

BIBLIOGRAPHY

- Afflerbach, P.P., & Choa, B. (2011). *The classroom assessment of reanding*. In M.L. Kamil, P.D. Person, E.B.Moje, & P.P.Afflerbach' (Eds.) *Handbook of Reading Research*, V, IV. New York: Routledge.
- Aronson, E. (1978). *The Jigsaw classroom*. Beverly hills, CA: sage Publishing company.
- Bandura, A. (1965). *Influence of models' reinforcement contingencies on the acquisition of aggressive models*. *Journalchology*.
- Booyesen, M.J., & Grosser, M.M. (2008). *Enhacing social skills through cooperative learning*. *The Journal for Transdisciplinary Research in Southern Africa*, 4 (2), 377-399, Retrieved on December 12, 2010 from <http://dispace.nwu.ac.za/handle/10394/3970>
- Bolukbas. F., Keskin. F., Polat. M. (2011). *The effectiveness of cooperative learning on the reading comprehension skills in Turkish as a foreign language*. *TOJET: The Turkish Online Journal of Educational Technology*. Volume 10 Issue 4.
- Brown, D. (1994). *Principles of language learning and teaching* (3rd ed.). NJ: Prentice Hall Regents.
- Brown, D. & Cocking R.R.(2001). *How people learn: Brain, mind, experience and school*. Washinton, D.C.National Academy Press.
- Depdiknas, 2006. *Kurikulum 2006. Standar Kompetensi SMA/MA*, Jakarta: Dharma Bakti.
- Donald, A. (2002). *Introduction to research in education*, New York: Macmillan Publishing Inc.
- Ellis, S.S and Whalen, S.F.(1990). *Cooperative learning getting started*, New York: Scholastic Press.
- Gay, L.R. (1972). *Competences for Analysis and Application*, Education Research, New Jersey: Prentice Hall, Inc.
- Gay, L.R. (1981). *Competences for Analysis and Application*, Education Research, Columbus, Ohio, Bell & Howell Company.
- Gay, L.R. Mills, G and Airasian, P.(2006), *Education Research Competencies for analysis and Application*, Person, New Jersey.
- Ghaith.G. (2003). *Effects of the cooperative learning together model of cooperative learning on English a foreign language reading*

achievement, academic self-esteem, and feeling of school alienation. System 27, 459-462.

Hampton, D. & Grundnitski, G. (1996). *Does cooperative learning mean equal learning?*, Journal of education for business, 72 (1), PP. 5-7.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). NewYork; Longman Publishing.

Heaton, B. (1975). *Writing English tests*. London: Longman.

Johnson, D.W., & Johnson, R.T. (1974).*Instructional goal structure: Cooperative, competition, or individualistic.* Review of Education Research, 44, 213 – 240.

Johnson, D.W., & Johnson, R.T. (1987).*Cooperative in schools: A conversation with David and Rodger Johnson.* Education Leadership 45(3), 17 – 18.

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1998a). *Cooperative learning returns to college: What evidence is there that it works?* Change, 30 (4), 26 – 35. Retrieved on February 17, 2011 from <http://www.sjsu.edu/advising/docs/cooperative.Pdf>.

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1998b). *Cooperative in the classroom.* Boston; ALLYN and Bacon. Retrieved on April 17, 2009, from <http://www.intime.uni.edu/learning/html>

Johnson, D.W., Johnson, R.T., & Holubec, E. (1990). *Circles of learning: Cooperative in the classroom* (3rd. Ed). Edina, MN: Inteaction book company.

Johnson, D.W., Johnson, R.T. (1999). *Learning together and alone: Cooperative, competitiveand individualistic learning.* USA: Allyn and Bacon.

Johnson, D.W. 2005. *Cooperative learning: Increasing college faculty instructional productivity.* Retrieved on July 21, 2012. From <http://www.ntlf.com/html/lib/bib/92.2dig.htm>.

Kessler, C. (1992). *Cooperative language learning: A teacher resource book.* Englewood Cliffs, NJ: Prentice Hall.

Knight, G.P., & Bohlmeier, E.M. (1990). *Cooperative learning and achievement: Methods for assessing causal mechanisms.* In S.Sharan

- (Ed), *Cooperative learning: Theory and practice* (pp.1-22) New York; Praeger.
- Krashen, S. (2004). *The power of reading: Insights from research*. (2nd.ed). Westport: Heinemann.
- Meece, L.J. (1997). *Child and adolescent development for education*. New York: McGraw-Hill.
- Meteethan, P. (2001). *Case study of cooperative learning by using jigsaw technique with second year English major students at Naresuan University*. M.A. Dissertation, Mahidol University.
- Moryadee, W. (2001). *Effect of cooperative learning using students team-achievement divisions technique on self – efficiency and English learning achievement of Prathomsuksa five students*. M.ed. Dissertatio, Chulalongkorn University.
- Myer, S.S., & Palmer, C. (2002). *Types of reading questions*. Washinton DC, Gallaudet University English Department.
- Nunan, D. (Ed.). (1992). *Collaboration language learning & teaching*. Cambridge: Cambridge University Press.
- Nuttal, C. (1996). *Teaching reading skills in a foreign language*. (New edition) London: Heinemann.
- Piaget, J. (1964). *The language and thought of the child*. New York: Harcourt Brace.
- Pinkeaw, P. (1993). *Students' views on interaction and learning achievement through cooperative learning method in upper – secondary English classes*. M.A. Dissertation, Chiangmay Univ.
- Roe, B.D., Smith, S.H., & Burns, P.C. (2005). *Teaching reading in today's elementary schools* (9th ed.). Boston: Houghton Mifflin.
- Salend, S.J. (1994). *Effective main streaming; Creating inclusive classroom* (2nd ed.). New York: Mcmillan publishing company.
- Seetape, N. (2003). *Effects of cooperative learning in English reading achievement and learning behaviors of Mathayomsuksa three students in Kanchanaphisekwittayalai Uthaitani School*. M.A. Dissertation, Kasetsart University.

- Sharan, S. (Ed.). (1990). *Cooperative learning: Theory and research*. New York: Praeger.
- Sharan, Y. (1990). Group Investigation: Expanding cooperating learning. In M. Brubacher, R. Payne, and K. Rickett (Eds.) *Perspective on small group learning*. Oakville, Ontario: Rubicon.
- Sharan, S., & Sharan, Y. (1992). *Group investigation: Expanding cooperative learning*. New York: Teacher's College Press.
- Sittilert, W. (1994). *Effects of cooperative integrated reading and composition (CIRC) on English reading comprehension and opinions about classroom atmosphere of mathayomsuksa five students*. M.A. Dissertation, Chiangmai University.
- Slavin, R.E.(1980a). *Effects of student teams and peer tutoring on academic achievement time on task*. Journal of experimental education, 48 (4). Retrieved on June 25, 2010, from <http://www.jstor.org/stable/20151352>
- Slavin, R.E.(1980b). *Cooperative learning*. *Review of education research*, 50 (2), 315 – 342.
- Slavin, R.E.(1987). *Cooperative learning and the cooperative school*. *Educational leadership*, 45 (3).
- Slavin, R.E.(1988). *Cooperative learning and Student Achievement*. *Educational leadership*, p.31.
- Slavin, R.E.(1994). *Cooperative learning: Theory, research and practice* . 2nd Ed. Boston: Allyn and Bacon.
- Slavin, R.E.(1995). *Cooperative learning. Theory, Research and practice* (2nd ed.) USA: Allyn and Bacon.
- Snow, C.E. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. US: RAND.
- Somapee, S. (2002). *The effectiveness of using cooperative learning on enhance students' critical thinking skill in business English I at Chiangrai Commercial School in Chiangrai*. M.A. Dissertation, Payap University.
- Sudjana.(1989). *Penilaian Hasil Belajar Mengajar*, Bandung: Rosda Karya.

- Tahir, M.s. (1988). *Modern approaches to teaching English as a second language*. Faisalabad: Majeed Book Depot.
- Tang, H. (2000). *Using cooperative concept mapping skill to teach ESL reading*. PASSA, 30, pp. 77 – 89.
- Thupapong, J. (1996). *Effects of student team achievement devision learning (STAD) on English reading achievement and cooperation of mathayomsuksa students*. M.A. Dissertation, Chiangmai University.
- Tracey, D.H., & Morrow, L.M. (2006). *Lenses on reading: An introduction to theories and models*. New York: The Guilford Press.
- Treiman, R. (2001). Reading. In M. Arnoff, & J. Rees-Miller (Eds.), *Blackwell handbook of linguistics* (664-672). Oxford, England: Blackwell.
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge, M.A: Harvard University Press.
- Wahyuni, E. (2005). *Graduated students' perception toward literature teaching in faculty of teacher training and education*. English dept., Muhammadiyah University of Malang.
- Weir, C.J. (1993). *Understanding and developing language test*. London: Prentice Hall Europe.
- Wikipedia, the free encyclopedia, Retrieved on 2003, 2005, 2009.
- Zaman, F, Nurkholis, A. & Winarto, (2008) . *Intisari Bahasa Inggris untuk SMA Kelas X, XI, XII*. Bandung: CV. Pustaka Setia.

Appendix A: Reading Comprehension Test (RCT) for Pre-test

Name : -----

Class/Group : Experimental Control

Time : 90 minutes.

Direction : Read the following passage and answer the questions based on the information given in the passages.

Passage 1 is for questions No. 1 to 5

All plants need water to grow. They get this water from the soil. In some places, nature supplies all the water that is needed. But in other places people must find ways to supplement nature's supply. The system of supplying water to ensure proper growth of plants and to increase the yield of crops is called irrigation.

The use of irrigation is one of the most important agricultural practices ever developed. Only about 15 percent of the world's farmland is irrigated. But the irrigated land produced as much larger percentage of world's food supply.

Irrigation is practised on every continent except Antarctica. Irrigation is used to supplement rainfall. Even in humid areas, irrigation is needed to grow certain crops. For examples, rice field must be flooded until harvest time.

(taken from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

6. The main purpose of irrigation is
- A. to absorb water
 - B. to grow certain crops
 - C. to make plants grow

- D. to obtain water from a reservoir
E. to store water.
7. Where do the plants get water from?
A. the soil D. food
B. humid area E. river
C. rainfall
8. Which of the following statements is TRUE according to the text?
A. Irrigation is needed for river
B. All the world's farmland use irrigation
C. In the rainy season we use irrigation
D. Nature supplies all the water everywhere
E. Irrigation is used in addition to rainfall
9. Paragraph 2 is about
A. The use of irrigation
B. The world's food supply
C. How to irrigate rice fields
D. How to grow certain crops
E. How to produce crops.
10. Irrigation is practiced on every continent except
A. America D. Australia
B. Asia E. Antarctica.
C. Africa

Passage 2 is for questions No. 6 to 10

Meeting can be waste a great deal of time. But you can make your meeting run more smoothly by following a few simple rules. First, have an agenda. This will help to keep you focused on what is important. Second, decide who needs to be involved. More people mean less efficient discussion. Third, keep the discussions moving. Thank each speaker as

he or she finishes and move on to the next speaker. This encourages people to make their remarks brief and do not forget: what happens after a meeting is more important than what happens during the meeting. So no matter how well you run a meeting, it's the work that gets done after the meeting that is important.

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008).

Questions:

11. What is the purpose of meeting agenda?
 - A. To keep the speaker organized
 - B. To allow free discussion
 - C. To send to others in advance
 - D. To keep focused on important items
 - E. To make their remark brief
12. How should you receive other peoples comments at the meeting
 - A. Try to keep others from talking
 - B. Thank them and move on
 - C. Give them as much time as they want
 - D. Respond in detail to all comments
 - E. Make the meeting run well
13. The writer states that
 - A. Meeting should be held more frequently
 - B. All meetings should be in the morning
 - C. No one should receive credit for their work
 - D. The real work is accomplished after the meeting
 - E. The meeting is important
14. This **encourages** people to make their remarks brief.
The underlined word is similar to
 - A. accopanies
 - D. employs

- B. finishes
- E. manages
- C. motivates

15. “ *This will help you focused on what is important* “ line 2.
What does the word “**this**” mean?
- A. Waste a great deal of time
 - B. Have an agenda
 - C. Make a meeting run
 - D. Decide their ideas
 - E. Encourage people

Passage 3 is for questions No. 11 to 15

The great ship, Titanic, sailed for New York from Southampton on April 10th, 1912. She was carrying 1316 passengers and a crew of 891. Even by modern standards, the 46,000 ton Titanic was a colossal ship. At that time, she was not only largest ship that had ever been built, but she was regarded as unsinkable, for she had sixteen water tight compartments. Even if two of these compartments were flooded, she would still be able to float. The tragic sinking of this great liner will always be remembered, for she went down on her first voyage with heavy loss of life.

Four day after setting out, while the Titanic was sailing across the icy waters of the North Atlantic, a huge iceberg was suddenly spotted by a look-out. After the alarm had been given, the great ship turned sharply to avoid a direct collision. The Titanic turned just in time, narrowly missing the immense wall of ice which rose over 100 feet out the water beside her. Suddenly, there was a slight trembling sound from below, the captain realized to his horror that the Titanic was sinking rapidly, for five of her sixteen water tight compartments had already been flooded. The order to abandon ship was given and hundreds of people plunged into the icy

water. As there were not enough life-boats for every body, 1500 lives were lost

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

16. What does the text talk about?
- A. A huge iceberg
 - B. The Titanic as colossal ship
 - C. The loss of the Titanic
 - D. The Titanic crew
 - E. The Titanic passengers
17. "She" was carrying 1316 passengers.." (paragraph 1.)
What does the underlined word refer to?
- A. the great ship Titanic
 - B. southampton
 - C. the writer of the text
 - D. the reader
 - E. the passenger
18. The paragraph 2 mainly tells....
- A. How the Titanic lost
 - B. What the Titanic was
 - C. How many passengers
 - D. Where the Titanic sailed
 - E. Why the Titanic damaged
19. How many people was the Titanic carrying?
- A. About 1,500 passangers
 - B. 46,000 passengers
 - C. 1316 passengers and 89 crews
 - D. On April 10th, 1912
 - E. For New York from Southampton
20. " ... , a huge iceberg was suddently spotted by a look-out."
The underlined word is similiar to
- A. very sharp
 - B. very small
 - C. very narrow

- D. very interesting
- E. very big

Passage 4 is for questions No. 16 to 20

Breathing is the sign of life. We breathe in air. We get oxygen from the air and we must have air all the time. We must have it when we are awake. We must have it when we are asleep. We have read about astronauts going to the moon and we have read about sea divers diving down into the deep sea. Do you think the astronauts and the sea divers could go up into space and down into the deep seas without oxygen? No. They do need oxygen all the time and anywhere. They carry it with them in special containers. We know that there is no air in space nor in the depth of the ocean, and hence no oxygen. The astronauts and the sea divers, therefore, have to take their supply of oxygen with them. Human existence depends on oxygen. We also need oxygen to burn fire. The more the oxygen that the fire can get, the brighter it will burn. Try an experiment. Blow on a dying fire. You'll see that it burns more brightly. The fire burns more brightly because the air gives it more oxygen.

Questions:

- 21. Air is necessary for?
 - A. eating
 - B. drinking
 - C. breathing
 - D. sleeping
 - E. crying
- 22. Oxygen is found in?
 - A. The depth of the sea
 - B. Space
 - C. The air
 - D. Sun light
 - E. Water
- 23. Oxygen is necessary for?
 - A. Human life
 - D. Special container

- B. Water
C. Animal
E.a,b and c are right.
24. Sea divers carry oxygen in special containers to?
A. Catch fish
B. Search on species
C. Search diamond
D. Ensure supply of oxygen
E. a, b and c are right,
25. The writer's main purpose is to?
A. Amuse us
B. Give facts and information
C. Give us a lesson
D. Annoy us
E. Suggest us to read

Text 5 is for questions No. 21 to 25

Direction : Read the advertisement above careful and aswer the following questions.

(adopted from "Koran Fajar" edisi tanggal 25 Pebruari 2013)

Questions:

- 26.** The advertisement above must be taken from
- A. Textbook D. School announcement
B. Poster E. Leaflet
C. Newspaper
- 27.** The above advertisement is looking for
- A. QA. Staff
B. Science staff
C. Computer staff
D. English teacher
E. B, C are correct.
- 28.** When is the closing date for the application received
- A. 7 days from the advertisement published
B. 2 weeks from the advertisement published
C. 5 days from the advertisement published
D. 8 days from the advertisement published
E. None is correct
- 29.** The advertisement above is addressed to
- A. Government officials
B. Job seekers
C. Athletes
D. Writers
E. Politicians
- 30.** In what level the academic qualification is required
- A. S1 D. Senior High School
B. D3 E. Junior high School
C. S2

Appendix B: Reading Comprehension Test (RCT) for Post-test

Name : -----

Class/Group : Experimental Control

Time : 90 minutes.

Direction : Read the following passage and answer the questions based on the information given in the passages.

Passage 1 is for questions No. 1 to 3

Gold is a precious metal. Gold is used as ornaments or as money. Gold is found in many places, but in a small supply. It is often found on the surface of the earth. Since gold is a heavy substance, it is sometimes found loose on the bottom of rivers. The gold is found together with sand and rocks, and must be separated from them. It is simple to search for this type of gold.

It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern processes for removing gold from rocks.

Since gold is not very hard, it is sometimes melted and added to other substances for making rings, coins, and art objects. It will be priced forever because it is beautiful, rare, and useful.

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

1. The following is associated with gold, EXCEPT...
 - A. Useful
 - B. Precious
 - C. Beautiful

- D. Expensive
E. Unnecessary
2. The text above is mainly intended to about gold
- A. Discuss D. Elaborate
B. Classify E. Document
C. Describe
3. "It will be priced forever because ..." (paragraph 3)
The underlined word means
- A. Valuable D. Wonderful
B. Worthless E. Eye - catching
C. Interesting

Passage 2 is for questions No. 4 to 7

Seven people were killed in a collision between a bus, a car, and a truck on Jalan Sultan at 10:35 pm. last night. The dead were all passengers of the car.

The police believed the car had been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car might not be using his lights, as the truck driver said he did not see the car approaching.

The police said the car should not have tried to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car, a small Japanese car, should not have been carrying more than five people. If the passengers had brought their identity cards, the police would have identified the names of the victims easily.

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

4. The next mainly reports that there was/were...
 - A. A car accident
 - B. Careless drivers
 - C. A small Japanese car
 - D. Victims of an accident
 - E. The function of an identify card.

5. What was the cause of the collision?
 - A. The truck came from the opposite directions
 - B. The car carried more than five people
 - C. The truck driver didn't use his lights
 - D. The truck driver didn't see the car
 - E. The car tried to overtake the bus

6. *"If the passengers had brought their identify cards, the police would have been easy to identify the names of the victims."*
(the last sentence).
The sentence above means

 - A. The victims' names were not known
 - B. The victims' were easy to be identified
 - C. The passengers brought their identity cards
 - D. The police had not difficulty in identifying the victims
 - E. It was easy for the police to identify the victims of the accident

7. Who said the accident was caused by the car...
 - A. The police
 - B. The victims
 - C. The reporter
 - D. The truck driver
 - E. The bus passengers

Passage 3 is for questions No. 8 to 12

If you want to advance in your career, you will have to take some careful decisions about which job you take. Evaluate a job offer for your future career. It may mean sacrifices at first. You may have to move to a different region of different country to get a job that is right for you. You may have to work late hours, at least temporarily. You might even have to take a lower salary for a job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path will not give you the training or experience you need or want. You will find yourself frustrated in such a position and consequently will not perform your best. This will have an effect on the people around you who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure that it is a job which you want to have.

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

8. What must we do if we want to advance in our carrer?
 - A. We have to make some careful decisions
 - B. We have to choose a different region
 - C. We must have an experience
 - D. We must make sure the job
 - E. We must take a lower salary.
9. What is NOT mentioned as a sacrifice for a valuable job?
 - A. Moving
 - B. No benefits
 - C. Bad hours
 - D. Low salary
 - E. Career goals
10. What is the writer's best advice?

- A. Take the first job offered
 - B. Consider changing careers
 - C. Don't work with other people
 - D. Think carefully before accepting a job
 - E. Accept a job without thinking first
11. "You may have to work **late hours**, at least temporarily. "
- The closest meaning of the underlined words is
- A. Over time
 - B. On time
 - C. In time
 - D. Punctual
 - E. Careful
12. "The best advice is to think **carefully** before..." (paragraph 2)
- What does the opposite mean of the underlined word?
- A. Diligently
 - B. Hardly
 - C. Harmless
 - D. Dangerous
 - E. Carelessly

Text 4 is for questions No. 13 to 15

A fox fell into a well and couldn't get out. A thirsty goat came alone. Seeing the fox in the well, it asked if the water was good. "Good", said the fox. "It's the best water, I've tasted in all my life. Come down and try it yourself".

The goat was thirsty so he got into the well. When he had drunk enough, he look around but there was no way to get out. Then the fox said, " I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out. I'll help you out of the well."

The goat did as he was told and the fox got on his back and climbed out the well. Then he walked away. The goat called out loudly after him and reminded him of his promise to help him out. the fox merely

turned to him and said, “if you had thought carefully about getting out, you wouldn’t have jumped into the well.”

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

(adapted from “Intisari Bahasa Inggris” untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

13. The text tells the story of
 - A. A fox
 - B. A goat
 - C. A fox and a goat
 - D. an old man and the fox
 - E. The goat and an old man
14. Paragraph 2 mainly tells about ...
 - A. How the fox helped the goat
 - B. Why the fox got into the well
 - C. How the fox got out of the well
 - D. The fox’s idea how to get out of the well
 - E. How both the goat and the fox got out of the well
15. “The goat did as he was told....” (paragraph 3)
What does the above sentence mean?
 - A. The goat drank enough and looked around
 - B. The goat came down to the well and drank
 - C. The goat called out loudly after the fox got out
 - D. The goat waited someone who might help him
 - E. The goat stood on his hind legs and put his forelegs against the side of the well

Passage5 is for questions No. 16 to 20

There was once a holy man who lived in a forest. One night there came a terrible storm in the forest. The holy man was busy in his daily

work when he heard a knock at the door. He opened the door and there is a gentleman stood before him who asked to let him to spend the night in his house. Another knock was at the door. There was a farmer asking for shelter. The pious old man, as usual asked the farmer to come in. He offered him a glass of milk. The weather outside was becoming more stormy. Again, some one was knocking very hard at the door again. The pious old man moved to open the door. The farmer, however asked him not to do so. "There is hardly any space for the three of us in this room. How could we accommodate any more people"? Then he said to the farmer, " you knocked at my door and I opened it for you. Just imagine what might have happened if I had not allowed you in'. He rushed to open the door. This time there was a mother with her two kids, shivering in the cold. The old man asked them to come in at once and said to the farmer "now see what would have happened to the kids in the cold, stormy night". The farmer felt guilty and apologized to the holy man.' " I am very sorry, sir, I'll never say such things again".

Questions:

16. The people wanted
 - A. To loot the holy man
 - B. To spend night
 - C. To eat food
 - D. To meet the holy man
 - E. To foolist the hostess.
17. Do you think the writer of the passage is trying to

A. Amuse us	D. Give facts and information
B. Annoys us	E. None is right.
C. Give us a lesson	
18. The farmer forbid the holy man to open the door for the womanher kids because he was

A. Selfish	D. Intelligent
------------	----------------

21. The cards above are mainly about
- A. People's life
 - B. Children schooling
 - C. Married people
 - D. Government's plan
 - E. Curriculum vitae
22. In her card, Mawarni says that
- A. Nobody is responsible for the unfortunate
 - B. She is doing many things for many people
 - C. There are too many people in this country
 - D. Everybody is responsible for the poor people
 - E. Indonesia live thriftily
23. When writing "*many people cannot make both end meet*", Mawarni means that
- A. Both people cannot meet at the end
 - B. People cannot meet each other
 - C. Both ends cannot meet each other
 - D. People cannot gain anything
 - E. Epeople cannot pay for their expenses
24. According to Mawarni
- A. The needy must help the wealthy
 - B. We belong to the unfortunate people
 - C. The wealthy must help the needy
 - D. It is every hard to help unfortunate people
 - E. The needy and the wealthy are the same
25. From what Ina writes, we know that she
- A. Buys food for other people
 - B. Buys the food for sell
 - C. Cooks food for sell
 - D. Cooks the food for herself
 - E. None is right

Appendix C: Students Questionnaire (for Experimental Group)

Name : -----

Class/Group : Experimental

Time : 30 minutes.

Direction :

For each of the following statement, please put your respon on the available box by writing the number of response scale that you think the best answer to your position.

Response Scale:

1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

Questionnaire

1. I think reading is easy by using CLIM
2. I am aware of reading focus in learning English after the use of CLIM
3. I like to learn reading through the use of CLIM
4. I enjoy learning reading material though CLIM
5. I learn reading actively through CLIM
6. CLIM helps me to enhance my social skills
7. The purpose of this cooperative learning activity was clear
8. All the the members of my group were committed to the success of the group.
9. I felt responsible for the success of each individual in the group
10. I felt responsible to my group
11. Members of my group felt a commitment to other individuals in the Group

12. The CLIM forced me to take on more responsibility for learning
13. The cooperative learning experiences in my class enhanced my learning.
14. My group had sufficient time to complete the activities
15. This CLIM encouraged students to actively involve in any class activities

Appendix D: RESULT OF PRE-TEST ON CONTROL GROUP (CG)

THE RESULT OF PRE - TEST CONTROL GROUP (KLAS XI. IPA I)

NO	NAME	SCORE	CLASSIFICATION	REMARKS
1	AMD	23	Very Poor	
2	ADTR	47	Poor	
3	DN RST	39	Poor	
4	YNT PJN	47	Poor	
5	FTR RMN	51	Poor	
6	HLMH	65	Fairly Good	
7	HMZ WD	60	Fair	
8	HRNT	32	Very Poor	
9	HRS	42	Poor	
10	HRTN	27	Very Poor	
11	JMSP	39	Poor	
12	JWT PRNM SR	43	Poor	
13	KHRNH	55	Fair	
14	KRNSH	39	Poor	
15	L. A BRT WGN	65	Fairly Good	
16	L. FTHL HDYT	28	Very Poor	
17	LL FTRN	36	Poor	
18	MRDGN	36	Poor	
19	MRNYNT	37	Poor	
20	MRWN JYD	55	Fair	
21	RKYH	59	Fair	
22	RMYNTK	38	Poor	
23	RSLN	51	Poor	
24	SMSDN	61	Fair	

Appendix E:RESULT OF PRE-TEST ON EXPERIMENTAL GROUP (EG)

THE RESULT OF PRE - TEST EXPERIMENTAL GROUP (KLAS XI. BAHASA I)

NO	NAME	SCORE	CLASSIFICATION	REMARKS
1	ABDL KHR	62	Fair	
2	ABDL MNN	42	Poor	
3	ABDL WHD	65	Fairly Good	
4	AHMD DD PRTM	59	Fair	
5	HBLLH	44	Poor	
6	HR PDL	65	Fairly Good	
7	ISNN ARRHMN	45	Poor	
8	ISNNTN	65	Fairly Good	
9	JMLDDN	33	Very Poor	
10	KHDR YSF	23	Very Poor	
11	KRTN	35	Poor	
12	L. HN ULP	37	Poor	
13	L. SPRLN	38	Poor	
14	M. FTHL HDYT	23	Very Poor	
15	M. IZR	31	Very Poor	
16	M. NWW	35	Poor	
17	M. SFWN	62	Fair	
18	M. SFYN	39	Poor	
19	NNNG KRLN	59	Fair	
20	NNNG HARDNT	40	Poor	
21	NRHFZH	70	Fairly Good	
22	FTRN	63	Fair	
23	STRWN A	35	Poor	
24	STSH	64	Fair	
25	SRYN	71	Fairly Good	
26	SYMSDN	54	Poor	
27	STWT	38	Poor	
28	IQR ALMSYH	56	Fair	

Appendix F: RESULT OF POST-TEST ON CONTROL GROUP (CG)

THE RESULT OF POST - TEST CONTROL GROUP (KLAS XI. IPA I)

NO	NAME	SCORE	CLASSIFICATION	REMARKS
1	AMD	27	Very Poor	
2	ADTR	56	Fair	
3	DN RST	45	Poor	
4	YNT PJN	51	Poor	
5	FTR RMN	57	Fair	
6	HLMH	76	Good	
7	HMZ WD	71	Fairly Good	
8	HRNT	34	Very Poor	
9	HRS	58	Fair	
10	HRTN	36	Poor	
11	JMSP	52	Poor	
12	JWT PRNM SR	53	Poor	
13	KHRNH	62	Fair	
14	KRNSH	47	Poor	
15	L. A BRT WGN	76	Good	
16	L. FTHL HDYT	35	Poor	
17	LL FTRN	47	Poor	
18	MRDGN	43	Poor	
19	MRNYNT	45	Poor	
20	MRWN JYD	64	Fair	
21	RKYH	67	Fairly Good	
22	RMYN TK	49	Poor	
23	RSLN	65	Fairly Good	
24	SMSDN	72	Fair	

Appendix G : RESULT OF POST-TEST ON EG.

THE RESULT OF POST - TEST EXPERIMENTAL GROUP (KLAS XI. BAHASA I)

NO	NAME	SCORE	CLASSIFICATION	REMARKS
1	ABDL KHR	76	Good	
2	ABDL MNN	55	Fair	
3	ABDL WHD	76	Good	
4	AHMD DD PRTM	75	Good	
5	HBLLH	65	Fair	
6	HR PDL	73	Fairly Good	
7	ISNN ARRHMN	76	Good	
8	ISNNTN	78	Good	
9	JMLDDN	55	Fair	
10	KHDR YSF	36	Poor	
11	KRTN	58	Fair	
12	L. HN ULP	55	Fair	
13	L. SPRLN	62	Fair	
14	M. FTHL HDYT	55	Fair	
15	M. IZR	57	Fair	
16	M. NWW	54	Poor	
17	M. SFWN	66	Fairly Good	
18	M. SFYN	59	Fair	
19	NNNG KRLN	65	Fairly Good	
20	NNNG HARDNT	66	Fairly Good	
21	NRHFZH	76	Good	
22	FTRN	68	Fairly Good	
23	STRWN A	64	Fair	
24	STSH	78	Good	
25	SRYN	75	Good	
26	SYMSDN	72	Fairly Good	
27	STWT	55	Fair	
28	IQR ALMSYH	74	Fairly Good	

**Appendix H : THE DATA OF PRE-TEST AND POST-TEST ON
CONTROL GROUP (CG).**

NO	NAME	PRE TEST CG		POST TEST CG	
		SCORE	CLASSIFICATION	SCORE	CLASSIFICATION
1	AMD	23	Very Poor	27	Very Poor
2	ADTR	47	Poor	56	Fair
3	DN RST	39	Poor	45	Poor
4	YNT PJN	47	Poor	51	Poor
5	FTR RMN	51	Poor	57	Fair
6	HLMH	65	Fairly Good	76	Good
7	HMZ WD	60	Fair	71	Fairly Good
8	HRNT	32	Very Poor	34	Very Poor
9	HRS	42	Poor	58	Fair
10	HRTN	27	Very Poor	36	Poor
11	JMSP	39	Poor	52	Poor
12	JWT PRNM SR	43	Poor	53	Poor
13	KHRNH	55	Fair	62	Fair
14	KRNSH	39	Poor	47	Poor
15	L. A BRT WGN	65	Fairly Good	76	Good
16	L. FTHL HDYT	28	Very Poor	35	Poor
17	LL FTRN	36	Poor	47	Poor
18	MRDGN	36	Poor	43	Poor
19	MRNYNT	37	Poor	45	Poor
20	MRWN JYD	55	Fair	64	Fair
21	RKYH	59	Fair	67	Fairly Good
22	RMYNTK	38	Poor	49	Poor
23	RSLN	51	Poor	65	Fairly Good
24	SMSDN	61	Fair	72	Fair

**Appendix I : THE DATA OF PRE-TEST AND POST-TEST ON
EXPERIMENTAL GROUP (EG).**

NO	NAME	PRE TEST EG		POST TEST EG	
		SCORE	CLASSIFICATION	SCORE	CLASSIFICATION
1	ABDL KHR	62	Fair	76	Good
2	ABDL MNN	42	Poor	55	Fair
3	ABDL WHD	65	Fairly Good	76	Good
4	AHMD DD PRTM	59	Fair	75	Good
5	HBLLH	44	Poor	65	Fair
6	HR PDL	65	Fairly Good	73	Fairly Good
7	ISNN ARRHMN	45	Poor	76	Good
8	ISNNTN	65	Fairly Good	78	Good
9	JMLDDN	33	Very Poor	55	Fair
10	KHDR YSF	23	Very Poor	36	Poor
11	KRTN	35	Poor	58	Fair
12	L. HN ULP	37	Poor	55	Fair
13	L. SPRLN	38	Poor	62	Fair
14	M. FTHL HDYT	23	Very Poor	55	Fair
15	M. IZR	31	Very Poor	57	Fair
16	M. NWW	35	Poor	54	Poor
17	M. SFWN	62	Fair	66	Fairly Good
18	M. SFYN	39	Poor	59	Fair
19	NNNG KRLN	59	Fair	65	Fairly Good
20	NNNG HARDNT	40	Poor	66	Fairly Good
21	NRHFZH	70	Fairly Good	76	Good
22	FTRN	63	Fair	68	Fairly Good
23	STRWN A	35	Poor	64	Fair
24	STSH	64	Fair	78	Good
25	SRYN	71	Fairly Good	75	Good
26	SYMSDN	54	Poor	72	Fairly Good
27	STWT	38	Poor	55	Fair
28	IQR ALMSYH	56	Fair	74	Fairly Good

Appendix J : DATA OF PRE-TEST ON CG AND EG

PRE-TEST CG				PRE-TEST EG			
NO	NAME	SCORE	CLFICATION	NO	NAME	SCORE	CLFICATION
1	AMD	23	Very Poor	1	ABDL KHR	62	Fair
2	ADTR	47	Poor	2	ABDL MNN	42	Poor
3	DN RST	39	Poor	3	ABDL WHD	65	Fairly Good
4	YNT PJN	47	Poor	4	AHMD DD PRTM	59	Fair
5	FTR RMN	51	Poor	5	HBLLH	44	Poor
6	HLMH	65	Fairly Good	6	HR PDL	65	Fairly Good
7	HMZ WD	60	Fair	7	ISNN ARRHMN	45	Poor
8	HRNT	32	Very Poor	8	ISNNTN	65	Fairly Good
9	HRS	42	Poor	9	JMLDDN	33	Very Poor
10	HRTN	27	Very Poor	10	KHDR YSF	23	Very Poor
11	JMSP	39	Poor	11	KRTN	35	Poor
12	JWT PRNM SR	43	Poor	12	L. HN ULP	37	Poor
13	KHRNH	55	Fair	13	L. SPRLN	38	Poor
14	KRNSH	39	Poor	14	M. FTHL HDYT	23	Very Poor
15	L. A BRT WGN	65	Fairly Good	15	M. IZR	31	Very Poor
16	L. FTHL HDYT	28	Very Poor	16	M. NWW	35	Poor
17	LL FTRN	36	Poor	17	M. SFWN	62	Fair
18	MRDGN	36	Poor	18	M. SFYN	39	Poor
19	MRNYNT	37	Poor	19	NNNG KRLN	59	Fair
20	MRWN JYD	55	Fair	20	NNNG HARDNT	40	Poor
21	RKYH	59	Fair	21	NRHFZH	70	Fairly Good
22	RMYNTK	38	Poor	22	FTRN	63	Fair
23	RSLN	51	Poor	23	STRWN A	35	Poor
24	SMSDN	61	Fair	24	STSH	64	Fair
				25	SRYN	71	Fairly Good
				26	SYMSDN	54	Poor
				27	STWT	38	Poor
				28	IQR ALMSYH	56	Fair

Appendix K : DATA OF POST-TEST ON CG AND EG

POST-TEST CG				POST-TEST EG			
NO	NAME	SCORE	CLFICATION	NO	NAME	SCORE	CLFICATION
1	AMD	27	Very Poor	1	ABDL KHR	76	Good
2	ADTR	56	Fair	2	ABDL MNN	55	Fair
3	DN RST	45	Poor	3	ABDL WHD	76	Good
4	YNT PJN	51	Poor	4	AHMD DD PRTM	75	Good
5	FTR RMN	57	Fair	5	HBLLH	65	Fair
6	HLMH	76	Good	6	HR PDL	73	Fairly Good
7	HMZ WD	71	Fairly Good	7	ISNN ARRHMN	76	Good
8	HRNT	34	Very Poor	8	ISNNTN	78	Good
9	HRS	58	Fair	9	JMLDDN	55	Fair
10	HRTN	36	Poor	10	KHDR YSF	36	Poor
11	JMSP	52	Poor	11	KRTN	58	Fair
12	JWT PRNM SR	53	Poor	12	L. HN ULP	55	Fair
13	KHRNH	62	Fair	13	L. SPRLN	62	Fair
14	KRNSH	47	Poor	14	M. FTHL HDYT	55	Fair
15	L. A BRT WGN	76	Good	15	M. IZR	57	Fair
16	L. FTHL HDYT	35	Poor	16	M. NWW	54	Poor
17	LL FTRN	47	Poor	17	M. SFWN	66	Fairly Good
18	MRDGN	43	Poor	18	M. SFYN	59	Fair
19	MRNYNT	45	Poor	19	NNNG KRLN	65	Fairly Good
20	MRWN JYD	64	Fair	20	NNNG HARDNT	66	Fairly Good
21	RKYH	67	Fairly Good	21	NRHFZH	76	Good
22	RMYNTK	49	Poor	22	FTRN	68	Fairly Good
23	RSLN	65	Fairly Good	23	STRWN A	64	Fair
24	SMSDN	72	Fair	24	STSH	78	Good
				25	SRYN	75	Good
				26	SYMSDN	72	Fairly Good
				27	STWT	55	Fair
				28	IQR ALMSYH	74	Fairly Good

Appendix L : TEST SCORE OF CG AND EG

NO	CONTROL GROUP (CG)			EXPERIMENTAL GROUP (EG)		
	NAME	PRE-TEST	POST-TEST	NAME	PRE-TEST	POST-TEST
1	AMD	23	27	ABDL KHR	62	76
2	ADTR	47	56	ABDL MNN	42	55
3	DN RST	39	45	ABDL WHD	65	76
4	YNT PJN	47	51	AHMD DD PRM	59	75
5	FTR RMN	51	57	HBLLH	44	65
6	HLMH	65	76	HR PDL	65	73
7	HMZ WD	60	71	ISNN ARRHMN	45	76
8	HRNT	32	34	ISNNTN	65	78
9	HRS	42	58	JMLDDN	33	55
10	HRTN	27	36	KHDR YSF	23	36
11	JMSP	39	52	KRTN	35	58
12	JWT PRNM SR	43	53	L. HN ULP	37	55
13	KHRNH	55	62	L. SPRLN	38	62
14	KRNSH	39	47	M. FTHL HDYT	23	55
15	L. A BRT WGN	65	76	M. IZR	31	57
16	L. FTHL HDYT	28	35	M. NWW	35	54
17	LL FTRN	36	47	M. SFWN	62	66
18	MRDGN	36	43	M. SFYN	39	59
19	MRNYNT	37	45	NNNG KRLN	59	65
20	MRWN JYD	55	64	NNNG HARDNT	40	66
21	RKYH	59	67	NRHFZH	70	76
22	RMYNTK	38	49	FTRN	63	68
23	RSLN	51	65	STRWN A	35	64
24	SMSDN	61	72	STSH	64	78
25				SRYN	71	75
26				SYMSDN	54	72
27				STWT	38	55
28				IQR ALMSYH	56	74

Appendix M : THE RESULT OF QUESTIONNAIRES ON EG

Appendix N : MEMBER OF GROUP ON EG (KLAS BAHASA 1)

NO	NAME OF GROUP	MEMBER
A	MANDALIKA	1. Abdul Wahid
		2. Habibullah
		3. Fitriani
		4. Isnainiatun
B	KUTA	1. Ahmad Dodi Pratama
		2. Jamaludin
		3. Kartini
		4. L. Honi Ulaipei
C	SENGGIGI	1. Stiasih
		2. M. Safwan
		3. M. Nawawi
		4. Isnaini Arrahman
D	RINJANI	1. Suryani
		2. M. Fathul Hidayat
		3. Setiawan
		4. Satriawan Ali
E	SELAPARANG	1. Nurhafazah
		2. Iqra' Alamsyah
		3. Syamsudin
		4. L. Suparlan
F	SASAK	1. Hery Padli
		2. M. Izhar
		3. Neneng Karlina
		4. Abul Manan
G	NARMADA	1. Nining Hardianti
		2. Khaidir Yusuf
		3. Abdul Kahar
		4. M. Sofyan

Appendix O : MEMBER OF GROUP ON CG (KLAS IPA 1)

NO	NAME OF GROUP	MEMBER
1	A	1. Hamzah Wadi
		2. Ayu Distira
		3. Sasmsudin
		4. Amiruddin
2	B	1. L.aji Barta Wiguna
		2. Hartono
		3. Rukaiyah
		4. Jumasip
3	C	1. Fatur Rahman
		2. Harianti
		3. Haris
		4. Juwita Purnama Sari
4	D	1. Halimah
		2. Kurniasih
		3. Yunita Pujiani
		4. Rumayantika
5	E	1. Marwan Jayadi
		2. L. Fathul Hidayat
		3. Khaeranah
		4. Lili Fitriani
6	F	1. Ruslan
		2. Mardiyanti
		3. Dini Rosita
		4. Mardiguna

Appendix P : TIME TABLE ON EG AND CG.

TIME TABLE ON EXPERIMENTAL GROUP

NO	MEETING	DATE	DAY	HOURS	REMARK
1	First	May, 1st. 2013	Wednesday	1 & 2	Pre-Test/CLIM
2	Second	May, 6th 2013	Monday	4 & 5	CLIM
3	Third	May, 8th 2013	Wednesday	1 & 2	CLIM
4	Fourth	May, 13th 2013	Monday	4 & 5	CLIM
5	Fifth	May, 15th 2013	Wednesday	1 & 2	CLIM
6	Sixth	May, 20th 2013	Monday	4 & 5	CLIM
7	Seventh	May, 22th 2013	Wednesday	1 & 2	CLIM
8	Eighth	May, 27th 2013	Monday	4 & 5	Post-Test

TIME TABLE ON CONTROL GROUP

NO	MEETING	DATE	DAY	HOURS	REMARK
1	First	May, 2nd 2013	Thursday	6 & 7	Pre-Test/TIM
2	Second	May, 7th 2013	Tuesday	5 & 6	TIM
3	Third	May, 14th 2013	Tuesday	5 & 6	TIM
4	Fourth	May, 16th 2013	Thursday	6 & 7	TIM
5	Fifth	May, 21st 2013	Tuesday	5 & 6	TIM
6	Sixth	May, 23th 2013	Thursday	6 & 7	TIM
7	Seventh	May, 28th 2013	Tuesday	5 & 6	TIM
8	Eighth	May, 30th 2013	Thursday	6 & 7	Post-Test

NB:

TIM = Traditional Instructional Method.

CLIM = Cooperative Learning Instructional Method.

