategic Reading (CSR) at the Second Semester of English Education Department of IAIN Salatiga*. *Journal of English Language and Pedagogy*, 2019.

⁶³ M. Ling, C., & Umar, *Collaborative Strategic Reading (CSR) to Enhance Students' Reading Comprehension*. *International Journal of Language Education and Applied Linguistics*, 2018.

⁶⁴ R. Susanti, "Enhancing EFL Students' Reading Comprehension through Collaborative Strategic Reading (CSR) Strategy.," *English Education Journal (EEJ)*, 8(1), 56-66. doi: 10.22460/eej.v8i1.p56-66. (2018).

responsive to the approach adopted by the CSR technique in facilitating their learning of reading comprehension on narrative texts.



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CHAPTER V

CONCLUSION AND SUGGESTION

Based on theoretical studies and research on Improving The Students Reading Comprehension on Narrative Text at the Eight Grade of MTs Darul Mahmudien NWDI Montong Gamang Through Collaborative Strategic Reading (CSR) which was present in the previous chapter, and then in this chapter the researcher draw a conclusion and suggestion.

A. Conclusions

1. The conclusion of the finding through the test.

Based on the findings of the data analysis, it can be deduced that the application of Collaborative Strategic Reading (CSR) has the potential to enhance the reading comprehension skills of eighth-grade students in MTs Darul Mahmudien NWDI Montong Gamang, specifically when dealing with narrative texts. This was substantiated by the results which indicate that the pre-test mean score was 44.095, while the post-test mean score was 81.542. The statistical analysis of the data further corroborated this, with the calculated The result of p was lower than α , which was $0.000 < 0.05$. Therefore, H_a was accepted and H_0 was rejected. Thus, there is a significant difference between the students' score in reading comprehension of narrative

text using Collaborative Strategic Reading CSR and without using it. It implies that the use of CSR is effective in enhancing students' reading comprehension of narrative texts.

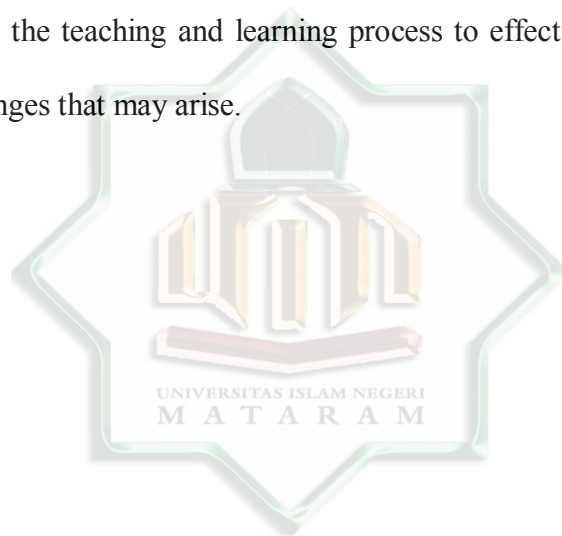
In conclusion, the utilization of Collaborative Strategic Reading (CSR) can prove to be a valuable tool in facilitating the learning of English reading comprehension skills, particularly concerning narrative text materials. This strategy has demonstrated its efficacy in enhancing the students' reading comprehension abilities, as evidenced by the aforementioned data analyses.

B. Suggestions

Upon reaching the aforementioned conclusion, the researcher would like to proffer the following recommendations:

1. Junior High School English teachers are highly encouraged to consider Collaborative Strategic Reading (CSR) as a viable alternative in teaching reading comprehension on narrative text. The CSR technique has been empirically proven to be highly effective in improving reading comprehension on narrative text.
2. The researcher should meticulously prepare the material that will be taught to the students before they enter the classroom.

3. The students must be more proactive in learning reading texts and read extensively to broaden their knowledge.
4. The students must understand that learning is a two-way process, wherein both the teacher and the student play significant roles in achieving academic success.
5. Both the teacher and students should collaboratively work together during the teaching and learning process to effectively resolve any challenges that may arise.



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Pre-test

Name :

Class :

Read the text and answer question 1 to 8.

“CINDERELLA”

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince wife. The step sisters went to the ball that night with her mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

Answer the question below!

1. What is the purpose of the text above?
 - a. To inform what happened in the past
 - b. To give a description of a beautiful girl
 - c. To retell about Cinderella's experience/memory
 - d. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
 - a. A ball
 - b. A birthday party
 - c. Crown part
 - d. Glass slippers

3. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To celebrate his wedding
 - c. To find his crown prince a wife
 - d. To entertain his people
4. How was the end of the story?
 - a. The prince married Cinderella
 - b. Cinderella was killed by her step mother
 - c. The prince turned into a horse forever
 - d. Cinderella was betrayed by the king.
5. “She also gave Cinderella a lovely dress...” (Paragraph 4). The underlined word has the same meaning with.....
 - a. Boring
 - b. Honest
 - c. Pretty
 - d. Loyal
6. Who helped Cinderella go to the ball?
 - a. The Prince
 - b. Her step-mother
 - c. Her step-sisters
 - d. Godmother
7. The first paragraph is called....
 - a. Orientation
 - b. Complication
 - c. Re-orientation
 - d. Resolution
8. “The slipper fit her.” (Paragraph 6). The underlined word refers to.....
 - a. Godmother
 - b. The Prince
 - c. Cinderella
 - d. Step-mother

Read the text and answer question 9 to 15.

Once upon a time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day Maurice traveled past the castle. It was raining very hard. He came into the castle. When the Beast saw him, he captured him. Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father could go home. First Belle didn't like the Beast

because he was mean. Then slowly he changed. He was not mean anymore. Belle began to like him and finally she fell in love with him.

Right after she declared her love to the Beast the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

9. What is the purpose of the text?
 - a. To describe the Beast and Belle.
 - b. To retell the experience of Belle.
 - c. To guide readers how to perform like Belle.
 - d. To entertain readers and friends.
10. How many main characters are mentioned in the story?
 - a. Two c. Four
 - b. Three d. Five
11. Where was the setting of the story?
 - a. In the forest c. In palace
 - b. At home d. In the mountain
12. Why did the prince become the Beast? Because.....
 - a. He sent an ugly woman away
 - b. A beautiful fairy cursed him
 - c. A woman fell in love with him
 - d. He captured Maurice
13. First, Belle didn't love him because he was **mean**.
 - a. Generous c. Humorous
 - b. Unbelievable d. Unkind
14. The last paragraph is called.....
 - a. Orientation c. Re-orientation
 - b. Complication d. Resolution
15. Who became a beast?
 - a. The servants c. Belle
 - b. The Prince d. Maurice

“Good Luck”

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah :
Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)
Pertemuan : I (Pertama)
Alokasi Waktu : 2 x 40 menit
Skill : Reading (Membaca)

I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi makna gagasan utama dalam teks berbentuk *narrative*.
2. Mengidentifikasi informasi dalam sebuah teks berbentuk *narrative*.

IV. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
 - ✓ Memahami makna gagasan utama dalam teks berbentuk *narrative*.
 - ✓ Mengetahui berbagai informasi dalam teks berbentuk *narrative*.

2. Karakter siswa yang diharapkan:

- ✓ Dapat dipercaya
- ✓ Rasa hormat dan perhatian
- ✓ Tekun

V. Metode Pembelajaran

Collaborative Strategic Reading (CSR) Technique

VI. Langkah-langkah Kegiatan

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	<ul style="list-style-type: none">● Menyapa siswa dengan mengucapkan selamat pagi.● Mengajak siswa berdoa sebelum belajar.● Mengecek kehadiran siswa.● Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit

2.	Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> ● Guru memberi penjelasan tentang <i>Collaborative Strategic Reading (CSR)</i>. ● Guru membagi <i>siswa</i> ke dalam beberapa kelompok kecil (5-6 siswa) dan memberikan peran sebagai <i>leader, clunk expert, gist expert, announcer, encourager, dan timekeeper</i>. ● Guru menjelaskan <i>langkah CSR (preview, click and clunk, get the gist, dan wrap up)</i>. 	60 Menit
		<p>Elaborasi</p> <ul style="list-style-type: none"> ● Guru meminta siswa untuk mengidentifikasi <i>general structure</i> yang terdapat dalam teks <i>narrative</i> secara berkelompok. ● Guru meminta siswa menyimpulkan isi teks <i>narrative</i>. ● Guru memberikan pertanyaan yang bersumber dari teks tersebut. ● Guru memberi kesempatan berpikir, menganalisis, dan bertindak tanpa rasa takut. 	

		<p>Konfirmasi</p> <ul style="list-style-type: none"> ● Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. ● Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. ● Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
3.	Penutup	<ul style="list-style-type: none"> ● Guru bersama siswa melakukan tanya jawab meluruskan kesalahan pemahaman. ● Memberikan umpan balik terhadap proses dan hasil pembelajaran. ● Guru memberikan penguatan dan Kesimpulan terhadap siswa 	10 Menit

VII. Media

- ✓ Worksheet atau lembar kerja siswa.

VIII. Alat/Bahan

- ✓ Papan tulis, spidol dan penghapus.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah :
Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)
Pertemuan : II (Kedua)
Alokasi Waktu : 2 x 40 menit
Skill : Reading (Membaca)

I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative*

dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi makna gagasan utama dalam teks berbentuk *narrative*.
2. Mengidentifikasi informasi dalam sebuah teks berbentuk *narrative*.

IV. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
 - ✓ Memahami makna gagasan utama dalam teks berbentuk *narrative*.
 - ✓ Mengetahui berbagai informasi dalam teks berbentuk *narrative*.
2. Karakter siswa yang diharapkan:
 - ✓ Dapat dipercaya
 - ✓ Rasa hormat dan perhatian

✓ Tekun

✓

V. Metode Pembelajaran

Collaborative Strategic Reading (CSR) Technique

VI. Langkah-langkah Kegiatan

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Menyapa siswa dengan mengucapkan selamat pagi.2. Mengajak siswa berdoa sebelum belajar.3. Mengecek kehadiran siswa.4. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit
2.	Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none">● Guru membagi siswa ke dalam beberapa <i>kelompok</i> kecil (5-6 siswa) dan memberikan peran sebagai <i>leader, chunk expert, gist expert, announcer, encourager, dantimekeeper</i>.● Guru menjelaskan langkah CSR (<i>preview, click and chunk, get the gist, dan wrap up</i>).	60 Menit

		<p>Elaborasi</p> <p>Guru meminta siswa untuk mengidentifikasi <i>general structure</i> yang terdapat dalam teks <i>narrative</i> secara berkelompok</p> <ul style="list-style-type: none"> ● Guru meminta siswa menyimpulkan isi teks <i>narrative</i>. ● Guru memberikan pertanyaan yang bersumber dari teks <i>tersebut</i>. ● Guru memberi kesempatan berpikir, menganalisis, dan <i>bertindak</i> tanpa rasa takut. <p>Konfirmasi</p> <ul style="list-style-type: none"> ● Guru memberikan umpan balik positif dan penguatan <i>dalam</i> bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. ● Memfasilitasi siswa untuk memperoleh <i>pengalaman</i> bermakna dalam mencapai kompetensi dasar. ● Guru menjadi fasilitator dalam 	

		menghadapi kesulitan yang dihadapi siswa.	
3.	Penutup	<ul style="list-style-type: none"> ● Guru <i>bersama</i> siswa melakukan tanya jawab meluruskan kesalahan pemahaman. ● Memberikan umpan balik terhadap proses dan <i>hasil</i> pembelajaran. ● Guru memberikan penguatan dan keimpulan terhadap siswa. 	10 Menit

VII. Media

- ✓ Worksheet atau lembar kerja siswa.

VIII. Alat/Bahan

- ✓ Papan tulis, spidol dan penghapus.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah :

Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Pertemuan : III (Ketiga)

Alokasi Waktu : 2 x 40 menit

Skill : Reading (Membaca)

I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis esai berbentuk

narrative dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi *generic structure* dalam teks berbentuk *narrative*.
2. Memahami makna kosa kata sulit dalam teks berbentuk *narrative*.

IV. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
 - ✓ Mengetahui *generic structure* dalam teks berbentuk *narrative*.
 - ✓ Memahami kosa kata sulit dalam *language feature* dalam teks berbentuk

narrative.

2. Karakter siswa yang diharapkan:

- ✓ *Dapat* dipercaya
- ✓ Rasa *hormat* dan perhatian

✓ *Tekun*

V. Metode Pembelajaran

Collaborative Strategic Reading (CSR) Technique

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	<ul style="list-style-type: none">● Menyapa siswa dengan mengucapkan selamat pagi.● Mengajak siswa berdoa sebelumbelajar.● Mengecek kehadiran siswa.● Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 Menit

2.	Kegiatan inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> ● Guru membagi siswa ke dalam beberapa kelompok kecil (5-6 siswa) dan memberikan peran sebagai <i>leader, chunk expert, gist expert, announcer, encourager, dan timekeeper</i>. ● Guru meminta siswa melakukan langkah CSR (<i>preview, click and clunk, get the gist, dan wrap up</i>). <p>Elaborasi</p> <ul style="list-style-type: none"> ● Guru meminta siswa untuk mengidentifikasi <i>general structure</i> yang terdapat dalam teks <i>narrative</i> secara berkelompok. ● Guru meminta siswa menyimpulkan isi teks <i>narrative</i>. ● Guru memberikan pertanyaan yang bersumber dari teks tersebut. ● Guru memberi kesempatan berpikir, menganalisis, dan bertindak tanpa rasa takut. 	
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3.	Penutup	<p>Konfirmasi</p> <ul style="list-style-type: none"> ● Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. ● Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. ● Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa ● Guru bersama siswa melakukantanya jawab meluruskan kesalah pemahaman. ● Memberikan umpan balik terhadap proses dan hasil pembelajaran. ● Guru memberikan penguatan dan kesimpulan terhadap siswa. 	<p>60 Menit</p> <p>10 Menit</p>
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VII. Media

- ✓ Worksheet atau lembar kerja siswa.

VIII. Alat/Bahan

- ✓ Papan tulis, spidol dan penghapus.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah :
Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)
Pertemuan : IV (Keempat)
Alokasi Waktu : 2 x 40 menit
Skill : Reading (Membaca)

I. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis esai berbentuk

narrative dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi tujuan komunikatif dalam teks berbentuk *narrative*.
2. Mengidentifikasi ciri-ciri kebahasaan dalam teks berbentuk *narrative*.

IV. Tujuan Pembelajaran

1. Pada akhir pembelajaran siswa dapat:
 - ✓ Memahami tujuan komunikatif dalam teks berbentuk *narrative*.
 - ✓ Memahami ciri-ciri kebahasaan dalam teks berbentuk *narrative*.
2. Karakter siswa yang diharapkan:

- ✓ Dapat dipercaya
- ✓ Rasa hormat dan perhatian
- ✓ Tekun

V. Metode Pembelajaran

Collaborative Strategic Reading (CSR) Technique

VI. Langkah-langkah Kegiatan

NO.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	<ul style="list-style-type: none"> ● Menyapa siswa dengan mengucapkan selamat pagi. ● Mengajak siswa berdoa sebelum belajar. ● Mengecek kehadiran siswa. ● Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa. 	10 Menit
2.	Kegiatan Inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> ● Guru membagi siswa ke dalam beberapa kelompok kecil (5-6 siswa) dan memberikan peran sebagai <i>leader</i>, <i>clunk expert</i>, <i>gist expert</i>, <i>announcer</i>, <i>encourager</i>, <i>dantimekeeper</i>. ● Guru meminta siswa melakukan langkah CSR (<i>preview</i>, <i>click and</i> 	60 Menit

		<p><i>clunk, get the gist, dan wrap up).</i></p> <p>Elaborasi</p> <ul style="list-style-type: none"> ● Guru meminta siswa untuk mengidentifikasi <i>general structure</i> yang terdapat dalam teks <i>narrative</i> secara berkelompok. ● Guru meminta siswa menyimpulkan isi teks <i>narrative</i>. ● Guru memberikan pertanyaan yang bersumber dari teks tersebut. ● Guru memberi kesempatan berpikir, menganalisis, dan bertindak tanpa rasa takut <p>Konfirmasi</p> <ul style="list-style-type: none"> ● Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan siswa. ● Memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. ● Guru menjadi fasilitator dalam menghadapi kesulitan yang 	<p>10 menit</p>
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3.	Penutup	<p>dihadapi siswa.</p> <ul style="list-style-type: none"> ● Guru bersama siswa melakukan tanya jawab meluruskan kesalah pemahaman ● Memberikan umpan balik terhadap proses dan hasil pembelajaran ● Guru memberikan penguatan dan kesimpulan terhadap siswa 	
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VII. Media

- ✓ Worksheet atau lembar kerja siswa.

VIII. Alat/Bahan

- ✓ Papan tulis, spidol dan penghapus.

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Perpustakaan UIN Mataram

Post-Test

Name :

Class :

Read the text and answer question 1 to 5.

“Fly and the Bull”

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to him. The little fly flew down and buzzed around the bull’s head. The bull did not bother him. He went chewing grass.

The fly buzzed right inside the bull’s ear. The bull continued chewing grass. The fly thought, “What a stupid animal!” Now the fly decided to land on one of the bull’s horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet.

The fly then shouted angrily, “Oh Bull, if you find that I am too heavy for you, let me know and I will fly away!” The bull laughed and said, “Little fly, I don’t care if you stay or leave. You are so tiny that your weight does not make any differences to me, so please and leave me alone.”

1. Where did the story take place?
 - a. In the jungle
 - b. In the field
 - c. In the forest
 - d. In the village
2. Which one is true according to the passage?
 - a. The little fly is a kind animal
 - b. The bull felt proud on the little fly
 - c. The fly wanted to make friend with the bull
 - d. The bull did not pay attention to the fly
3. What is the value of the text above?
 - a. Don’t be selfish
 - b. Be friendly
 - c. Don’t be arrogant
 - d. Don’t pay attention to something
4. How was the characteristic of the little fly?
 - a. He was proud
 - b. He was stupid
 - c. He was smart
 - d. He was kind
5. When did the story take time?
 - a. In the morning
 - b. In the afternoon
 - c. In the evening
 - d. In the night

Read the text and answer question 6 to 15

Once, Master fox was taking his usual stroll beneath the moonlight in the woods. He saw a number Pheasants perched quite of reach on a limb of a tall, old tree. The sly Fox soon found a bright patch of moonlight, where the Pheasants could see him clearly. There he raised himself up on his hind legs, and began a wind dance. First he whirled „round and „round like a top. Then he hopped up and down. He cut all sort of strange capers. The Pheasants stared giddily. They hardly dared bilk of fear of losing him out of their sigh in a few moments.

Now the fox made us if he wanted to climb a tree. He fall over an slay still, playing dead. Then he was hopping on all fours. His back was in the air and his bushy tail was shaking. It seemed that he threw out silver sparks in the moonlight.

By the time, the poor birds“ head were in the whirl. And when the fox began his performance all over again, they become so dazed. They lost their hold on the limb. They fell down one by one and they were immediately.

6. What is the text about?
 - a. The happy day for the foxc. The beautiful moonlight
 - b. The Fox and the Pheasants d. The dead Pheasants
7. What is the main idea of the paragraph?
 - a. The Pheasants tried to hold on the tree
 - b. The fox attacked the Pheasants one by one
 - c. The fox continued his dancing performance
 - d. The fox climbed the tree
8. The Pheasants lost their hold on the climb because....
 - a. They were silly and weak animals
 - b. The branch was too small and slippery
 - c. The Pheasants were exhausted
 - d. They were shocked to see the Fox’s performance
9. Based on the text, we can infer that the story happened.....
 - a. At night c. At midday
 - b. In the morning d. In the afternoon
10. The last paragraph is called....
 - a. Orientation c. Event
 - b. Complication d. Re-orientation

11. Once, Master fox was taking his usual stroll **beneath** the moonlighting the woods. What does the underlined word mean?
- a. Before c. In front of
b. Near d. Under
12. What is the purpose of the text above?
- a. To amuse the reader
b. To persuade the people about something
c. To tell the reader about the writer's experience
d. To describe about something
13. The first paragraph is called....
- a. Orientation c. Resolution
b. Complication d. Re-orientation
14. The **sly** Fox soon found a bright patch of moonlight.... What does the underlined word mean?
- a. Awesome c. Greedy
b. Tricky d. Joyful
15. The Pheasants stared **giddily**.
What does the underlined word mean?
- a. Dizzily c. Angrily
b. Hungrily d. Tragically



UNIVERSITAS ISLAM NEGERI
M A T A R A M

“Good Luck”

Perpustakaan UIN Mataram

Kuesioner Respon Siswa

Nama :

Kelas :

Petunjuk

Beri Tanda ceklis (√) pada respon Anda di lembar jawaban/kolom yang tersedia dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban dan berilah jawaban yang benar-benar cocok dengan pilihan Anda.

Keterangan Jawaban;

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	PERNYATAAN	SS	S	TS	STS
1	Collaborative Strategic Reading (CSR) memudahkan saya untuk belajar Bahasa Inggris.				
2	Saya suka belajar Bahasa Inggris dengan berkelompok.				
3	Saya sangat suka dengan model pembelajaran diskusi.				
4	Saya merasa senang berkerjasama dalam kelompok.				
5	Saya menyukai pelajaran Bahasa Inggris tes narasi (cerita).				
6	Saya sangat suka dengan model pembelajaran Collaborative Strategic Reading (CSR).				
7	Saya berusaha untuk bertanya kepada Guru jika saya dan sekelompok mengalami kesulitan dalam menjawab pertanyaan reading.				
8	Guru selalu memberikan saya bimbingan secara langsung apabila mengalami kesulitan menggunakan Collaborative Strategic Reading (CSR).				
9	Saya menghargai pendapat teman saat diskusi kelompok.				
10	Saya membaca tulisan berbahasa Inggris dengan membaca cepat seluruh text,				

	setelah itu membaca kembali dengan teliti.				
11	Saya tidak tertarik mengikuti pelajaran Bahasa Inggris menggunakan Collaborative Strategic Reading (CSR).				
12	Pembelajaran Bahasa Inggris menggunakan Collaborative Strategic Reading (CSR) membuat saya mengantuk.				
13	Pembelajaran Bahasa Inggris dengan menggunakan Collaborative Strategic Reading (CSR) sulit untuk diterapkan.				
14	Saya merasa bosan belajar Bahasa Inggris dengan menggunakan Collaborative Strategic Reading (CSR).				
15	Belajar secara kelompok membuat saya tidak nyaman.				
16	Penerapan pembelajaran Bahasa Inggris menggunakan Collaborative Strategic Reading (CSR) membuat saya kurang percaya diri.				
17	Penggunaan Collaborative Strategic Reading (CSR) terlalu monoton.				
18	Model pembelajaran Collaborative Strategic Reading (CSR) kurang bermanfaat untuk belajar Bahasa Inggris.				
19	Saya merasa tertekan dalam pembelajaran Bahasa Inggris dengan menggunakan Collaborative Strategic Reading (CSR)				
20	Saya kurang termotivasi apabila dalam pembelajaran Bahasa Inggris menggunakan Collaborative Strategic Reading (CSR).				





**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Gajah Mada No. 100 Jempang Baru Mataram Telp. (0370) 620763, Fax. (0370) 620764

Nomor : 169/Un.12/FTK/PP.00.9/02/2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Mataram, 07 Februari 2023

Kepada:

Yth. Kepala Bakesbangpol Lombok Tengah

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : David Sulaiman
NIM : 180107164
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tujuan : Penelitian
Lokasi Penelitian : MTs. DARUL MAHMUDIEN NW MONTONG GAMANG, LOTENG
Judul Skripsi : EFFECTS OF COLLABORATIVE STRATEGIC READING (CSR) ON THE READING COMPREHENSION ON NARATIVE TEXTS OF THE EIGHT GRADE STUDENTS OF MTs. DARUL MAHMUDIEN NW MONTONG GAMANG, LOMBOK.

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Perpustakaan UIN Mataram

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022



PEMERINTAH KABUPATEN LOMBOK TENGAH
BADAN KESATUAN BANGSA DAN POLITIK

Jalan. Raden Puguh, Komplek Kantor Bupati Gedung A Lantai 1

SURAT REKOMENDASI

Nomor : 070 / 100 / B / R / BKBP / 2023

1. Dasar :

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Mataram Nomor : 1451/Jn.12/FTK/PP.00.9/02/2023 Tanggal : 07 Februari 2023
Perihal : Permohonan Rekomendasi Penelitian

2. Menimbang :

Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/ijin kepada :

Nama : DAVID SULAMAN
NIM : 180107164
Alamat : Dusun Bore, Desa Kipang Rembiga, Kec. Kipang Kab. Lombok Tengah
No. Telpnon : 081916800486
Pekerjaan/Jurusan : Mahasiswa/Tadris Bahasa Inggris
Bidang/Judul : EFFECTS OF COLLABORATIVE STRATEGIC READING (CSR) ON READING COMPREHENSION ON NARRATIVE TEXTS OF THE EIGHT GRADE STUDENTS OF MTS. DARUL MAHMUDIEN NW MONTONG GAMANG, LOMBOK
Lokasi Penelitian : MTS Darul Mahmudien NW Montong Gamang
Jumlah Peserta : 1 (satu) orang
Lamanya : 1 (satu) bulan, mulai dari 08 Februari s/d 08 Maret 2023
Status Penelitian : Baru

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :

- a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/ijin Observasi dan menghentikan segala kegiatan;
- c. Mematuhi ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;
- d. Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal;
- e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya

Perpustakaan

Praya, 08 Februari 2023
An. Kepala Badan Kesatuan Bangsa dan Politik
Kab. Lombok Tengah
Kabid. Politik dan Omas,


H. AMIRUDIN NUR, SE
NIP. 19700115 200003 1 004

Tembusan disampaikan kepada Yth. :

1. Bupati Lombok Tengah di Praya;
2. Camat Kipang Kab. Lombok Tengah di Kipang;
3. Kepala MTS Darul Mahmudien NW Montong Gamang di Montong Gamang;
4. Yang bersangkutan
5. Asip



YAYASAN DARUL MAHMUDIEN NWDI
MADRASAH TSANAWIYAH DARUL MAHMUDIEN NWDI
MONTONGGAMANG KECAMATAN KOPANG KAB. LOMBOK TENGAH
STATUS : TERAKREDITASI B
SK BAN-SM No. 447/BAN-SM/KP/XII/2016 Tanggal 14-12- 2021

SURAT KETERANGAN PENELITIAN
Nomor : 21/MTs.042/III/2023

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Darul Mahmudien Montong Gamang Kecamatan Kopang Kabupaten Lombok Tengah menerangkan bahwa :

Nama : DAVID SULAIMAN
NIM : 180107164
Alamat : Dusun Bore Desa Kopang Rembiga Kecamatan Kopang
Kabupaten Lombok Tengah
Jurusan : Tadris Bahasa Inggris

telah melaksanakan penelitian untuk bahan skripsi yang berjudul **EFFECTS OF COLLABORATIVE STRATEGIC READING (CSR) ON READING COMPREHENSION ON NARRATIVE TEXTS OF EIGHT GRADE STUDENTS OF MTS DARUL MAHMUDIEN NW MONTONG GAMANG, LOMBOK** dari tanggal 08 Februari s.d. 08 Maret 2023.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Montong Gamang, 10 Maret 2023

Kepala MTs. Darul Mahmudien,

Perpustakaan



DAKIJAH DARAJAT, S.Ag.



UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No. 144/Uin.12/Perpus/berita/PC/05/2023

Sertifikat ini Diberikan Kepada :

DAVID SULAIMAN

180107164

FTK/TSI

Dengan Judul SKRIPSI

**EFFECT OF COLLABORATIVE STATEGIC READING (CSR) ON THE READING
 COMPREHENSION ON NARATIVE TEXTS OF THE EIGHT GRADE STUDENTS OF MTs.
 DARUL MAHMUDIEN NW MONTONG GAMANG, LOMBOK**

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 18 %

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 M. Hum
 NIP. 197806282006042001



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Sertifikat Bebas Pinjam

No. 331/Uin.12/Perpus/sertifikat/SP/01/2024

Sertifikat ini Diberikan Kepada :

UNIVERSITAS ISLAM NEGERI

M A **DAVID SULAIMAN**

180107164

FTS/TSI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini
 dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun
 masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.

Sertifikat ini diberikan sebagai syarat **LUJIAN SKRIPSI**



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UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
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Pembimbing I : Ribahan, S.S., M.Pd.
Pembimbing II : Husnawadi, M.A
Judul Skripsi : Effects of Collaborative Strategic Reading (CSR) On The Reading Comprehension of Narrative Texts of The Eight Grade Students of MTs Darul Mahmudien NW Montong Gamang, Lombok.

NO	TANGGAL	MATERI KONSULTASI	PARAF
1.	20/4/22	Abstract & Findings	RN
2.	26/4/22	Findings & Data presentation	RN
3.	2/5/22	Findings & Discussion	RN
4.	8/5/22	Discussion & Conclusion	RN
5.	17/5/22	Acc	RN
6.			
7.			
8.			

Mataram, Maret 2023

Pembimbing I

Ribahan, S.S., M.Pd

NIP. 19790723200312100



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
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KARTU KONSULTASI SKRIPSI

Nama : David Sulaiman
NIM : 180107164
Pembimbing I : Ribahan, S.S., M.Pd.
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Judul Skripsi : Effects of Collaborative Strategic Reading (CSR) On The Reading Comprehension of Narrative Texts of The Eight Grade Students of MTs Darul Mahmudien NW Montong Gamang, Lombok.

NO	TANGGAL	MATERI KONSULTASI	PARAF
1.		Analisis	
2.		Discussion	
3.		Analisis & Discussion	
4.		Analisis & Discussion	
5.		ACC	
6.			
7.			
8.			

Mataram, Maret 2023
Pembimbing II

Husnawadi, M.A. TESOL
NIP. -