AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' READING SKILL BY USING CLASSWIDE PEER TUTORING (CWPT) STRATEGY AMONG THE EIGHTH GRADE AT MTS MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG

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1441 H/ 2019 M

IMPROVING STUDENTS' READING SKILL BY USING CLASSWIDE PEER TUTORING (CWPT) STRATEGY AMONG THE EIGHTH GRADE AT MTS MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)
In English Department

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ABSTRACT

By :

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The purpose of this research is to improve the students' reading skill and learning activity in MTs Ma'arif 01 Punggur. The researcher expects that *classwide peer tutoring strategy* helps the students in learning process and be one of the strategies to improve the students' reading skill.

In this research, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research were 37 students in eighth graders of MTs Ma'arf 01 Punggur. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation and documentation. The research was conducted collaboratively with the English teacher of MTs Ma'arif 01 Punggur.

The result of this research showed that *Classwide Peer Tutoring Strategy (CWPT)* had the positive result in improving the students' reading skill and learning activity of the eighth grade of MTs Ma'arif 01 Punggur. It can be known by the students' average score from the pre test to post test. The average score in pre test was 42, post test 1 was 63 and post test 2 was 74. In addition, the students' learning activity can be improved by the use of CWPT strategy. It means that the *Classwide Peer Tutoring Strategy (CWPT)* can improve the students' reading skill and learning activity.

Keyword: *Classwide Peer Tutoring Strategy (CWPT), reading skill*

MENINGKATKAN KEMAMPUAN MEMBACA SISWA DENGAN MENGGUNAKAN *CLASSWIDE PEER TUTORING (CWPT)* STRATEGI PADA SISWA KELAS DELAPAN MTS MA'ARIF 01 PUNGGUR LAMPUNG TENGAH

ABSTRACT

Oleh:

SITI NUR FADILAH

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan membaca siswa di MTs Ma'arif 01 Punggur. Peneliti berharap bahwa strategi *classwide peer tutoring* membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan keterampilan membaca siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 37 siswa kelas delapan MTs Ma'arif 01 Punggur. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MTs Ma'arif 01 Punggur.

Hasil penelitian ini menunjukkan bahwa strategi *classwide peer tutoring* memiliki hasil positif dalam meningkatkan keterampilan membaca siswa kelas delapan MTs Ma'arif 01 Punggur. Hal ini dapat diketahui dengan skor rata-rata siswa dari pre test hingga post test. Skor rata-rata dalam pre tes adalah 42, post test 1 adalah 63 dan post test 2 adalah 74. Aktivitas pembeajaran siswa dapat diperbaiki dengan penggunaan *classwide peer tutoring.* Ini berarti bahwa Strategi *classwide peer tutoring* dapat meningkatkan keterampilan membaca dan keaktifan pembelajaran siswa

Kata Kunci: *Bimbingan kelas teman sebaya (CWPT), keterampilan membaca*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: IMPROVING STUDENTS' READING SKILL BY USING CLASSWIDE PEER TUTORING (CWPT) STRATEGY AMONG THE EIGHTH GRADE AT MTS MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG, written by Siti Nur Fadilah, student number 1501070123, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 27th December 2019 at 15.00 – 17.00 pm.

BOARD OF EXAMINERS:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, December 2019
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2019

Yang Menyatakan,

SITI NUR FADILAH

1501070123

MOTTO

Surat Al Imran

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ آ (**ل عمران :)١٣٩**
مُؤْمِنِينَ

.....”So do not weaken and do not grieve, and you will be superior if you are [true] believers”. (QS Al Imran : 139)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents
(Mr. Basari and Mrs. Suwarti)
My beloved sister
(Umul Maghfiroh)
My Beloved Brother
(Muhammad Irfan Zidni and Ahmad Fajar Musodik)

My Beloved Lectures Of English Education Study Program Of Instituate Islamic Collage Of Metro

My Beloved Friends who help me in every condition and situation

My Beloved Campus IAIN Metro

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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is a foreign language because most people in Indonesia do not have English since the beginning of birth. Indonesian people get learning English from the process of learning English in formal institution and non-formal institution. English language teaching is a very valuable effort that aims not only to give a science of English language but also to accustom language learners to use or apply in writing. English language learning includes four language skills are reading, listening, writing, and speaking.

Furthermore, as one of language skills, reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. Reading is a complex conscious and unconscious mental process in which reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. Reading is a constant process of guessing, and what one brings to the next is often more important than what one finds it. In reading, the students should be thought to use what they know what they know to understand unknown elements, whether these are ideas or simple words. Reading is a functional process; it is used to accomplish "acts" in the world.

Moreover, reading skill is important for the individuals since they foster skill in reading. If the students do not have knowledge of reading skill, they cannot be expected to be successful readers. Reading opens doors to the universe and through reading we are able to learn an incredible amount and gain insight into so many different worlds, actions and motivations. Reading help us build a better vocabulary, it has been proven that book readers have a richer vocabulary, so for them easier to find the best expression for all that they want to tell others. In general, the more people read, the richer the vocabulary gets. Furthermore, books are definitely a treasure trove of knowledge. Reading stimulate imagination, people are limited only to the extent to which our imagination is limited.

When people read about unknown places, their mind creates the imaginative images in the heads, rather than simply saving images from small screens in memory. Thus, the imagination and creativity of our minds are being strengthened by reading. Reading lights up new ideas. Reading encourages us to think. Sometimes, people even start dreaming based on the content they read. In addition, reading gives us new perspectives, the reader may not even have thought of itself. Next, through reading people get new ideas and inspiration, so that people can try something new or different, inspired the things they read. Then, Reading gives new knowledge it’s true that what people experience gives best impression, but it is impossible in everyday life to be everywhere and to try out everything. A written language separates us from all other species. It enabled us to transfer knowledge rapidly and allows us to

develop faster, which in the era of technological progress already exceeds the limits of imagination.

Moreover, ability to read in English is influenced by several aspects that are categorized in the aspects of linguistics and non linguistics. The linguistics aspects of reading comprehension support includes English vocabulary mastery, mastery of grammar, skills in detecting the main idea, and supporting details, and the ability to understand the context of the readings. By having a good grammar readers can understand the contents of the text content. The ability to detect the main idea of the reader can grasp the main idea and supporting ideas in understanding the content of the text properly and quickly. It has a good ability in understanding the context of reading the reader can easily understand the entire content of the message reading taking into account the context of the proper readings.

However, reading is not an easy to understand language skills in a short time there were various problems experienced by students in the process of reading most readers have a limited English vocabulary so that they are difficult understand the content of the reading. In addition, students also have the ability of weak English grammar. The process of understanding the main idea and the idea of supporting a reading also felt very hard for students. Moreover, to the problems of linguistics reading problems are also caused by factors such as weak non linguistics motivation reading habits, low reading and low support environment.

Related to the problem of reading the above, the researcher had found the problem of reading from the results of the pre-survey conducted on the eighth class MTs Ma'arif 01 Punggur that had been carried out on October 12th 2019 while the pre-survey results are illustrated in the following table:

Table 1

The Data of Pre-survey Result

Reading skill of the eighth graders at MTs Ma'arif 01 Punggur

No	Students Name	Grade	Final Score	Criteria
1.	AS	VIII	35	Incomplete
2.	AFA	VIII	40	Incomplete
3.	ABS	VIII	45	Incomplete
4.	ABP	VIII	35	Incomplete
5.	CSR	VIII	30	Incomplete
6.	DAS	VIII	30	Incomplete
7.	DN	VIII	25	Incomplete
8.	FAK	VIII	35	Incomplete
9.	FA	VIII	55	Incomplete
10.	GPS	VIII	50	Incomplete
11.	IBA	VIII	55	Incomplete
12.	KNN	VIII	75	Complete
13.	LAA	VIII	60	Incomplete
14.	MARA	VIII	75	Complete
15.	MDPS	VIII	50	Incomplete
16.	NS	VIII	40	Incomplete
17.	OS	VIII	45	Incomplete
18.	PBAJ	VIII	60	Incomplete
19.	RAF	VIII	80	Complete
20.	RJS	VIII	75	Complete
21.	RF	VIII	45	Incomplete
22.	RIP	VIII	30	Incomplete
23.	SPD	VIII	50	Incomplete
24.	SA	VIII	35	Incomplete
25.	SNM	VIII	40	Incomplete
26.	SM	VIII	35	Incomplete
27.	SN	VIII	80	Complete
28.	SSAA	VIII	55	Incomplete
29.	WSM	VIII	55	Incomplete
30.	ZR	VIII	45	Incomplete

31.	ZNA	VIII	50	Incomplete
32.	ADS	VIII	50	Incomplete
33.	FW	VIII	60	Incomplete
34.	MIF	VIII	65	Incomplete
35.	AMH	VIII	55	Incomplete
36.	NPK	VIII	60	Incomplete
37.	ZLA	VIII	55	Incomplete

The pre-survey results above are categorized based on minimum mastery criteria (MMC) into categories complete and incomplete. The results of the pre-survey data categorization are illustrated in the following.

Table 2

The categorization of pre-survey result

Reading skill of the eighth graders at MTs Ma'arif 01 Punggur

No	Grade	Frequency	Percentage	Criteria
1	$\geq$ 70	5 students	14 %	Complete
2	< 70	32 students	86%	Incomplete

Furthermore, pre-survey result of reading skill is classified based on Minimm mastery criteria (MMC) of English subject of the eighth grade that is 70. It is known that the percentage of the eighth grade at MTs Ma'arif 01 Punggur who has more reading minimm mastery criteria of English subject at the eighth grade is 14%. While the percentage of students who read less than the minimm mastery criteria of English subject at the eighth grade is 86%. This means that the percentage of students who reach minimm mastery criteria of English subject is less than the percentage of students who do not reach

minimm mastery criteria of English subject, therefore it can be concluded that the reading skill of the eighth grade at MTs Ma'arif 01 Punggur is low.

From the pre-survey results, it was also known that the reading skill of the eighth grade at MTs Ma'arif 01 Punggur was due to the limited English vocabulary they had. Problem reading of the eighth grade at MTs Ma'arif 01 Punggur is also caused by the lack of mastery of grammar, they also have difficulty in determining the main ideas and supporting ideas for reading so that they have difficulty in determining important information from a reading. They have low reading motivation.

Related to the problem of reading among the eighth grade at MTs Ma'arif 01 Punggur, there should be an effort to improve reading skill with the right teaching strategy implementation. One of appropriate teaching reading strategy is classwide peer tutoring strategy. It is strategies which can help the students understand the message of the text when they get stuck with certain words or certain sentences. Classwide peer tutoring strategy (CWPT) involves having students working on academic material in pairs, practicing academic skill in a structured format, and delivering frequent, immediate feedback to each other under teacher supervision.

According to Greenwood, Delquadri, Carta[1] in Lea a. Theodore, A variety of peer-tutoring strategies have been developed; however, all involve having students working on academic material in pairs, practicing academic

[1]Lea A. Theodore. *Handbook of Evidence-Based Interventions for Children and Adolescents,* (new york: Springer Publishing Company, LLC 2017), p 201.

skills in a structured format, and delivering frequent, immediate feedback to each other under teacher supervision. The most widely studied form of peer tutoring is Classwide Peer Tutoring (CWPT).

According to Arreaga Mayer & Greenwood[2] CWPT includes rewards to encourage cooperation between pairs, rewards for the class to encourage group functioning, individual accountability to ensure that all students profit from the tutoring, and specific and well-organized task structures to ensure that students acquire critical knowledge in reading and spelling. Teachers serve in the role of selecting appropriate materials and monitoring student progress. Students co-teach each other and provide support and feedback.

Based on the illustration above, the researcher considered to improve the reading skill of eighth grade students MTs Ma'arif 01 Punggur by implementing Classwide Peer Tutoring (CWPT) strategy. In this case the researcher conduct classroom action research at MTs Ma'arif 01 Punggur through the application of Classwide Peer Tutoring (CWPT) strategy. Therefore, the researcher conducted a study entitled: "Improving Reading Skill by Using Classwide Peer Tutoring (CWPT) Strategy at MTs Ma'arif 01 Punggur of the Eighth Graders in the Academic Year of 2019/2020."

B. Identification Of The Problem

Based on the background of the problem of the researcher problems are identified as follows:

[2]Arreaga-Mayer et al., *Adolescent Literacy Research And Practice, (*New York, The Guilford Press:2004), p 201.

1. Students have limited English vocabulary.
2. Students do not have sufficient mastery of grammar.
3. Students have difficulty in determining the main idea and supporting ideas in a reading.
4. Students do not have the motivation to read the text in English.
5. Students have low reading skill.

C. Problem Limitation

Based on the identification of problems, the researcher limits the problem of this research only to the students that have low reading skill at MTs Ma'arif 01 Punggur of the eighth graders.

D. Formulation The Problem

The researcher formulates this research as follows: "Can the implementation of classwide peer tutoring strategy improve students reading skill and learning activity at MTs Ma'arif 01 Punggur of the eighth graders in the academic year of 2019/2020".

E. Objective and Benefit of Study

1. Objective of Study

The purpose of this study is determine whether a classwide peer tutoring strategy can improve students reading skill and learning activity at MTs Ma'arif 01 Punggur of the eighth graders in the Academic Year of 2019-2020.

This research is expected to provide benefits not only for researcher but also for student teachers of languages and for the institution.

2. For the students

   This research as the way to help improve the ability of students in their English skills especially reading. The application of strategy in the research of classwide peer tutoring is expected to enhance students' motivation in learning reading. This research is expected to strengthen the students' interest in learning reading so it can be created a conducive learning atmosphere and not monotonous.

3. For the teacher

   This research as the way to help teachers in the process of teaching English, especially reading skill. The application of this research is expected to assist teachers in creating conducive learning conditions so that learning targets can be achieved effectively.

4. For the institution

   This research as the way to bring tremendous benefits to increased academic achievement of students in all schools. So that the good name of the institution can be maintained. This research is also expected to be a material consideration for the school to complete the infrastructure. Expected any of this research may encourage the school to do innovations in the selection and application of strategy teaching English.

F. Prior Research

This research was conducted by considering several previous studies so that researcher get a strong view and foundation. The first previous research

was carried out by Hj. Rina Susanti, S. Pd, Si.[3] Research with the title "Teaching Reading Comprehension On Narrative Text By Combining Clunk and Clink and Classwide Peer Tutoring With (CWPT) Strategy at Junior High School." The teaching strategy that was used by the second prior research is Combining Clunk and Clink Classwide Peer Tutoring With (CWPT) Strategy. Language skill assessed by the second prior research is reading skill. A research method used by the second prior research is Classroom Action Research. A sample of the research the second prior research is in the use of this strategy, students are given a text and they are asked to find words they don't understand (Clunk) and words that are understandable (Clink). This research is done alternately by using Classwide Peer Tutoring (CWPT), so it can be concluded that this strategy is very useful for students to know that there are tough words in the text and be able to understand the meaning of the words is difficult.

The second prior research has similarities and differences with this research, the equation between the second research with the research strategy of teaching are used and also the methods used. As for the strategy of teaching used in this research is a classwide peer tutoring strategy whereas the methods used namely research action class. As for the difference between this study and the second prior research lies in language skills is examined and samples of research. Skill language used the second prior research is reading comprehension while the researchers examined language skill is speaking skill.

[3]Hj. Rina Susanti, S.Pd, Si, *"Teaching Reading Comprehension On Narrative Text By Combining Clunk And Clink Class wide Peer Tutoring With (Cwpt) Strategy At Junior High School"* STKIP PGRI Sumatera Barat, vol 2, No 2, 2013.

As for the other differences lie in the place of the prior research studies the second do the study on junior high school 2 Ranah Batahan Pasaman while researcher at MTs Ma'arif 01 punggur.

In addition, this research was done by considering some of the previous studies. The third prior research conducted by Rauldatul Husni[4] research with the title "Classwide Peer Tutoring (CWPT) Strategy: Its impact to students ' reading comprehension of Grade Eight Students of SMP 1 Sungai Rumbai Dharmasraya". A language skill assessed by the third, prior research is reading comprehension. A research method used by the second prior research is Classroom Action Research. The third research samples, prior research is to get the data in this research, the researcher used test as an instrument. The researcher gave them multiple choices, to know how well the students already mastered reading comprehension on narrative text.

The third prior research has similarities and differences with this research, the parallels between the third research with the research strategy of teaching are used and also the methods used. As for the strategy of teaching used in this research is a classwide peer tutoring strategy whereas the methods used namely research action class. As for the difference between this research with the third prior research lies in language skills is examined and samples of research. As for the other differences lie in the place of the third research prior research do the study on Junior High School 01 Sungai Rumbai Dharmasraya while a researcher at MTs Ma'arif 01 punggur.

[4]RauldatulHusni, *"Class Wide Peer Tutoring (Cwpt) Strategy: Its Impact to Students ' Reading Comprehension of Grade Eight Students of SMP 1 Sungai Rumbai Dharmasraya," Universitas Dharmas Indonesia*: vol 9, No 1, 2018.

Based on all prior research above the researcher continued the existing research by applying classroom action research using CWPT on reading skill. It's just that researcher only focus on reading skills by not combining CWPT strategy with other strategies and also do not intend to improve other language skill.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Reading Skill

1. The Concept of Reading Skill

a. Definition of Reading

According to John T. Guthrie, reading consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.[5]

Moreover, Douglas Brown defines reading is primarily a matter of developing appropriate, efficient skill strategies.[6] It means that reading purpose is to efficiency of reading.

Meanwhile, Karen and Graham explain that reading is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[7] In the other words, reading means that to get an idea the reader has to concentrate and connect with their knowledge.

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[5] John T. Guthrie., at al, *Motivating Reading Comprehension Concept-Oriented Reading Construction* (London: Lawrence Erlbaun 2004), p 227.

[6] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* second edition (San Francisco State University 2000), p 306

[7] Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p 8.

Moreover, Gary Woolley assumes reading is the process of making meaning from text.[8] It means that a reader needs reading to take meaning contained or conclusion in the text.

Next, Snow defines reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[9]

b. The Definition of Skill

According to oxford advance learner's dictionary, skill is "the ability to do something well."[10] In other words, it is an ability that is intended for an act that useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

Several source, mention the definition of skill such as, skill is one of those social science words in common parlance with many meanings, numerous synonyms such as "ability", "competence", "knack", "aptitude", and "talent", and varied impreeise translation in other language.[11]

Based on the definition of the experts above, it can be concluded that reading skill is looking and get for the information

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[8] Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (Springer Dordrecht Heidelberg London New York 2011), p 15.

[9] Snow, C. *Reading for Understanding: Towards a R&D Program in Reading Comprehension*. (Washington, DC: RAND Reading Study Group, 2002), p 11.

[10] A S Hornby, *Oxford Advanced Learner's Dictionary (8th Ed)*, p 1255.

[11] Francis Green, *What is Skill? An Inter- Disciplinary and Synthesis,* (Institute of Education University of London), p.4.

suggested from the text or written language, the readers understand all of the reading text selection.

2. Reading Skill Models

In the reading skill, there are three important models which should be paid more attention such as:

a. The bottom-up model

Bottom-up model where the reader begins with the printed word, recognizes graphic stimuli, decoded them to sound, recognizes word and decodes meaning. It means that this model concern more in the way the readers read a text than that of comprehend.

b. Top-down Model

Top-down model emphasize the importance of these schemata, the reader's contribution, and over the income text. Top-down model intends the students to build the meaning through their previous knowledge and assumption. It means that takes the background knowledge of the readers as the most important thing in reading

c. Interactive Model

Interactive model is a combination among bottom-up and top-down models and emphasizes the interaction between a reader and the text.[12] It means that the readers both recognize words and predict the implied information in creating meaning

[12] J. Charles Alderson, *Assessing reading* (New York: Cambridge University Press, 2000), p 16-18.

3. The Components of Reading Skill

As an active process, reading has some components to be implemented. Reading skill is the activity in which there must be more than one component in it. There are three components of reading skill[13] as follows:

a. The Reader

The readers are the first component in reading skill. In relation to this study, the readers are the students involved in reading. The students need to have abilities and cognitive knowledge of language as a basis in reading texts. The cognitive knowledge includes the vocabulary mastery, linguistic and discourse knowledge. They also should be motivated in reading.

While they are reading, there are changes in the ability and cognitive knowledge they have. The students might increase their knowledge by reading. However, their motivation can also change. It depends on their success in reading. The changes of ability and knowledge in reading can also be affected by the instructions that the teacher gives to the students. Thus, relevant instructions will promote the students' reading skill.

b. The Text

Texts may give great contribution to the students' reading skill. Those can be categorized as easy or difficult ones. Texts which are

[13]Snow, C. *Reading for Understanding: Towards a R&D Program in Reading Comprehension*, p 11-12.

easy are those that suit to the background knowledge of the readers, the students. It means that when the students can relate between what is being informed in the text and what has been there in their prior knowledge, the texts are easy. If it happens, the students' reading comprehension is achieved. In contrast, if the students cannot connect the information from the text to their background knowledge, the texts can be said as difficult texts because skill is not attained.

c. The Activity

The activity on reading is closely related to the purpose of the reading. Different aims of reading have different activities. In this study, the activity on reading is aimed at achieving the students' reading skill on texts. To achieve the students' reading skill, the activities entail the process of finding the main idea, finding detail information, guessing meaning of difficult words from the context, and creating meaning to the whole text.

4. Indicator of Reading Skill

There are some criteria commonly use in indicating students' reading skill, there are:[14]

a. Main idea (topic).

b. Expression/ idiom/ phrases in context.

c. Inference (implied detail).

[14] H. Douglas brown, *language assessment: principle and classroom practice*, (San Fransisco, California, 2003), p 206.

d. Grammatical features.

e. Detail (scanning for a specifically stated detail).

f. Excluding facts not written (unstated detail).

g. Supporting ideas.

h. Vocabulary in context.

Based on the indicator above, it can be conclude that reading skill is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. The students as the readers can comprehend the text based on their ability to recognize the text.

5. The Assessment of Reading Skill

There are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to measure proficiency. The same form of assessment may be used for a variety of goals.[15] There is variety of question types that can be used:

a. Pronominal Questions, Imperatives

These questions can ask for one word answer or ask the learners to copy the answers directly from the passage. The questions beginning with what, where, who, when, how, why, etc and the questions often test writing ability as well as reading ability because

[15] I. S. P. Nation, *Teaching ESL/EFL: Reading and Writing* (New York: Routledge. 2009), p 75.

the learners must write the answers. The learner can answer questions using their first language. Instead of questions, commands may be used.[16]

b. Alternative Questions (Yes/ No Question)

This questions form are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer. This question only need short answer and the students do not have to need a high level of writing skill.[17]

c. True/ False sentences

The students look at each sentence and decide if it's true or false according to passage. The students answer by writing true or false, or by copying the sentence that are true and not copying the false sentences. This last way provides an opportunity for more learning to take place. The learners may also be asked to rewrite the false sentences making changes so that they are now true.

d. Multiple-choice sentences

These questions are easy to mark. If the questions are not well made, often the students' chance is higher. Good multiple-choice are not easy to make and often they are more difficult than they should be. This is because the wrong choices must seem possible and not stupid. If they are possible then they might be partly correct.

[16] *Ibid*, p 77.
[17] *Ibid.*, p 78.

e. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of a text. The learners read the text and fill in the diagram with short notes. The advantages are that the information the learner produces can cover a lot of points and yet need not involve a lot of writing. The disadvantage is in gaining consistency in marking.[18]

Text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. These are called higher order questions. Methods of assessment vary with the types of responses students make to the questions. The students' responses can be spoken or written. Written responses can be in the form of a multiple-choice response, short answers or extended pieces of writing.[19]

This typically can be done by asking students to read and to answer the question about what they have read. In this research, the researcher used multiple choice test.

B. Classwide Peer Tutoring Strategy

1. The Definition of Classwide Peer Tutoring (CWPT) Strategy

Classwide Peer tutoring refers to situations in which one learner provides a learning experience for another learner under teacher supervision.

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[18] *Ibid.*

[19] Elizabeth S. Pang et al., *teaching reading,IAE* (Switzerland: Palais des Academies, 2003), 18.

David Mitchell state that classwide peer tutoring is based on the idea that children learn a great deal from each other. It often occurs spontaneously in schools, neighborhoods and in homes. Much human activity centers on the reciprocal relationship of giving and receiving[20].

According to Greenwood, Delquadri, Cartain Lea a. Theodore, A variety of classwide peer-tutoring strategies have been developed; however, all involve having students working on academic material in pairs, practicing academic skills in a structured format, and delivering frequent, immediate feedback to each other under teacher supervision. The most widely studied form of peer tutoring is classwide peer tutoring (CWPT)[21].

In addition, according to Arreaga Mayer & Greenwood CWPT is a strategy that includes rewards to encourage cooperation between pairs, rewards for the class to encourage group functioning, individual accountability to ensure that all students profit from the tutoring, and specific and well-organized task structures to ensure that students acquire critical knowledge in reading and spelling. Teachers serve in the role of selecting appropriate materials and monitoring student progress. Students co-teach each other and provide support and feedback[22].

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[20]Mitchell David. *What Really Works in Special and Inclusive Education,* (USA: Routledge 2008), p.53.

[21]Lea A. Theodore. *Handbook of Evidence-Based Interventions for Children and Adolescents,* (New York: Springer Publishing Company, LLC 2017), p 201.

[22]Arreaga-Mayer et al., *Adolescent Literacy Research And Practice, (*New York, The Guilford Press:2004), p 201.

Based on the definition of the experts above, it can be concluded that classwide peer tutoring is done learning a student where one of the students became the tutor so students can learn a lot from peers. Reciprocal relationships often occur in human life at school, at home, or in the environment. Under the supervision paired the teacher the students working on an academic material and putting the academic skills in a structured and provide feedback to each other.

2. The Implementation of Classwide Peer Tutoring Strategy in Reading Instruction

David Mitchell points out some teaching steps by using classwide peer tutoring strategy, as follows[23] :

a) Randomly teacher assigns students into pairs, and asks them to alternate the roles of tutors and tutees. Reassign the pairs weekly.
b) Teacher arrange for the tutoring to take place in 15–20-minute sessions on three to five days per week, for, say, two weeks.
c) Select self-correcting materials (e.g., flash cards with the answers available, as teacher might use in drill and practice activities.
d) Teacher Train and carefully supervise the learners (especially in the initial stages of implementation) to play the roles of tutors and tutees. This requires training in:
    1. asking questions,

[23]Mitchell David. *What Really Works in Special and Inclusive Education...*, p 54.

2. presenting instructional cues,
3. providing positive feedback,
4. correcting errors, and
5. Keeping a record of the session.

Classwide peer tutoring involves the use of nine components: (1) weekly competing teams; (2) tutor–tutee pairs within teams; (3) points earned for correct responding; (4) a modeling error- correction procedure; (5) teacher- mediated point earning for correct tutor behavior; (6) switching of tutor–tutee at midsession; (7) daily tabulation of point totals and public posting on a game chart; (8) selection of a winning team each day and each week; and (9) regular teacher assessments of students' academic performance, independent of tutoring sessions. For most subject areas, the tutoring sessions are divided into 30-minute blocks—10 minutes of tutoring for each student, and 5–10 minutes for adding scores and posting team outcomes.[24]

3. The Advantages of Classwide Peer Tutoring Strategy

Many advantages in using a classwide peer tutoring strategy, by using a class wide peer tutoring strategy compared to the instructions taught by the teacher, it shows that learning material taught by peers further improves student performance.[25]

[24]Edward S. Shapiro. *Academic Skills Problems,* (New York, The Guilford Press:2011), p 196.

[25]Madrid, et al., *Academic Skills Problems, (*New York, The Guilford Press:2011), p 244.

Peer tutoring brings benefits to:

a. Increasing individual attention, work pitched at their instructional level, repeated practice, immediate feedback, peer support and additional time engaged with tasks;
b. Who can make gains by having their own skills reinforced and expanded, as well by having their self-confidence and sensitivity to others enhanced;
c. By enabling you to increase the level of cooperation in your class and by giving you more time to spend with other learners;
d. The education system, given its cost-effectiveness.[26]

Overall the classwide peer tutoring strategy can increase student participation and collaboration in conducting learning activities, this strategy is good to use in learning English.[27]

4. Disadvantages of Classwide Peer Tutoring Strategy

a. The first is cwpt requires additional time, a demand not present in teacher-led instruction. Teachers must move about the classroom and observe peer teaching interactions, collect ongoing measures of students' academic performance.
b. The second, if teachers fail to monitor student use of instructional procedures, then critical procedural components may be omitted,

[26]Mitchell David. *What Really Works in Special and Inclusive Education...*, p 53.
[27]Tamara L. Jetton & Janice A. Dole. *Adolescent Literacy Research And Practice*, (New York, The Guilford Press:2004), p 201.

incorrect student responding may go undetected, classroom disruptions may occur, and student cheating may arise.

c. The third potential disadvantage associated with the use of CWPT has to do with the amount of content coverage possible during teacher-led versus peer teaching methods.
d. The fourth related disadvantage has to do with required adaptations to curricular materials.
e. The fifth potential disadvantage to the use of CWPT appears to stem from some generalized misperceptions about the role or function of such instructional activities.[28]
f. The sixth cwpt does not improve students' social interaction in the class.[29]

C. Action Hypothesis

The action hypothesis of this research is stated, as follows:

The students can improve their reading skill and learning activity by using classwide peer tutoring (cwpt) strategy among the eighth grade at MTs Ma'arif 01 Punggur Central Lampung.

[28]Keith Topping. *Peer Assisted Learning,* (New York, Routledge:2009), p 53.
[29]Peg Dawson and Richard Guare. *Executive Skills in Children and Adolescents,* (New York: The Guildford Press), p 140.

CHAPTER III
RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

The variable of this research consists of two types of variables among others: independent and dependent variables. Dependent variable of the research is reading skill. The independent variable in this research is Classwide Peer Ttoring Strategy that is helpful for students to improve their reading skill.

1. Independent Variable (X)

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable "depends" on the independent variable.[30]

This variable was measured by observation. To observe this variable the researcher used observation sheet. The measurement of this variable is 1- 4 score.

It is expected that the students are not difficult in learning activities English. This strategy is useful to make their reading is understand about the text.

[30] Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*,(USA: Heinle Publisher, 1991), p.64

2. Dependent Variable (Y)

Dependent variable of this research is reading as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

3. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that will be defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.[31]

To evaluate students reading skill, the researcher used test that consists of pre-test and post-test. The instrument of the writing test is the essay test that the researcher asks the students to compose a descriptive text.

B. Setting of the Research

The researcher conducted the Classroom Action Research (CAR) at MTs Ma'arif 01 Punggur. The object of this research is the students' reading skill at VIII A of MTs Ma'arif 01 Punggur, consists of 30 students. The setting of the research is in the Sidorahayu Village, Central Lampung.

C. Subject of the Research

This research is the Classroom Action Research (CAR). The objective of this action research is the students of VIII A at MTs Ma'arif 01 Punggur.

[31]John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002)p.24.

The teacher chose one of her classes that the students had a lower average score in speaking. Based on the teacher's experience during teaching in reading of English subject, the teacher indicated that the students are difficult in reading skill, exactly the Classwide Peer Tutoring is the problem solution for making the students better.

Table 4
Total students of the eighth grade MTs Ma'arif 01 Punggur

No	Class	Gender		Total
		Male	Female	
1	VIII D	24	13	37

D. Action Plan

1. Classroom action research

The research uses the classroom action research. According to Jean McNiff and Jack Whitehead**,** action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.[32]

In addition, Donald Ary et, al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.[33] It means that researcher focus on the use of action research in education.

Meanwhile, Patrick defines action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.[34] It means that action research is reflection to use to review the previous action and plan the next one.

From several theories, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

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[32]Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (London: Saga pulications, 2006), 7.

[33]Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth: Cengage Learning, 2010, 2006), 512.

[34]Patrick J. M. Costello, *Action Research*, (British: Library Cataloguing-in-Publication Data, 2003), 5.

Classroom action research (CAR) has various models but in this research the researcher uses Zina O'leary research design. According to Zina O'leary action research is a cyclical process that takes shape as knowledge emerges.[35] This phase can be seen by following figured:

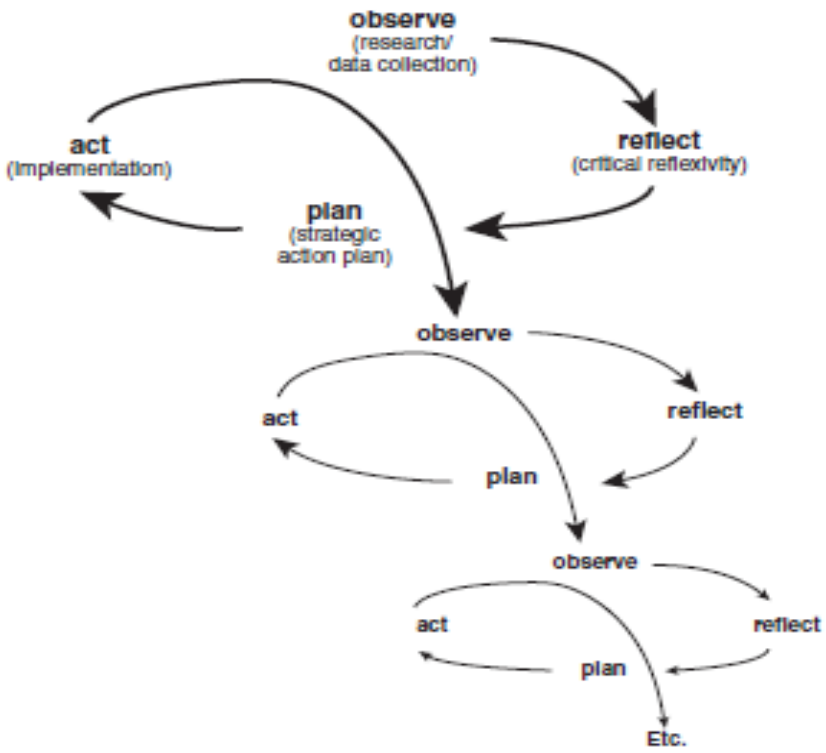


Figure 1. Zina O'leary[36]

This figure describes the sequence of the research which is proceeding by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determine out came in the first cycle cannot be achieve or there may be

[35]Zina O'leary, *Doing The Essential Guide To Doing Research*, (London: SAGE Publications, 2004), 140.

[36] Ibid, 141.

found new problem, so it is probably continued to the next cycle that have same phase on the first cycle.

In this case, the researcher conducted a classroom action research in class of the eighth graders of MTs Ma'arif 01 Punggur. The reason of why the researcher conducted classroom action research is because the researcher wants to improve the reading skill of the eighth graders of MTs Ma'arif 01 Punggur by using classwide peer tutoring strategy.

They are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. According to the Zina O'leary's action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. The steps in the research

   They are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrating by like this procedures as follows:

   a. Cycle 1

      1) Planning

         In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading that occur in the classroom and

concluding the finding in preliminary study. Then the researcher prepared some plans to conduct the classroom. They were the following:

a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.
b) The researcher prepares learning resource for students. The researcher determines the strategy to be applied in acting phase. In this case, the researcher used classwide peer tutoring strategy to improve reading skill.
c) The researcher prepares observation format and also evaluating format to evaluate the student's activity after learning process.
d) The researcher designs the criteria of success.

2) Action

In the second phase, the researcher collaborates to implement the action that has been arranged in planning phase. These activities are implemented on the following step:

a) Pre teaching activity
   (1) The researcher starts the lesson by greeting to the students.
   (2) The researcher and students pray together.
   (3) The researcher checks students' attendance.

(4) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While teaching activity

(1) The researcher devises the students into some group.

(2) The researcher explains about the descriptive text to the students

(3) The researcher gives the material and facilities in the form of descriptive text topics to the students during the discussion by applying classwide peer tutoring strategy.

(4) The researcher affirms student's reading skill by checking their understanding.

(5) After the students become more proficient in using this strategy, gradually the researcher transfer the responsibilities to the students to lead the discussion by applying this strategy.

c) Post teaching activity

(1) The researcher gives positive feedback to the students.

(2) The researcher and the students conclude the learning topic that has been discussed.

(3) The researcher greets the students in end of the meeting.

(4) After giving treatment in cycle 1. The researcher gives the post-test. The instrument which is giving to the students has different type from the instrument which is giving in the pre-test.

3) Observation

In the third phase, the observer observes the student' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and result of student's activity. The researcher observes the overall activities to find out the effectiveness of learning process which have be occurs and the result is concluding and discussing in reflecting phase.

4) Reflection

In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher

conducted the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

a. Cycle 2

1) Re-Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher repaired the problem in the next cycle. It is explained as a follow:

a) The researcher analyses the reflection result to obtain the solving problem.

b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the researcher apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

(1) The researcher starts the lesson by greeting to the students.

(2) The researcher and students prays together.

(3) The researcher checks student's attendance.

(4) The researcher informs to the students about the competence, the indicators and learning objectives.

b) While teaching activity

(1) The researcher divides the students into some group.

(2) The researcher reminds how to apply classwide peer tutoring strategy.

(3) The researcher gives the material and facilitates the students during the discussion by applying classwide peer tutoring strategy.

(4) The researcher affirms student's reading skill by checking their understanding.

(5) After the students become more proficient in using this strategy, gradually the researcher transfers the responbilities to the students to lead the discussion by applying this strategy.

(6) The researcher gives the evaluation to the students.

c) Post teaching activity

(1) The researcher gives positive feedback or reinforcement to the students.

(2) The researcher and students conclude the learning topic that have been discussed.

(3) The researcher greets the students in the end of the meeting.

3) Observation

In the third phase, the observer observes the student's activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and the result of student's activity.

4) Reflection

In the fourth phase, the researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of card sort run successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is find good improvement

based on the criteria of success that have determine before, the researcher did not continue the action in next cycle.

D. Data Collecting Strategy

In collecting data the researcher used the following steps:

1. Test

   Test of this research consist of pre-test that was conducted before the treatment and post-tests that were done at the end of each cycle. The post test was done after the treatments. After the treatment, the student had a post-test. The form and the procedure of the post text are the same as pre-test. In this case, the researcher did the test in order to know the reading skill of the eighth graders of MTs Ma'arif 01 Punggur. The tests that were done include of pre-test and post-test.

2. Observation

   The aim of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.[37] It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the researcher observed the learning process of the eighth graders of MTs Ma'arif 01 Punggur in their classroom. During the learning process, the researcher is

[37]Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), 58.

going to observe the students' activeness in learning to read the descriptive text.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state of schools, it can have a number of features.[38] For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation. In this case, documentations is needed by the researcher in order to get the complete data about the establishment history of MTs Ma'arif 01 Punggur, the organization structure of MTs Ma'arif 01 Punggur, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the parking area, and the yard.

E. Instrument of the Research

1. Reading Test

To measure students' descriptive text reading skill of the eighth grader of MTs Ma'arif 01 Punggur, the researcher applied some reading tests that consist of pre-test and pos-test. Both of the tests are in form of asking the

[38]Ibid, 273.

students to read descriptive text based on the pictures that are related on the topics of descriptive text.

2. Observation sheet

In order to observe the learning activity and each cycle, the researcher used observation sheet. It deals with learning activity such as:

a. Interaction with classmate
b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
c. Frequency of the student-initiated responses
d. Quality of teachers-elicited responses
e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.
f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.

F. Data Analysis

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, interview, documentation, the researcher analyzed the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher did is in form of making abstraction of all collecting data. After conducting the research, she made an abstraction of all data. Then, she

selected the data that is related to the research question and classified them into the tow categories data sin learning process.

Tabulating the result of the test, finding the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:

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

Notes: $\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

N = Number of students[39]

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum$x = Total Score of the Students

N = Total of Students.

G. Indicators of Success

The indicator of the success is taken from the process and the result of the action research. This research was declared successful if 70% of students got score 70 as minimum score in reading comprehension. In addition, 70% of the students are active in learning activity.

[39] Donald Ary at all, *Introduction to Research in Education,* p.108

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows: *Can Classwide Peer Tutoring strategy improve the students' reading skill at the eighth grades of MTs Ma'arif 01 Punggur?*, *Can Classwide Peer Tutoring strategy strategy improve the learning activities at the eighth grades of MTs Ma'arif 01 Punggur?*

1. Description of Research Location

a) History of MTs Ma'arif 01 Punggur

MTs Ma'arif 01 Punggur is one of educational institution that stand under foundation Muslim Boarding School. MTs Ma'arif 01 Punggur was established on January 1977 with operational license No: 11/MTs/LT/85. MTs Ma'arif 01 Punggur stands on the land broadly 1 (ha), in Sidorahayu, Sidomulyo village Punggur sub district, Lampung Tengah regency. Since 2018 MTs Ma'arif 01 Punggur leaded by Mr. Langgengno Karma, B.Sc.as the headmaster.

a) The Profile of the School

(1) Name : MTs Ma'arif 01 Punggur

(2) Address : Sidorahayu, Punggur, Central Lampung

(3) Province : Lampung

(4) Regency : Central Lampung

b) Buildings of MTs Ma'arif 01 Punggur

Table 4.1

Sketch location in MTs Ma'arif 01 Punggur

No.	Kinds of Room	Total	Condition
1.	Classroom	12	Good
2.	Computer Laboratory	1	Good
3.	Library Room	1	Good
4.	School Health Serves (UKS) Room	1	Good
5.	Head Masters' Room	1	Good
6.	Teachers' Room	1	Good
7.	Rest room/WC of Teacher	1	Good
8.	Rest room/WC of Student	1	Good
9.	Canteen	1	Good

Source: *Documentation at MTs Ma'arif 01 Punggur in the Academic Year of 2019/2020.*

c) Quantity of MTs Ma'arif 01 Punggur Students

The students' quantity of MTs Ma'arif 01 Punggur in the academic year of 2019/2020 can be identified as follows:

Table 4.2

The Quantity of the Students of MTs Ma'arif 01 Punggur in the Academic Year of 2019/2020

No.	Class	Amount
1.	Class VII	227
2.	Class VIII	155
3.	Class IX	179
Total		**561**

Source: *Documentation at MTs Ma'arif 01 Punggur in the Academic Year of 2019/2020.*

d) The Condition of Teacher and Official Employers at MTs Ma'arif 01 Puggur

Table 4.3
The Condition of Teacher and Official Employers at MTs Ma'arif 01 Puggur

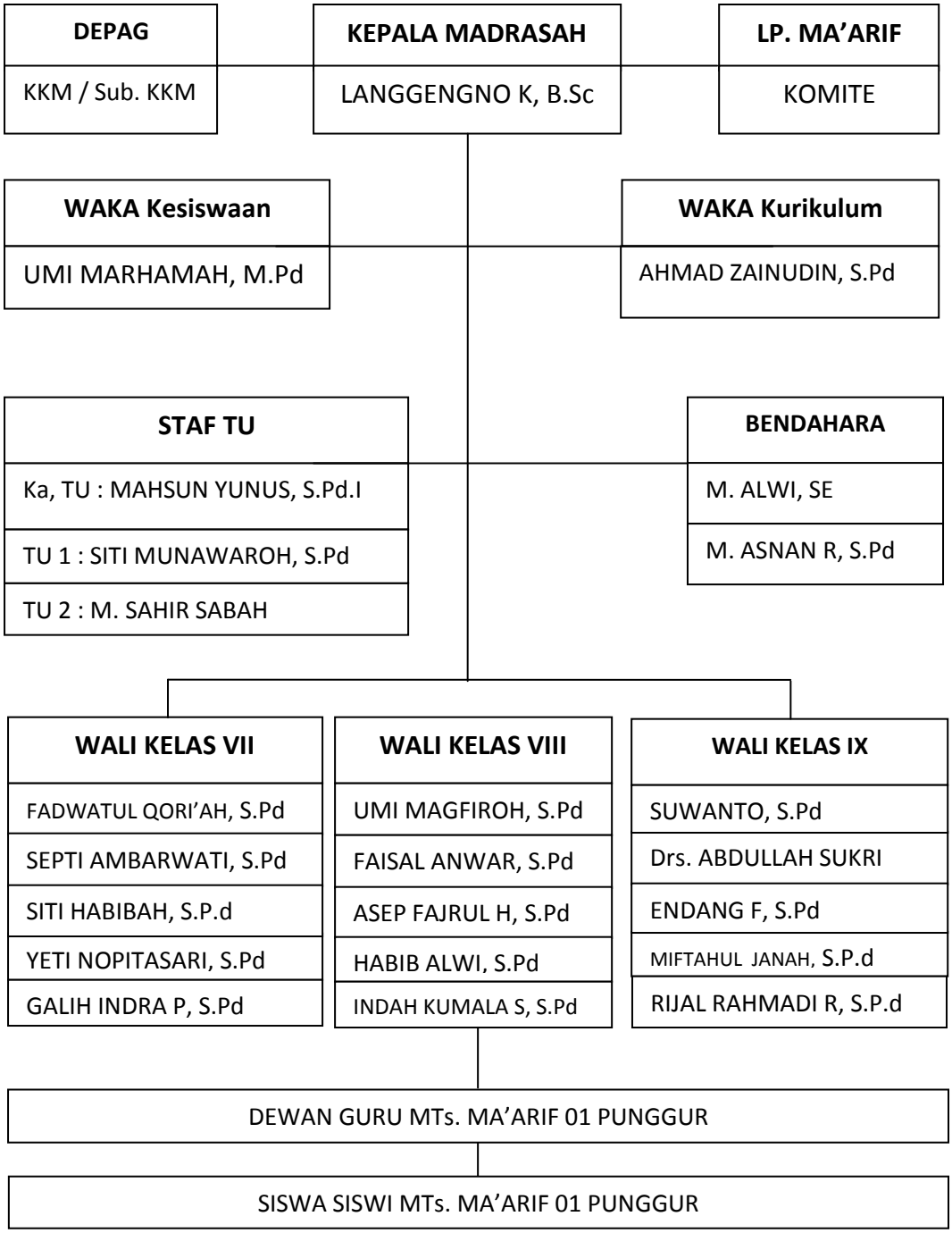
No	Name	Position
1	LANGGENGNO KARMA, B.Sc	Headmaster
2	AHMAD ZAINUDIN, S.Pd	Waka Kur
3	UMI MARHAMAH, M.Pd.I.	Waka Sis
4	Hi. DALDIRI ARIEF, A.Ma	Teacher
5	Hi. ABDUL JALAL	Teacher
6	AGUS SALIM, S.Ag	Teacher
7	Drs. AHMAD SANURI	Teacher
8	TB. WAWAN, P.BBA	Teacher
9	B. TRIYANTO, S.Pd	Teacher
10	MIFTAHUL JANAH, S.Pd	Teacher
11	HABIB ALWI, S.Pd.I	Teacher
12	Drs. ABDULLAH SUKRI	Teacher
13	SUWANTO, S.Pd	Teacher
14	ENDANG FATMAWATI, S.Pd	Teacher
15	M. ALWI, SE	Treasurer
16	DENI YUNI ASWATI, S.Pd	Teacher
17	FAISAL ANWAR, S.Pd	Coordinator for Guidance of Counceling
18	SEPTI AMBARWATI, S.Pd	Coordinator for Guidance of Counceling
19	M. ANIS MUDZAKIR, M.Pd	Teacher
20	UMI MAGHFIROH, S.Pd	Teacher
21	MAHSUN YUNUS, S.Pd.I	Teacher, Ka. TU
22	RATNA DEWI, S.Pd.I	Teacher
23	MUHAMMAD ASNAN R, S.Pd.I	Teacher
24	ASEP FAJRUL HIDAYAT, S.Pd	Teacher
25	SITI HABIBAH, S.Pd	Teacher
26	WENI INDRAWATI, S.Pd	Teacher
27	WIDYA ANGGUN LESTARI,S.Pd	Teacher
28	SEFI RUSWANINGSIH, S.Pd	Teacher
30	SUFIANTORO, S.Ag	Teacher
31	AHMAD YASIN, S.Pd.I	Teacher
32	FADWATUL QORI'AH, S.Pd	Teacher
33	ANNIS WAATUL FITRI, S.Pd	Coordinator for Guidance of Counceling
34	DELVIA SRI MULYANTI, S.Pd	Teacher
35	MUHAMMAD IRAWAN, S.Pd.	Teacher
36	DWI PURNAWAN, S.Pd	Teacher
37	MASIDAH	Teacher
38	SITI MUNAWAROH, S.Pd.I	TU
39	M.SAHIR SABAH	Scurity

40	**M KHOIRUL IKHSAN**	**Scurity**
41	**PURNOMO SIDIQ**	**Cleanliness**
42	**BUSTOMI**	**Madrasahguards**

e) The Organization Structure of MTs Ma'arif 01 Puggur

The Organization Structure of MTs Ma'arif 01 Puggur the academic year of 2019/2020 is illustrated in the following figure:

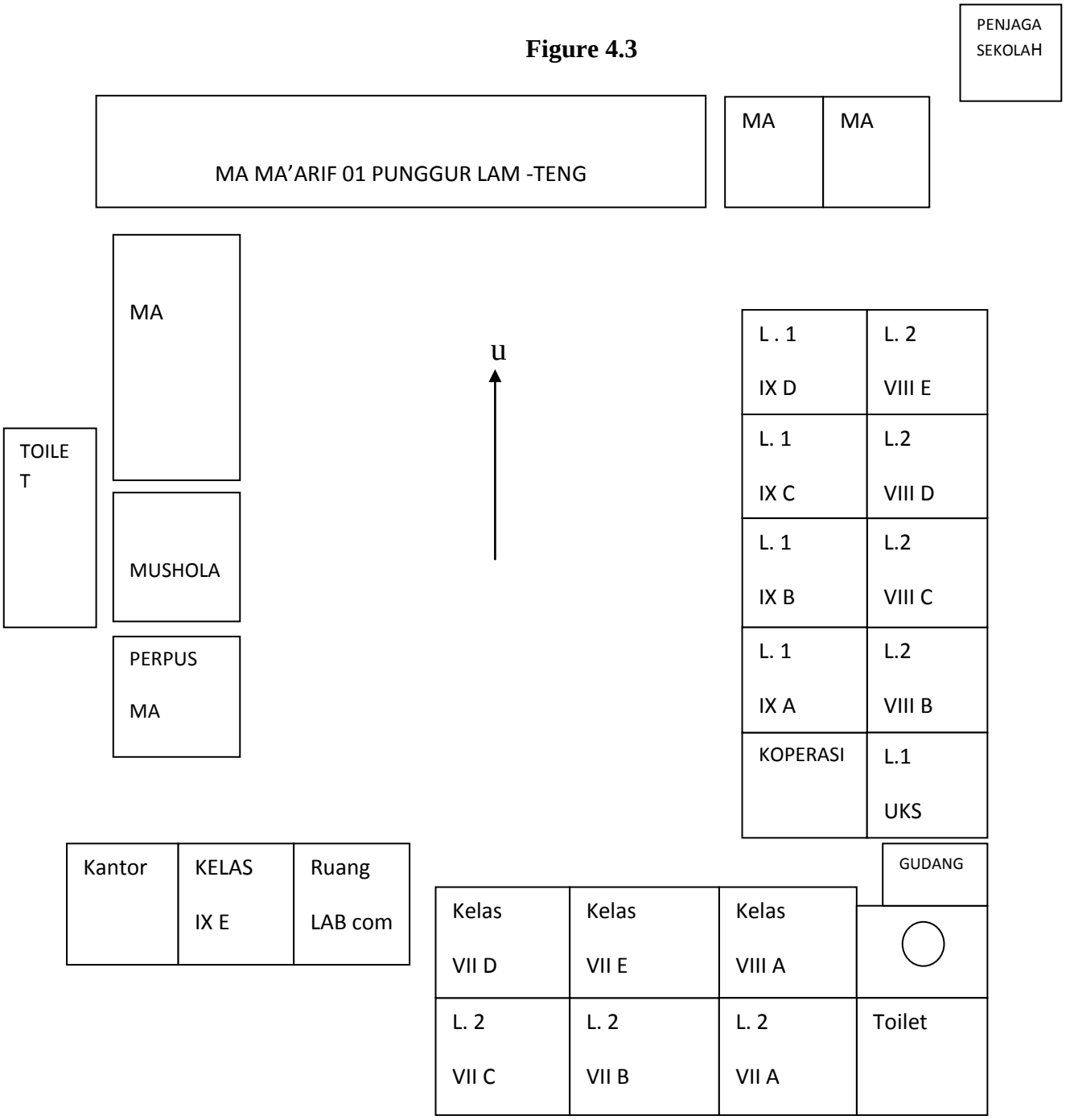
Figure 4.2



f) Location Sketch of MTs Ma'arif 01 Puggur

Denah lokasi MTs. Ma'arif 01 Punggur
Tahun Pelajaran 2019 / 2020

Figure 4.3



g) Vision and Mission of MTs Ma'arif 01 Punggur

MTs Ma'arif 01 Punggur has some visions and missions namely:

1) Vision of school: "The realization of students who believe, have science, Islamic character, and are able to compete nationally and globally."

2) Missions of school:

a) Creating educational quality with the development and demands of the community.

b) Improving the extracurricular achievements in accordance with existing Human Resources.

c) Carrying out educational programs based on the values of Religion, social, culture, and national character.

2. Description of Research Data

a. Description of the Research

This research is a classroom action research (CAR). It was conducted two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. The action of this research used Classwide Peer Tutoring (CWPT) strategy to improve the students' reading skill.

1) Pre-test activity

The researcher conducted pre-test activity on Thursday, October 24th, 2019 at 10.00 until 11.00 a.m. All students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading skill before doing the action of the classroom action research (CAR). The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice consisted of 20 items. Then, the students' pre-test result is presented on the table below:

Table 4.4
Students' Pre-test Grade

No	Name	Grade
1	AS	20
2	AFA	30
3	ABS	35
4	ABP	45
5	CSR	40
6	DAS	35
7	DN	25
8	FAK	70
9	FA	70
10	GPS	30
11	IBA	45
12	KNN	35
13	LAA	25
14	MARA	30
15	MDPS	75
16	NS	40
17	OS	50
18	PBAJ	20
19	RAF	25
20	RJS	50

21	RF	35
22	RIP	25
23	SPD	30
24	SA	45
25	SNM	65
26	SM	65
27	SN	80
28	SSAA	65
29	WSM	25
30	ZR	60
31	ZNA	40
32	ADS	55
33	FW	20
34	MIF	35
35	AMH	20
36	NPK	15
37	ZLA	70
Total of all students' grade		**1545**
Total all of the students (n)		**37**
Average		**42**

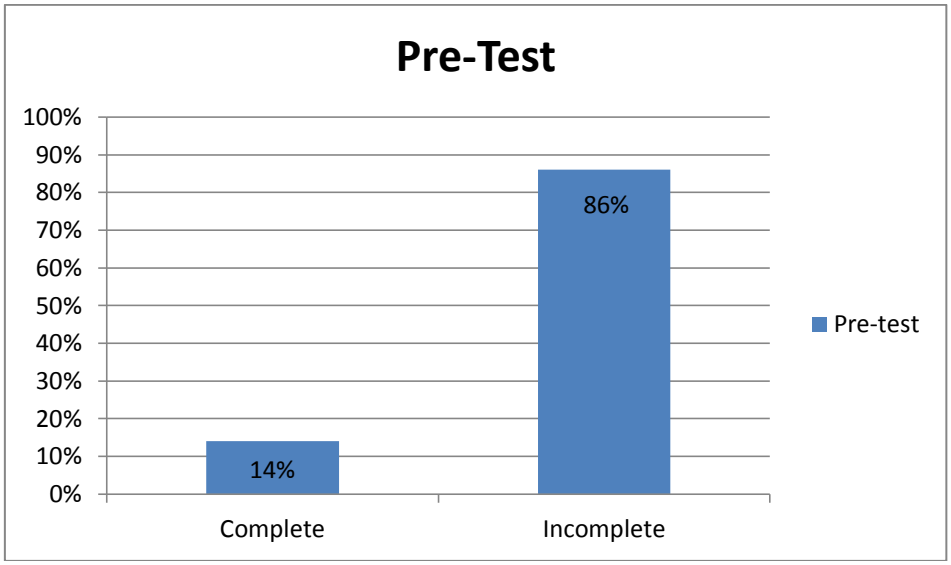
Table 4.5

Frequency of students' Grade in Pre-test

No.	Grade	Frequency	Percentage	Explanation
1.	≥70	5	14%	Complete
2.	<70	32	86%	Incomplete
Total		**37**	**100 %**	

Source: The students' grade of reading pre-test at the tenth graders of MTs Ma'arif 01 Punggur October 24th, 2019.

Figure 4.4
The Percentage of the Students' Completeness Grade on Pre-test



Based on the data above, it could be inferred that 37 students (86%) were not successful and 5 other students (13%) were successful. The successful students were those who got the minimum mastery criteria at MTs Ma'arif 01 Punggur 70. The successful students were fewer than the unsuccessful students. Based the pre-test result, the researcher got the average of 42, so the result was unsatisfied. Therefore, the researcher used Classwide Peer Tutoring (CWPT) strategy to improve the students' reading skill.

a) Cycle I

(1) Planning

In the planning stage, the researcher prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be

examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

(2) Acting

(a) The first meeting

The first meeting was conducted on Saturday, October 26th, 2019 at 11.00 until 12.00 a.m and followed by 37 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the researcher handed to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher asked the students,"What is the type of the text?" Some students answered "narrative text, descriptive text, report text, and announcement text. Some students kept silent. The researcher said "Good! Oke, Today, we study about

description text, and have you ever studied about descriptive text?" All of students answered "Yes, I have".

The researcher started to introduce the descriptive text that was used in the learning process, then started to deliver the material. The researcher explained that the used media in the teaching learning. The generic structure included of identification-description. The purpose of the text is to describe and to reveal a particular person, place, or thing. Then, a student asked "Ms, what is the example?" The researcher answered "For the example is your friend, his name is Risky. He is the sweet male in your class, he is very diligent."

In implementing Classwide Peer Tutoring (CWPT) in teaching reading skill in the process of action, the researcher applied the steps of Classwide Peer Tutoring (CWPT). Firstly, the researcher provided some reading sources in the form of the descriptive text in the title my cat. Secondly, the researcher asked students to work in pair. Thirdly, during the first 10 minutes one student (tutor) assist another student (tutee) with content information from the reading text that pesented visually. Fourthly, for the next 5 to 10 minutes the tutor assessed the other students' learning by having the tutee restate the information. Fifth,

the tutor gave point to the tutee for each correct piece of information. Sixth, if the tutor had to assist the tutee, the tutee got one point when the information is given correctly. Seventh, the pair should switched roles and repeated the process. The researcher checked the point scores for each individual.

In this stage, the students were actively following the teaching learning process, because they worked together in their groups. However, there were still troubles faced to the students. Such as about students'low motivation in reading English text,students' low concentration in reading process, students' low vocabulary mastery, students' low reading skill, students difficulty in understanding the important message of the text, and students' low reading habits.

(b) The second meeting

The second meeting was conducted on Thursday, October 31st 2019 at 09.00 until 10.00 a.m and followed by 37 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the researcher handed to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of

students gave their full nice attention to the researcher when the study time came.

In implementing Classwide Peer Tutoring (CWPT) in teaching reading skill in the process of action, the researcher applied the steps of Classwide Peer Tutoring (CWPT). Firstly, the researcher provided some reading sources in the form of the descriptive text in the title wonosobo. Secondly, the researcher asked students to work in pair. Thirdly, during the first 10 minutes one student (tutor) assist another student (tutee) with content information from the reading text that pesented visually. Fourthly, for the next 5 to 10 minutes the tutor assessed the other students' learning by having the tutee restate the information. Fifth, the tutor gave point to the tutee for each correct piece of information. Sixth, if the tutor had to assist the tutee, the tutee got one point when the information is given correctly. Seventh, the pair should switched roles and repeated the process. The researcher checked the point scores for each individual.

In this stage, the students were actively following the teaching learning process, because they worked together in their groups. However, there were still troubles faced to the students. Such as about students'low motivation in

reading English text,students' low concentration in reading process, students 'low vocabulary mastery, students' low reading skill, students difficulty in understanding the important message of the text, and students' low reading habits.

(c) Post Test

Furthermore, on Saturday, November 02st 2019 at 11.00 until 12.00 a.m, the researcher gave post test of cycle I with similar task on pre test before. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 4.6
Students' Post-test I Grade

No	Name	Grade
1	AS	65
2	AFA	45
3	ABS	70
4	ABP	45
5	CSR	85
6	DAS	60
7	DN	70
8	FAK	75
9	FA	70
10	GPS	55
11	IBA	50
12	KNN	70
13	LAA	50
14	MARA	75
15	MDPS	85
16	NS	65
17	OS	70
18	PBAJ	75
19	RAF	60
20	RJS	65

21	RF	75
22	RIP	55
23	SPD	60
24	SA	60
25	SNM	65
26	SM	70
27	SN	80
28	SSAA	65
29	WSM	40
30	ZR	60
31	ZNA	65
32	ADS	60
33	FW	55
34	MIF	60
35	AMH	35
36	NPK	50
37	ZLA	70
Total of all students' grade		**2330**
Total all of the students (n)		**37**
Average		**63**

Table 4.7

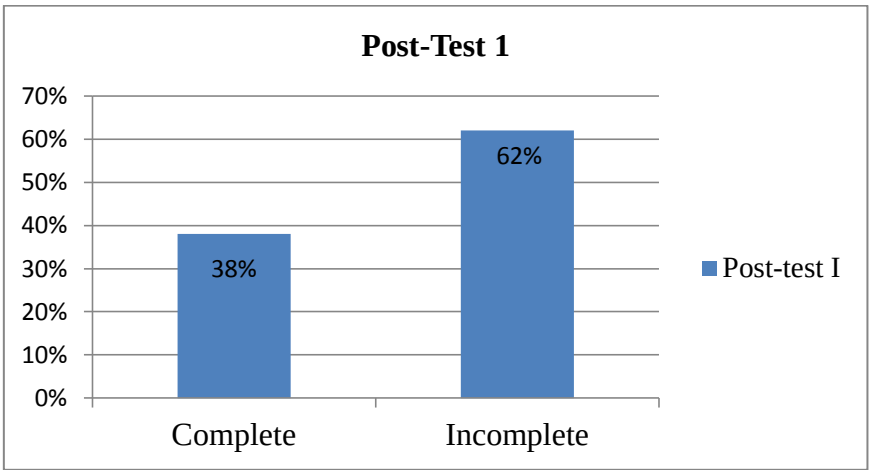
The Frequency of Students' Grade in Post-test I

No	Grade	Frequency	Percentage	Explanation
1.	≥ 70	14	38%	Complete
2.	< 70	23	62%	Incomplete
Total		**37**	**100 %**	

Source: The students' grade of reading post-test 1 at the tenth graders of MTs Ma'arif 01 Punggur November 02st 2019.

Figure 4.5

The Percentage of the Students' Completeness Grade on Post-test I



Based on the result above, it could be seen that 14 students (38%) got grade up to the passing grade and 23 students (62%) got grade less than the minimum mastery criteria. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get the minimum mastery criteria, at least 70. Learning process was said success when 70% students got grade ≥70. The fact showed that the result was unsatisfied.

(d) **Observing**

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially descriptive text by using Classwide Peer Tutoring (CWPT) strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get

the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

a) Paying attention to the teacher's explanation.
b) Asking or answering the teacher's question.
c) Being active in the class discussion.
d) Doing the task given by the teacher.

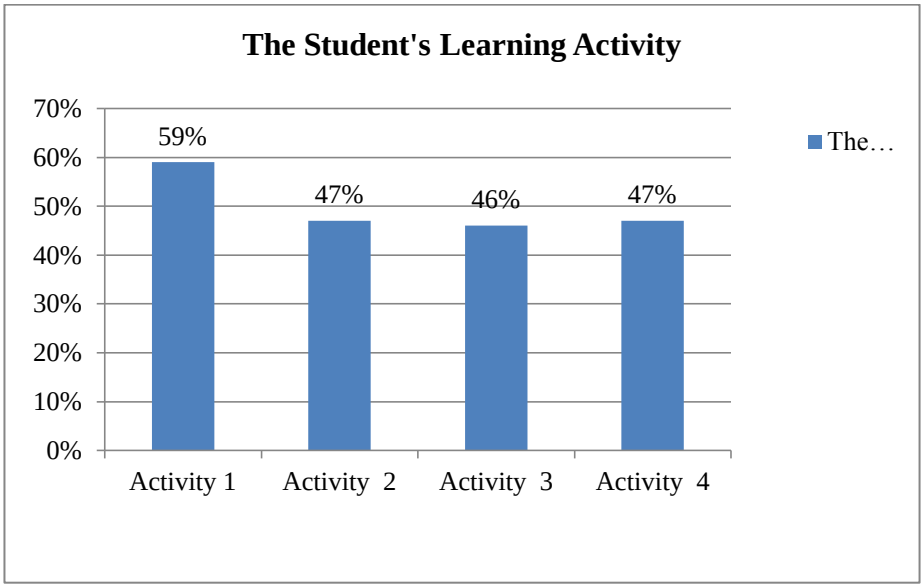
The result of the students' learning activities could be seen as follow:

Table 4.8
The Frequency Students' Learning Activities in Cycle I

No.	Students Learning Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	22	59%
2.	Asking or answering the teacher's question	18	48%
3.	Being active in the class discussion	17	46%
4.	Doing the task given by teacher	18	47%
The Average Percentage		47%	
Total Students		37	

Source: The students' learning activity at the eighth grader of MTs Ma'arif 01 Punggur October 31th 2019.

Figure 4.6
The Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were 22 students (59%) who gave attention to the teacher explanation, 18 students (47%) who asked or answered question, 17 students (46%) who were active in the class, and 18 students (47%) were able to do the task.

(e) **Reflecting**

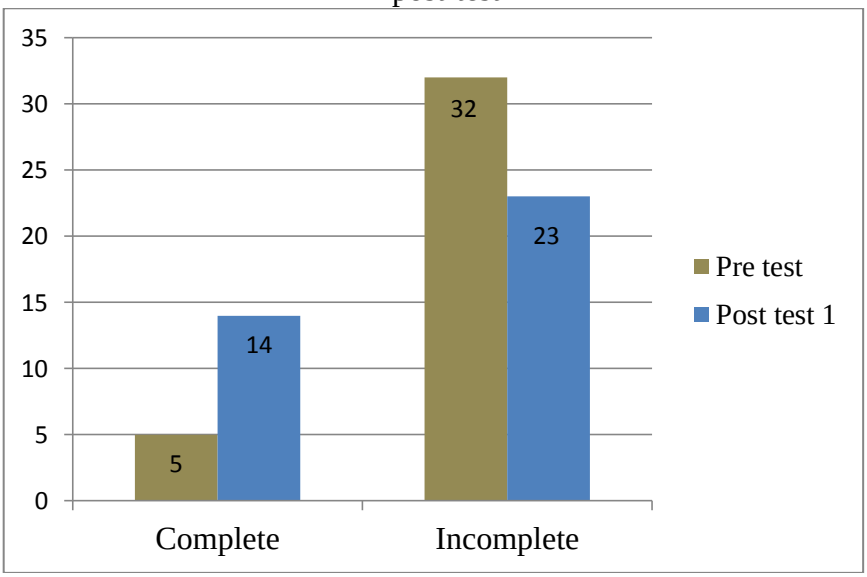
From the result observation in learning process in cycle I, it could be concluded that in the learning process has not been achieved the minimum mastery criteria of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes such as students' pre-test grade and the result of students' post-test I Grade. The comparison between post-test grade and post-test I grade was as follows:

Table 4.9
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

No.	Description	Test	
		Pre-Test	**Post-Test I**
1.	Complete	5	14
2.	Incomplete	32	23
Total		**37**	**37**

Then, the graph of comparison students reading skill pre-test and post-test I Grade in cycle I could be seen as follows:

Figure 4.7
The Comparison of Students'Completeness Grade on Pre-test and post-test I



The table and the graphic above, in pre-test it could be seen that total from 37 students, it could be concluded that 14% or 5 students were able to achieve the minimum mastery criteria that is 70. Then the students who were not able to achieve the minimum mastery criteria were 86% or 37 students. In post-test I, it could be concluded that 32% or 12 students were able to achieve the minimum mastery criteria. Then, the students who were not able to achieve the minimum

mastery criteria were 68% or 25 students. Average Grade of pre-test was 39 and average Grade of post-test I was 53. There was improvement between pre-test and post-test I but it did not fulfill the indicator of success. This research is categorized success if it achieves the indicator of success that is 70% of the total students must pass the minimum mastery criteria. It could be concluded that the result was unsuccessful because the indicator of success could not be achieved yet.

b) Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

(1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher planned to give the material for students in reading skill of descriptive text with the strategy of Classwide Peer Tutoring (CWPT).

The researcher prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

(2) Acting

(a) The first meeting

The first meeting was conducted on Thursday, November 14th 2019 at 10.00 until 11.00 a.m followed by 37 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the first meeting cycle II, review material about descriptive text, the generic structure, and example.

In implementing Classwide Peer Tutoring (CWPT) in teaching reading skill in the process of action, the researcher applied the steps of Classwide Peer Tutoring (CWPT). Firstly, the researcher provided some reading sources in the form of the descriptive text in the title my best friend. Secondly, the researcher asked students to work in pair. Thirdly, during the first 10 minutes one student (tutor) assist another student (tutee) with content information from the reading text that pesented visually. Fourthly, for the next 5 to 10 minutes the tutor assessed the other students' learning by having the tutee restate the information. Fifth, the tutor gave point to the tutee for each correct piece of information. Sixth, if the tutor had to assist the tutee, the tutee got one point when the information is given correctly. Seventh, the

pair should switched roles and repeated the process. The researcher checked the point scores for each individual.

In this stage, the students were actively following the teaching learning process, because they worked together in their groups. However, there were still troubles faced to the students. Such as about students'low motivation in reading English text, students' low concentration in reading process, students' low vocabulary mastery, students' low reading skill, students difficult in understanding the important message of the text, and students' low reading habits.

(b) The Second Meeting

The second meeting was conducted on Saturday, November 16th 2019 at 11.00 until 12.00 a.m followed by 37 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the first meeting cycle II, review material about descriptive text, the generic structure, and example.

In implementing Classwide Peer Tutoring (CWPT) in teaching reading skill in the process of action, the researcher applied the steps of Classwide Peer Tutoring (CWPT). Firstly, the researcher provided some reading sources in the form of the descriptive texts a media. Secondly, the researcher asks students

to work in pair. Thirdly, during the first 10 minutes one student (tutor) assist another student (tutee) with content information from the reading text that pesented visually. Fourthly, for the next 5 to 10 minutes the tutor assesses the other students' learning by having the tutee restate the information. Fifth, the tutor gives point to the tutee for each correct piece of information. Sixth, if the tutor has to assist the tutee, the tutee gets one point when the information is given correctly. Seventh, the pair should switch roles and refeat t he process. Eighth, check the point scores for each individual.

In this stage, the students were actively following the teaching learning process, because they worked together in their groups. In addition, there were not any troubles got by the students such as about students' motivation in reading English text, students' concentration in reading process, students' vocabulary mastery, students' reading skill, students' understanding the important message of the text, and students' reading habits.

(c) Post Test

Furthermore, on thursday, November 14th 2019 at 10.00 until 10.00 a.m, the researcher gave post test of cycle II with similar task on post-test before. Kinds of the test were multiple

choices which consisted of 20 items. The result of the students' test in post test II was better than test in post test I before.

Table 4.10
Students' Post-test II Grade

No	Name	Grade
1	AS	80
2	AFA	50
3	ABS	70
4	ABP	60
5	CSR	85
6	DAS	80
7	DN	85
8	FAK	75
9	FA	85
10	GPS	70
11	IBA	60
12	KNN	75
13	LAA	65
14	MARA	85
15	MDPS	85
16	NS	80
17	OS	75
18	PBAJ	85
19	RAF	65
20	RJS	75
21	RF	85
22	RIP	75
23	SPD	70
24	SA	80
25	SNM	85
26	SM	80
27	SN	85
28	SSAA	80
29	WSM	55
30	ZR	80
31	ZNA	65
32	ADS	65
33	FW	60
34	MIF	65
35	AMH	80
36	NPK	55
37	ZLA	75
Total of all students' grade		**2730**

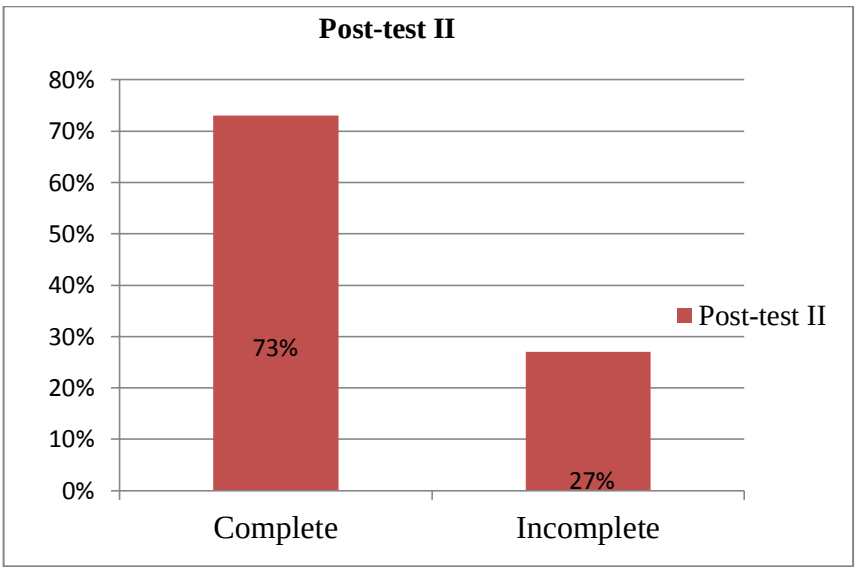
Total all of the students (n)	**37**
Average	**74**

Table 4.11
The Frequency of students' Grade in Post-test II

No.	Grade	Frequencies	Percentage	Explanation
1.	≥70	27	73 %	Complete
2.	< 70	10	27 %	Incomplete
Total		**37**	**100 %**	

Source:The students' grade of reading post-test II at the eighth graders of MTs Ma'arif 01 Punggur November 14th 2019.

Figure 4.8
The Percentage of the Students' Completness Grade on Post-test II



Based on the result above, it could be inferred that 27 students (73%) were successful and 10 other students (27%) were not successful. From the post test II results, the researcher got the average of 73. It was higher than post test I in cycle I.

(d) Observing

In this step, the researcher presented the material by Classwide peer Tutoring (CWPT) strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 4.12
Th Frequency Students' Learning Activity in Cycle II

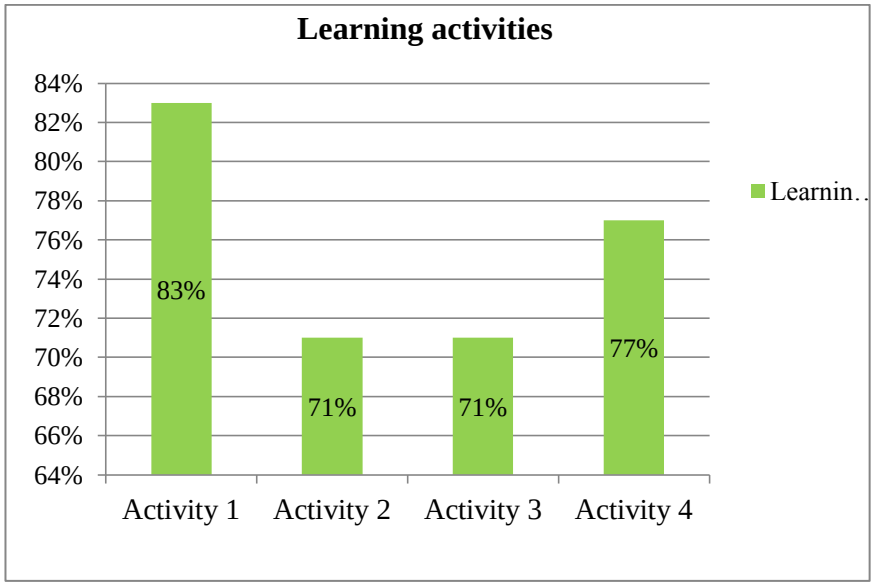
No.	Students Learning Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	29	83%
2.	Asking or answering the teacher's question	25	71%
3.	Being active in the class discussion	25	71%
4.	Doing the task given by the teacher	27	77%
	The Average Percentage	76	
Total Students		**37**	

Source: The students' activity at the eighth grade of MTs Ma'arif 01 Punggur Central Lampung on November 16th 2019.

Then, the graph of percentage students Learning activities in cycle II, as follow:

Figure 4.9

The Percentage of Students Learning Activities in Cycle II



The table above showed that the students' learning activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 83%, then, the students ask/answer the question from the teacher 71%, the students active in the class 71%, and the last the students who able do the task 77%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥70%.

(e) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Classwide Peer tutoring (CWPT) strategy, the reading skill would improve.

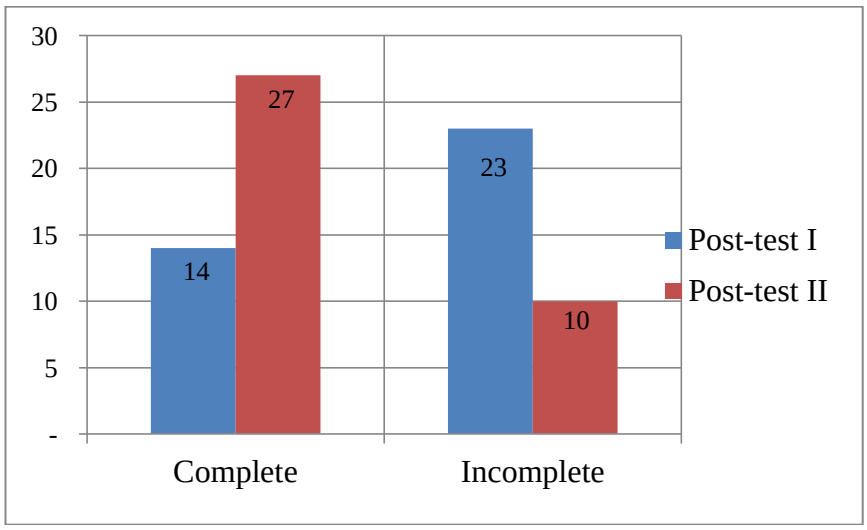
At the end of this cycle, the researcher and the collaborator analyzed and calculated the processes of student's post-test II score. The comparison between students post-test I could be compared on the following table:

Table 4.13
The Comparison of Students' Grade in Post-test I and Post-Test II

No.	Description	Test	
		Post-Test I	Post-Test II
1.	Complete	14	27
2.	Incomplete	23	10
Total		**37**	**37**

Then, the graph of reading comparison of students descriptive text post-test I and post-test II Grade in cycle II could be seen as follow:

Figure 4.10
The Comparison of Students'Completeness Grade on post-test Iand post-test II



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 85 and the

lowest score is 50. The average score of post-test II was 74. Besides, the percentages of students' successfulness of post-test II score was 73% or 27 students of the total students passed the minimum mastery criteria and 27% or 10 students did not pass the minimum mastery criteria at least 70. It means that the indicator of success of this research had been achieved that was 70% students was gotten score 70. It indicated that the students' reading was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Classwide Peer Tutoring (CWPT) strategy improve students ability in reading skill.

B. Interpretation

Reading would be easier to understand when it is a supported by the appropriate strategy or technique, because the lessontakes more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explaination in learning process.

The researcher concludes that teaching reading by using Classwide Peer Tutoring (CWPT) strategy can improve students' reading skill. Classwide Peer Tutoring (CWPT) is complex activity that requires skill and selection of information and reading production process. When Classwide Peer Tutoring

(CWPT) strategy is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore it has proved that Classwide Peer Tutoring (CWPT) strategy could be one the interesting strategy to teaching reading.

1. The Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre-test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 30 minutes. It was done on Thursday, October 24th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test.

Based on the table 6 the students average were 39, it showed that most of the students have not passed yet in achieving the minimum mastery criteria at least 70. In this phase, only 5 students out of 37 students passed of the minimum mastery criteria.

b. Result of Students Post- Test I Grade

In this research, to know the students'reading skill, after implementing the treatment the researcher conducted the post-test I. It was done on Thursday, October 31th, 2019. Based on table 8 the students average was 53. It shown that most of the students have not passed yet in achieving the minimum mastery criteria at least 70. In this stage there are 12 students out of 37 students passed of the the

minimum mastery criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Grade

In this phase, the researcher continued to cycle II because the Grade of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 38% passed the minimum mastery criteria. The researcher presented the post-test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 45 minutes. It was done on Thursday 14th, 2019. Based on the table 17 students average were 74, it showed that most of the students have achieving the minimum mastery criteria at least 70. In this phase, 27 students out of 37 students of 73% students passed of the minimum mastery criteria and the research was successful.

2. Comparison of Grade in Pre-Test, Post-Test I, and Post-Test II

English learning process was successfull in cycle I but the students' average Grade was low. While, the Grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. the following was the table of illustration Grade in pre-test, cycle I, and cycle II.

Table 4.14
The Comparison of Students' Pre-Test, Post-Test I, and Post-Test II

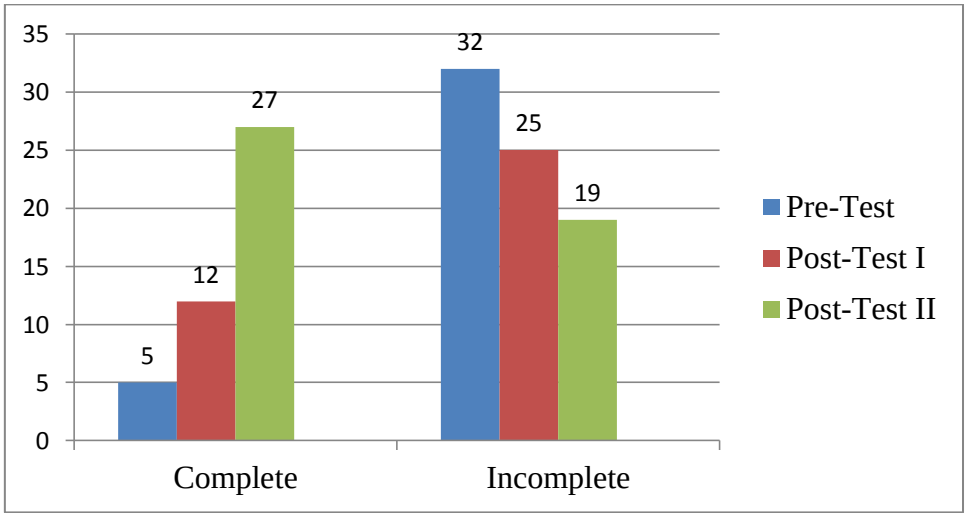
No.	Description	Test		
		Pre-Test	Post-Test I	Post-Test II
1.	Complete	5	14	27

2.	Incomplete	32	23	10
Total		**37**	**37**	**37**

Based on the result of the pre-test, post-test I, and post-test II, it was know that there was a positive significant improving of the students' Grade. It could be seen from the students get Grade 70 from 5 to 12 became 27. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I, post-test II, and post-test III as follow:

Figure 4.11
The Comparison Grade of Students Reading skill in Pre-Test, Post-Test I, and Post-Test II



Based on the graph above, it could be inferred that Classwide Peer Tutoring (CWPT) strategy could improving the students' ability in reading skill. It is supported by improving Grade of the students from pre-test to post-test I and from post-test I to post-test II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Classwide Peer Tutoring (CWPT) strategy improve the students' in reading skill. There was progress in students' average score of reading skill. The average of reading skill pre-test is 40. The average of reading skill post-test I is 53. The average of reading skill post-test II 75.

Moreover, in the pre- test there was 5 students or (14%) passed the test the indicator students get score ≥70 with average 40, in the post-test I there was 12 students or (32%) passed the test the indicator students get score ≥70 with average 53, in post-test II there was 27 students or (73%) passed the test the indicator students get score ≥70 with average 75. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle III because the indicator of success 70% of students got score 70 was reached.

3. The Result of Students' Learning Activities in Cycle I, and Cycle II

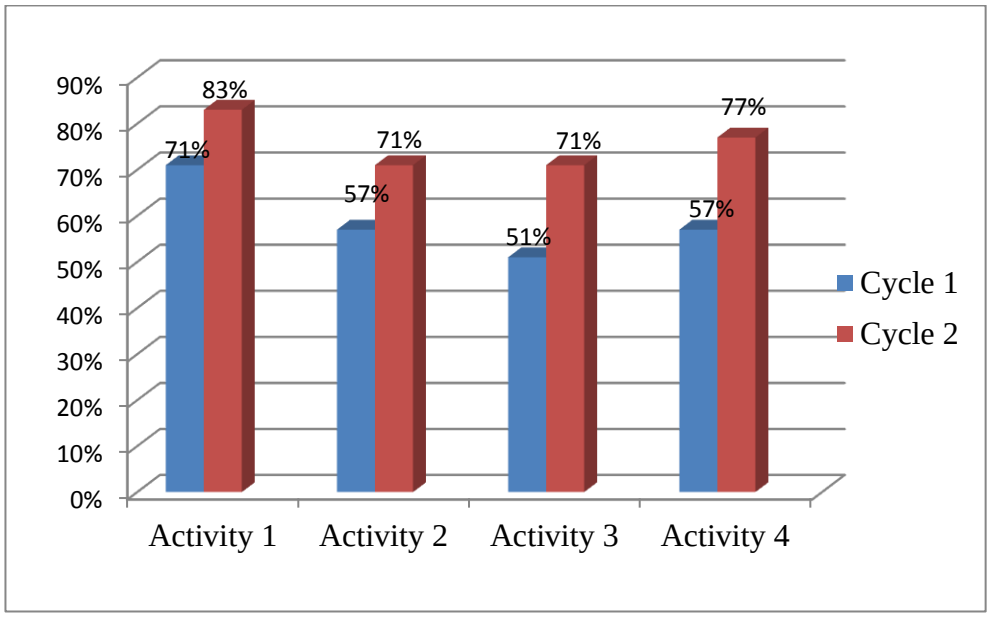
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 4.15
The Presentage of Students Activities in Cycle I, Cycle II

No.	Students'Activities	Cycle I	Cycle II	Improving
		Percentage	Percentage	
1.	Paying attention to the teacher's explanation	**71%**	**83%**	**Improved**

2.	Asking or answering the teacher's question	**57%**	**71%**	**Improved**
3.	Being active in the class discussion	**51%**	**71%**	**Improved**
4.	Doing the task given by the teacher	**57%**	**77%**	**Improved**

Figure 4.11
Figure of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a. Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 57 and cycle II 83% . The percentage of students' progress in paying attention to the teacher's explanation from cycle I to cycle II is 26%.

b. Asking or answering the teacher's question

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. The percentage of students' progress in asking/answering question from the teacher from cycle I to cycle II is 14%, from cycle I 57% in cycle II 71%.

c. Being active in the class discussion

The active students in class were improved. It could be seen on the cycle I 51%, and 71% in cycle II. The percentage of students' progress in being active in the class from cycle I to cycle II is 20%.

d. Doing the task given by the teacher

The students who had done the task were increased. It could be seen on the cycle I 49%, and cycle II 77%. The percentage of students' progress in being able do the task from cycle I to cycle II is 28%.

C. Discussion

Based on the students' reading skill problem investigated from pre-survey, the researcher chose Classwide Peer Tutoring (CWPT) strategy to improve the students' reading skill.

The researcher used this strategy to organize and to make students more active in learning reading skill. It was investigated that the use of Classwide Peer Tutoring (CWPT) strategy can improve students' reading skill and learning activity.

In addition, based on the explanation of Cycle I, and Cycle II, it was investigated that use of Classwide Peer Tutoring (CWPT) strategy could improve the students' reading skill. The data of students' percentage in achieving minimum mastery criteria (≥70) showed the significant improvement from pre-test 14% or 5 students, post-test I 32% or 12 students, and post-test II 73% or 27 students.

Moreover, the minimum mastery criteria is 70 in this research, in the post-test I there are 12 students or 32% passed the test with the average 53, and post-test II there are 27 students or 73% who passed the test with average 75. From the explanation, the researcher concludes that the researcher is successful and it can be stopped in the Cycle II because the indicator of success 70% of students got grade ≥70 are achieved.

The result of the student's learning activities in Cycle I, and Cycle II can be improved. The students' pay attention of the teacher's explanation can be improved 71% in Cycle I become 83% in Cycle II. The students' ability in asking/ answering question can be improved from 57% in Cycle I become 71% in Cycle II. The students' learning activities in the class can be improved from 51% in Cycle I become 71% in Cycle II. The students' able do the task can be improved from 49% in Cycle I become 77% in cycle II can be improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading skill could be improved through Classwide Peer Tutoring strategy at the eighth graders of MTs Ma'arif 01 Punggur, as follows:

Classwide Peer Tutoring (CWPT) strategy can improve reading skill at the eighth graders of MTs Ma'arif 01 Punggur. It can be seen on the progress from pre-test to cycle I, and cycle II. It means that result of cycle II had already achieved the indicator of succes.

Classwide Peer Tutoring (CWPT) strategy can improve learning activity at the eighth graders of MTs Ma'arif 01 Punggur. The student's activity in the implementation of cycle I, and cycle II is very active. The student's activity in cycle I, and cycle II improves significantly. Overall, the classwide peer tutoring strategy can increase student participation and collaboration in conducting learning activities, this strategy is good to use in learning English.

B. Suggestion

Based on the conclusion above, there are some suggetions to be shared in teaching and learning process go to:

1. To English Teacher

   a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.

   b. It is better for the teacher to use Classwide Peer Tutoring (CWPT) strategy in English learning especially in reading because it can improve students' reading skill

   c. The teacher should give motivation to the students in order to be active in learning process.

2. To the Students

   It suggested to the students to be more active in learning process in the class and improve theirreading skill so they can success in English learning.

3. To Headmaster

   It is recomended that the headmaster supportss the English teacher to use Classwide Peer Tutoring (CWPT) strategy in learning process because Classwide Peer Tutoring (CWPT) strategy is so helpfull.

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APPENDICES

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menanyakan tentang perbandingan jumlah dan sifat orang, binatang, bendadan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.		
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya . 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial,	**Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda** ***Fungsi sosial*** Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. ***Struktur text* (gagasan utama dan informasi rinci)** a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learn

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat. ***Unsur kebahasaan*** (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*). (2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very.* (4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower* (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan	dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang	percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di		english.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan ***Topik*** Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji,	dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks deskriptif yang menuntut pemahaman		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		mengkritik, dsb). • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	dan pemaparan tentang deskripsi orang, binatang, benda. **Portofolio** • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes		
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang	**Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau** ***Fungsi sosial*** Melaporkan, menceritakan,	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Ma'arif 01 Punggur
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok **:** Describing people, animal, and thing
Alokasi Waktu **:** 2x40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar

5.3 Merespon makna dan langkah-langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk teks descriptive.

Indikator Pencapaian

1. Siswa dapat menangkap informasi spesific yang ada pada teks descriptive.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive.
3. Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks descriptive.

C. Tujuan Pembelajaran

1. Siswa dapat menangkap informasi spesific yang ada pada teks descriptive.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive.
3. Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks descriptive.

D. MATERIAL

1. Example of descriptive text 1

My Best friend	Tittle
Andre is my best friend. He is a student in SMPN 2 Lubuk Alung. He is in grade VIII. He comes from Jakarta. His parents still in Jakarta. He stays in his grandmother's house in Sikabu.	Identification
Andre is kind and funny. He always make us happy. He has short curly hair, round face, and flat nose. He always wear a glasses. His hobby is eating. That's why he is so fat. His favorite foods is fried chicken.	Description

2. Example of descriptive text 2

My Classroom	**Tittle**
My class room is my comfortable class.	**(Identification)**
My classroom is next to the school library. My class room is my comfortable class. It is a big and clean classroom. I have two black doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables, forty chairs and two white boards. The air is cool because my classroom is air conditioned room.	**(Description)**

3. Fungsi sosial

To Describe something /someone /some place in specific way.

For example: Monumen Nasional, Bruno, my Dog, My English Teacher, etc.

4. Struktur text

- Title
- Identification
- Description

5. Unsur kebahasaan

Kata dan tata bahasa yang lazim digunakan dalam teks descriptive seperti karakteristik benda, hewan, maupun manusia.

Contoh:

- Big

- Large

- Stunning

- Beautiful

- Dsb.

6. The Grammatical Feature dalam Descriptive text:

a. In descriptive text, the present tense is predominantly used.
b. Although present tense may be used in literary description, it is past tense that tends to dominate.
c. Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
d. Action verbs are used when describing behaviours/users.
e. Mental verbs are used when describing feeling in literary descriptions.
f. Adjective are used to add extra information to nouns and may be technical, everyday, literally, depending on the text.
a. Personal and literary descriptions generally deal with individual things.

7. Topik

Berbagai kegiatan berupa mendeskripsikan dan menjelaskan karakteristik tempat terkenal.

E. Media/ alat, Bahan, dan Sumber Belajar

1. Media : *Printed Material.*
2. Alat : *Whiteboard, Boardmaker.*
3. Sumber Belajar : Kamus Bhs. Inggris.

F. Metode Pembelajaran

Metode : *Diskusi, Classwide Peer Tutoring Strategy, Demonstrasi*

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi
1. Pendahuluan	• Memberikan salam. • Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar.

	• Mempersilakan salah satu siswa memimpin doa. • Menanyakan kehadiran siswa. • Tanya jawab tentang "Bagaiamanah penggunaan ungkapan memberi saran dan tawaran?" • Menyampaikan informasi mengenai pembelajaran yang akan dilaksanakan untuk menjawab pertanyaan di atas melalui pembelajaran "Teks lisan dan tulis untuk memberi saran dan tawaran serta responnya'' • Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai.
2. Inti	**Mangamati** • Siswa mengamati guru yang memberikan contoh deskriptif text. • Siswa berupaya menemukan informasi terkait contoh deskriptif text yang diperlihatkan oleh guru. • Guru memberi stimulasi tentang materi yang akan diajarkan. • Guru menjelaskan materi tentang deskriptif teks. **Menanya** • Siswa bertanya mengenai materi atau bahan ajar tentang fungsi sosial dan struktur teks dalam teks deskriptif. **Mengumpulkan Informasi** • Guru membagikan beberapa lembar kertas yang berisikan materi deskriptif teks. • Guru mengawasi dan mendampingi siswa untuk memberi arahan tentang materi deskriptif teks. **Mengeksplorasi** • Dengan bimbingan dan arahan guru, siswa dibagi menjadi beberapa kelompok. • Guru memberi setiap siswa potongan kertas, sebagian berisi soal dan sebagian berisi jawaban. • Siswa diminta untuk mencari pasangan dari setiap potongan kertas yang dibagikan tadi yang berisi soal dan jawaban. **Menalar/Mengasosiasi** • Siswa mendiskusikan dengan membandingkan deskriptif teks yang mereka temukan dari sumber lain. • Guru mengamati dan merespon siswa selama diskusi berlangsung. • Guru menjelaskan strategi yang akan digunakan dalam pembelajaran untuk memahami teks deskriptif. • Siswa mengidentifikasi dan menganalisis fungsi sosial dan struktur teks deskriptif tentang tempat wisata dan tempat bersejarah bersama kelompoknya.

	• Guru mulai menjelaskan materi teks deskriptif teks. • Guru membagikan post-test untuk dikerjakan siswa. **Mengomunikasikan** • Guru meminta siswa mempresentasikan hasil diskusi kelompoknya di depan guru dan teman. • Siswa mulai mengerjakan post-test yang dibagikan oleh guru. • Siswa diminta mengumpulkan hasil kerjanya.Siswa memperoleh balikan dari guru dan teman tentang deskriptif teks yang disampaikan.
3. Penutup	• Guru memberikan refleksi terhadap kegiatan yang sudah dilaksanakan siswa. • Guru menutup pembelajaran dengan berdoa bersama dan salam.

English Teacher

Fadwatul Qori'ah, S.Pd

Punggur, 26 October 2019

The researcher

Siti Nur Fadilah

NPM.1501070123

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Ma'arif 01 Punggur
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok **:** Describing people, animal, and thing
Alokasi Waktu **:** 2x40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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5.3 Merespon makna dan langkah-langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk teks descriptive.

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4. Siswa dapat menangkap informasi spesific yang ada pada teks descriptive.
5. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive.
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C. Tujuan Pembelajaran

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5. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive.
6. Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks descriptive.

D. MATERIAL

a. Example of descriptive text 1

Jakarta	**Tittle**
Jakarta is the capital city of Indonesia. It is located on the northwest coast of Java Island, at the mouth of the Ciliwung River. It dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia.	Identification
The climate of this city is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall is from November to May. The city lies on a flat, low plain and is likely to be affected by flood during period of heavy rainfall.	Description

b. Example of descriptive text 2

London	**Tittle**
London is Britain's biggest city. It is a very old city and dates back to Romans. It is a city of beautiful buildings and churches, and it has many beautiful parks. It also has some of the best museums in the world.	**(Identification)**
London is very crowded in summer. It is a popular city with foreign tourists and has more than eight million visitors a year. The city is famous for its shopping and has many excellent department stores. London has an excellent underground railway system, so it is easy for tourists to get around. There are plenty of good restaurants in London. You can get excellent British food, and London has lots of good French and Italian restaurants.	**(Description)**

c. Fungsi sosial

To Describe something /someone /some place in specific way.

For example: Monumen Nasional, Bruno, my Dog, My English Teacher, etc.

d. Struktur text

- Title
- Identification

- Description

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- Large

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h. Although present tense may be used in literary description, it is past tense that tends to dominate.

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k. Mental verbs are used when describing feeling in literary descriptions.

l. Adjective are used to add extra information to nouns and may be technical, everyday, literally, depending on the text.

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	• Siswa diminta untuk mencari pasangan dari setiap potongan kertas yang dibagikan tadi yang berisi soal dan jawaban. **Menalar/Mengasosiasi** • Siswa mendiskusikan dengan membandingkan deskriptif teks yang mereka temukan dari sumber lain. • Guru mengamati dan merespon siswa selama diskusi berlangsung. • Guru menjelaskan strategi yang akan digunakan dalam pembelajaran untuk memahami teks deskriptif. • Siswa mengidentifikasi dan menganalisis fungsi sosial dan struktur teks deskriptif tentang tempat wisata dan tempat bersejarah bersama kelompoknya. • Guru mulai menjelaskan materi teks deskriptif teks. • Guru membagikan post-test untuk dikerjakan siswa. **Mengomunikasikan** • Guru meminta siswa mempresentasikan hasil diskusi kelompoknya di depan guru dan teman. • Siswa mulai mengerjakan post-test yang dibagikan oleh guru. • Siswa diminta mengumpulkan hasil kerjanya.Siswa memperoleh balikan dari guru dan teman tentang deskriptif teks yang disampaikan.
3. Penutup	• Guru memberikan refleksi terhadap kegiatan yang sudah dilaksanakan siswa. • Guru menutup pembelajaran dengan berdoa bersama dan salam.

English Teacher

Fadwatul Qori'ah, S.Pd

Punggur, 14 November 2019

The researcher

Siti Nur Fadilah

NPM.1501070123

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE I

Researcher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the material c. Ability in opening the learning process	✓		
2. While teaching a. Teacher ask students to work in pair. b. During the first 10 minutes, one students (tutor) assists the other students (tutee) with content information from the reading text that presented orally and visually. c. For the next 5 to 10 minutes, the tutor assesses the other students' learning by having the tutee restate the information orally and in writing. d. The tutor gives two point to the tutee for each correct piece of information. e. If the tutor has to assist the tutee,the tutee gets one point when the information is given correctly. f. The pair should switch roles and refeat the process g. Check the point scores for ach individual .		✓	
3. Post teaching a. Conclude the result of learning b. Close the learning activity	✓		

Tick (✓) for each positive activity

Punggur, 31st October 2019

Collaborator

Fadwatul Qori'ah , S.Pd

OBSERVATION SHEET OF RESEARCHER'S'S ACTIVITIES

CYCLE II

Researcher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the material c. Ability in opening the learning process	✓		
2. While teaching a. Teacher ask students to work in pair. b. During the first 10 minutes, one students (tutor) assists the other students (tutee) with content information from the reading text that presented orally and visually. c. For the next 5 to 10 minutes, the tutor assesses the other students' learning by having the tutee restate the information orally and in writing. d. The tutor gives two point to the tutee for each correct piece of information. e. If the tutor has to assist the tutee,the tutee gets one point when the information is given correctly. f. The pair should switch roles and refeat the process g. Check the point scores for ach individual .	✓		
3. Post teaching a. Conclude the result of learning b. Close the learning activity	✓		

Tick (✓) for each positive activity

Punggur, 14th November 2019

Collaborator

Fadwatul Qori'ah , S.Pd

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE I

Subject : English

Class/Semester : VIII/Ganjil

School : MTs Ma'arif 01 Punggur

No	Students' Name	The aspects that are observed			
		The students' attention of teacher's explanation	The students' ask & answer question	The students' skill in doing the task	The students' activeness in group activity
1	AS	✓	✓	✓	✓
2	AFA	✓	✓	✓	✓
3	ABS	-	✓	-	-
4	ABP	✓	-	✓	-
5	CSR	✓	✓	✓	✓
6	DAS	✓	✓	-	✓
7	DN	-	-	✓	-
8	FAK	-	-	-	-
9	FA	-	✓	✓	✓
10	GPS	✓	-	-	-
11	IBA	✓	✓	✓	-
12	KNN	✓	-	✓	-
13	LAA	-	✓	-	✓
14	MARA	✓	-	-	-
15	MDPS	-	-	-	✓
16	NS	-	-	-	-
17	OS	✓	✓	✓	✓
18	PBAJ	-	-	-	-
19	RAF	-	✓	-	-
20	RJS	✓	✓	✓	✓

21	**RF**	-	-	-	-
22	**RIP**	✓	✓	-	-
23	**SPD**	✓	✓	✓	✓
24	**SA**	✓	-	-	-
25	**SNM**	-	✓	-	✓
26	**SM**	✓	-	-	✓
27	**SN**	-	-	-	-
28	**SSAA**	✓	✓	✓	-
29	**WSM**	-	-	-	-
30	**ZR**	✓	-	✓	✓
31	**ZNA**	✓	✓	✓	-
32	**ADS**	-	✓	-	✓
33	**FW**	✓	-	-	-
34	**MIF**	✓	✓	✓	-
35	**AMH**	-	-	-	-
36	**NPK**	✓	-	-	-
37	**ZLA**	✓	-	-	-
	JUMLAH	**22**	**18**	**15**	**14**

Note:

- Tick (√) for each positive activity
- Percentage of student's activites
  1. The students pay attention of teacher's explanation=
  2. The students ask and answer question=
  3. The students are active in class=
  4. The students are able to do the task=

Punggur, 31 October 2019

Collaborator

Fadwatul Qori'ah , S.Pd.

The Researcher

Siti Nur Fadilah
NPM 1501070123

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE II

Subject : English

Class/Semester : VIII/Ganjil

School : MTs Ma'arif 01 Punggur

No	Students' Name	The aspects that are observed			
		The students' attention of teacher's explanation	The students' ask & answer question	The students' skill in doing the task	The students' activeness in group activity
1	AS	✓	✓	✓	✓
2	AFA	✓	✓	✓	✓
3	ABS	✓	-	-	-
4	ABP	✓	✓	✓	✓
5	CSR	✓	✓	✓	✓
6	DAS	-	✓	✓	✓
7	DN	✓	✓	✓	✓
8	FAK	✓	✓	✓	✓
9	FA	✓	-	-	-
10	GPS	✓	-	✓	-
11	IBA	✓	✓	✓	✓
12	KNN	-	✓	✓	✓
13	LAA	-	-	-	-
14	MARA	✓	✓	✓	✓
15	MDPS	✓	✓	✓	✓
16	NS	✓	✓	✓	✓
17	OS	✓	-	✓	-
18	PBAJ	✓	✓	-	✓
19	RAF	-	-	-	-
20	RJS	✓	✓	✓	✓

21	RF	✓	✓	✓	✓
22	RIP	✓	-	✓	-
23	SPD	✓	✓	✓	✓
24	SA	-	✓	-	✓
25	SNM	✓	✓	✓	✓
26	SM	✓	✓	✓	✓
27	SN	-	-	-	-
28	SSAA	✓	✓	✓	✓
29	WSM	✓	✓	✓	✓
30	ZR	✓	-	✓	-
31	ZNA	✓	✓	✓	✓
32	ADS	✓	✓	✓	✓
33	FW	-	-	-	-
34	MIF	✓	✓	✓	✓
35	AMH	✓	-	-	-
36	NPK	-	-	-	-
37	ZLA	✓	✓	✓	✓
	JUMLAH	29	25	27	25

Note:

- Tick (√) for each positive activity
- Percentage of student's activites
  5. The students pay attention of teacher's explanation=
  6. The students ask and answer question=
  7. The students are active in class=
  8. The students are able to do the task=

Punggur, 16 November 2019

Collaborator

Fadwatul Qori'ah , S.Pd.

The Researcher

Siti Nur Fadilah
NPM 1501070123

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Pre - Test

Name : Rara Jeni Saputri

Class : VIII D

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

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?
   A. The history of Kediri
   B. The famous products of Kediri
   X. The description of Kediri
   D. The people

2. Which one has a distinctive taste?
   A. A. The cigarette
   B. The special food
   C. The bean curd
   X. The highly nutritious food

3. "Those who do not work here ..." (last sentence). The underlined word refers to....

   A. The local people
   B. The factory workers
   C. The farmers
   D. The traders

Read the following text to answer questions number 4 to 6.

Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. Masjid Sultan Suriansyah was constructed in the era of ....

   A. Banjar people
   B. Dutch colonial
   C. Kalimantan King
   D. Sultan Suriansyah

5. What is mainly discussed in the text?

   A. A king reign
   B. A palace complex
   C. An Islamic location

D. A historical mosque

6. From the text we know that ....
   A. Some construction of the mosque takes the local style
   B. Banjar people burned down the mosque
   C. There is nothing special from this mosque
   D. The Dutch colonial built the mosque

Read the following text to answer questions number 7 and 8.

Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

7. What makes Bale Kambang famous?
   A. Small rocky islands
   B. Long beautiful beach
   C. Huge waves of ocean
   D. Overseas cruisers

8. What is the main idea of the second paragraph?
   A. There are three rocky islands in Bale Kambang
   B. Huge waves frighten many overseas cruisers
   C. Names of rocky islands are taken from "wayang"figures
   D. The rocky islands are in the middle of the sea

Read the following text to answer questions number 9 and 10.

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

9. What is the purpose of the text?
   A. To persuade the readers to choose him in the election
   B. To entertain the readers about the story of Barack Obama
   C. To report the life of the president of United States of America
   D. To describe Barack Obama's physical appearance and personality

10. "... dark complexion, pointed nose, and oval face." The antonym of the underlined word is ....
   A. Flat
   B. Short
   C. Straight
   D. Handsome

Read the following text to answer questions number 11 to 13.

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

11. Miko's eyes are ....

A. Black

B. White

C. Brown

D. Dark brown

12. The writer got the pet from ....

A. His neighbor

B. A pet shop

C. His friend

D. His mother

13. What is the text about?

A. My lovely dog

B. My best friend

C. My pet shop

D. His mother

Read the following text to answer questions number 14 to 17.

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

14. What is the topic of the story?

A. A friendship between a cat and a dog

B. Spending time with a pet inside and outside the house

C. A friendly and sweet dog

D. A friendship between a pet and its owner

15. The main topic of paragraph two is ....

A. The writer's activities with his/her pet

B. Everybody loves to walk with Snowy

C. Snowy is a cute and friendly dog

D. Snowy always plays with the cat

16. Where does the writer usually spend the time with his pet?

A. In the neighborhood

B. On the street

C. At school

D. At home

17. What activity does the writer do after school with his pet?

A. Cuddle it softly

B. Take it for a walk

C. Give it milk

D. Let it play with the cat

Read the following text to answer questions number 18 to 20.

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class, and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from a rich family, she never looks down on other people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is also popular among teachers and parents.

18. What is the text about?

A. The writer's sister

B. The writer's family

C. The writer's deskmate

D. The writer's best friend

19. What is the main idea of paragraph two?

A. Fafa has good characters

B. Fafa comes from a rich family

C. Fafa is an eighth grader student

D. Fafa is popular among neighbors

20. The underlined word in "she can interact easily with people ..." is closest in meaning to ....

A. React

B. Introduce

C. Influence

D. Communicate

40

Pre - Test

Name : NOVITA SARI

Class : VIII

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

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?
   A. The history of Kediri
   B. The famous products of Kediri
   C. The description of Kediri
   D. The people

2. Which one has a distinctive taste?
   A. A. The cigarette
   B. The special food
   C. The bean curd
   D. The highly nutritious food

3. "Those who do not work here ..." (last sentence). The underlined word refers to....
   A. The local people
   B. The factory workers
   C. The farmers
   D. The traders

Read the following text to answer questions number 4 to 6.

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Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. Masjid Sultan Suriansyah was constructed in the era of ....
   A. Banjar people
   B. Dutch colonial
   C. Kalimantan King
   D. Sultan Suriansyah

5. What is mainly discussed in the text?
   A. A king reign
   B. A palace complex
   C. An Islamic location

D. A historical mosque

6. From the text we know that ....
   A. Some construction of the mosque takes the local style
   B. Banjar people burned down the mosque
   C. There is nothing special from this mosque
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Read the following text to answer questions number 7 and 8.

Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

7. What makes Bale Kambang famous?
   A. Small rocky islands
   B. Long beautiful beach
   C. Huge waves of ocean
   D. Overseas cruisers

8. What is the main idea of the second paragraph?
   A. There are three rocky islands in Bale Kambang
   B. Huge waves frighten many overseas cruisers
   C. Names of rocky islands are taken from "wayang"figures
   D. The rocky islands are in the middle of the sea

Read the following text to answer questions number 9 and 10.

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

9. What is the purpose of the text?
   A. To persuade the readers to choose him in the election
   B. To entertain the readers about the story of Barack Obama
   C. To report the life of the president of United States of America
   D. To describe Barack Obama's physical appearance and personality

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   A. Flat
   B. Short
   C. Straight
   D. Handsome

Read the following text to answer questions number 11 to 13.

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

11. Miko's eyes are ....

A. Black

B. White

C. Brown

D. Dark brown

12. The writer got the pet from ....

A. His neighbor

B. A pet shop

C. His friend

D. His mother

13. What is the text about?

A. My lovely dog

B. My best friend

C. My pet shop

D. His mother

Read the following text to answer questions number 14 to 17.

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

14. What is the topic of the story?

A. A friendship between a cat and a dog

B. Spending time with a pet inside and outside the house

C. A friendly and sweet dog

D. A friendship between a pet and its owner

15. The main topic of paragraph two is ....

A. The writer's activities with his/her pet

B. Everybody loves to walk with Snowy

C. Snowy is a cute and friendly dog

D. Snowy always plays with the cat

16. Where does the writer usually spend the time with his pet?

A. In the neighborhood

B. On the street

C. At school

D. At home

17. What activity does the writer do after school with his pet?

A. Cuddle it softly

B. Take it for a walk

C. Give it milk

D. Let it play with the cat

Read the following text to answer questions number 18 to 20.

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class, and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from a rich family, she never looks down on other people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is also popular among teachers and parents.

18. What is the text about?

A. The writer's sister

B. The writer's family

C. The writer's deskmate

D. The writer's best friend

19. What is the main idea of paragraph two?

A. Fafa has good characters

B. Fafa comes from a rich family

C. Fafa is an eighth grader student

D. Fafa is popular among neighbors

20. The underlined word in "she can interact easily with people ..." is closest in meaning to ....

A. React

B. Introduce

C. Influence

D. Communicate

POST - TEST 1

NAME : Rara Jeni Saputri

CLASS : VIII D

Read The Text Carefully And Answer The Questions Below!

Text 1

This text for question no. 1-8

My Grandmother

My grandmother is a very gentle, loving and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when Mom and Dad do to work.

My grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.

Grandmother likes to tell stories. She usually tells me brief story of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about my grandfather who was passed away. My dear grandmother always says good things about him. She once todl me that he was the nicest person she had ever met. I really love my grandmother.

1. What is the topic of the text about?
   a. My grandfather.
   c. The writer's grandfather.
   b. My grandmother.
   d. The writer's grandmother.

2. What is the main idea of the third paragraph?
   a. The nicest person was her grandfather.
   b. The writer really loves her grandmother.
   c. The writer's grandfather was passed away.
   d. The writer's grandmother likes to tell stories.

3. "I hardly ever see **them** wet." (Paragraph 2). The underlined word refers to ...
   a. the writer's parents
   c. the grandmother's eyes
   b. the grandmother's hair
   d. the writer's grandparents

4. What is the purpose of the text?
   a. To describe grandfather in general.
   b. To describe grandmother in general.
   c. To describe the writer's grandfather.
   d. To describe the writer's grandmother.

5. What is the generic structure of the text above?
   a. Title – orientation – description.
   b. Title – introduction – description.

c. Title – identification – description.
d. Title – general classification – description.

6. What is the color of the grandmother's hair?
   a. Grey.
   b. Brown.
   c. White.
   d. Black.

7. From the text above we can conclude that . . . .
   a. the grandfather likes to tell stories
   b. the writer is really loves her grandmother
   c. the writer only lives with her grandparents
   d. the grandfather always says good things about grandmother

8. The phrase "**never raises her voice**" in the first paragraph means . . . .
   a. grandmother loves singing
   b. nobody in the house speaks loudly
   c. grandmother does not get angry easily
   d. the writer prohibits grandmother to speak loudly

Text 2

This text for question no. 9-16

My Dog, Brownie

I have a pet. It is a female dog. I call it Brownie because of its brown fur. It is 2 years old. My parents gave it on my twelfth birthday.

Brownie is a Chinese breed. It is small, fluffy and cute. It has thick brown fur. When I cuddle it, the fur feels soft.

Brownie does not like bones. It always eats soft food like steamed rice, fish or bread. Every morning I give it milk and bread. When I am at school, Brownie plays with my mother's cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

9. The generic structure of the text above is . . . .
   a. title – orientation – description
   b. title – introduction – description
   c. title – identification – description
   d. title – general classification – description

10. From the text above we can conclude that Brownie . . . .
   a. likes cat
   b. likes bones
   c. barks loudly
   d. just eats bread

11. The topic of the text above is . . . .
   a. a dog named Brownie
   b. the writer's cat named Brownie
   c. my mother's dog named Brownie
   d. the writer's dog named Brownie

12. The purpose of the text above is . . . .
   a. to describe pet in general
   b. to describe dog in general
   c. to describe the writer's cat
   d. to describe the writer's dog

13. What does Brownie have for breakfast? It has . . . .
   a. milk and fish
   b. milk and bread
   c. bread and fish
   d. milk and steamed rice

b. drink d. Beverage

15. "**They** get along well . . . ." (Paragraph 3). The underlined word refers to Brownie and. . . .
   a. mother's cat c. the writer's dog
   b. the writer's cat d. the writer's mother

16. What is the main idea of the second paragraph?
   a. Brownie has soft fur. c. Brownie is a Chinese breed.
   b. Brownie has thick brown fur. d. Brownie is small, fluffy and cute.

Text 3

This text for question no. 17-20

My Home

My name is Peter. I live in Chicago with my parents. We live in a big home. We live there since I was born. It was fourteenth years ago.

There are three bedrooms. My bedroom is near the living room. Next to my bedroom is my parents' bedroom. It is a big bedroom. There is a bathroom inside. The next bedroom is for guest. Sometimes my family comes to stay for a night. They take a rest in that room.

The kitchen is in the back part of my house. It is not big. There are a refrigerator, gas stove, and some kitchen utensils. My kitchen is very clean. My mother always sweeps the floor everyday. There is a small backyard behind my home. In the corner of the backyard, there are a bathroom and toilet. We plant some trees around the yard. My mother also plants some vegetables.

17. Based on the text above, we can conclude that Peter . . . .
   a. has no brother or sister c. lives with his parents and guest
   b. sweeps the floor everyday d. plants vegetables in his backyard

18. The text tells us about . . . .
   a. big house c. Peter's house
   c. Peter's family d. the rooms in a big house

19. How long have Peter's family lived in that home? They have lived there for. . .
   a. a day c. three years
   b. a night d. fourteen years

20. How many rooms in Peter's house? There are . . . rooms.
   d. three c. seven
   e. six d. fourteen

POST - TEST 1

NAME : Fino alkhusnio

CLASS : VIII D

Read The Text Carefully And Answer The Questions Below!

Text 1

This text for question no. 1-8

My Grandmother

My grandmother is a very gentle, loving and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when Mom and Dad do to work.

My grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.

Grandmother likes to tell stories. She usually tells me brief story of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about my grandfather who was passed away. My dear grandmother always says good things about him. She once todl me that he was the nicest person she had ever met. I really love my grandmother.

1. What is the topic of the text about?
   a. My grandfather.
   b. *My grandmother.*
   c. The writer's grandfather.
   (d) *The writer's grandmother.*

2. What is the main idea of the third paragraph?
   a. The nicest person was her grandfather.
   b. The writer really loves her grandmother.
   c. *The writer's grandfather was passed away.*
   (d) The writer's grandmother likes to tell stories.

3. "I hardly ever see **them** wet." (Paragraph 2). The underlined word refers to ...
   a. the writer's parents
   b. *the grandmother's hair*
   (c) the grandmother's eyes
   d. *the writer's grandparents*

4. What is the purpose of the text?
   (a) To describe grandfather in general.
   b. To describe grandmother in general.
   c. *To describe the writer's grandfather.*
   d. To describe the writer's grandmother.

5. What is the generic structure of the text above?
   a. Title – orientation – description.
   b. Title – introduction – description

c. Title – identification – description.
d. Title – general classification – description.

6. What is the color of the grandmother's hair?
   a. Grey.
   b. Brown.
   c. White.
   d. Black.

7. From the text above we can conclude that . . . .
   a. the grandfather likes to tell stories
   b. the writer is really loves her grandmother
   c. the writer only lives with her grandparents
   d. the grandfather always says good things about grandmother

8. The phrase "**never raises her voice**" in the first paragraph means . . . .
   a. grandmother loves singing
   b. nobody in the house speaks loudly
   c. grandmother does not get angry easily
   d. the writer prohibits grandmother to speak loudly

Text 2

This text for question no. 9-16

My Dog, Brownie

I have a pet. It is a female dog. I call it Brownie because of its brown fur. It is 2 years old. My parents gave it on my twelfth birthday.

Brownie is a Chinese breed. It is small, fluffy and cute. It has thick brown fur. When I cuddle it, the fur feels soft.

Brownie does not like bones. It always eats soft food like steamed rice, fish or bread. Every morning I give it milk and bread. When I am at school, Brownie plays with my mother's cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

9. The generic structure of the text above is . . . .
   a. title – orientation – description
   b. title – introduction – description
   c. title – identification – description
   d. title – general classification – description

10. From the text above we can conclude that Brownie . . . .
    a. likes cat
    b. likes bones
    c. barks loudly
    d. just eats bread

11. The topic of the text above is . . . .
    a. a dog named Brownie
    b. the writer's cat named Brownie
    c. my mother's dog named Brownie
    d. the writer's dog named Brownie

12. The purpose of the text above is . . . .
    a. to describe pet in general
    b. to describe dog in general
    c. to describe the writer's cat
    d. to describe the writer's dog

13. What does Brownie have for breakfast? It has . . . .
    a. milk and fish
    b. milk and bread
    c. bread and fish
    d. milk and steamed rice

14. "It always eats soft **food** like steamed rice, fish or bread." (Paragraph 3). The underlined word has the same meaning as . . . .

(a) meal
b. drink
c. nutrient
d. Beverage

15. "**They** get along well . . . ." (Paragraph 3). The underlined word refers to Brownie and. . . .

a. mother's cat
(b) the writer's cat
c. the writer's dog
d. the writer's mother

16. What is the main idea of the second paragraph?

a. Brownie has soft fur.
b. Brownie has thick brown fur.
(c) Brownie is a Chinese breed.
d. Brownie is small, fluffy and cute.

Text 3

This text for question no. 17-20

My Home

My name is Peter. I live in Chicago with my parents. We live in a big home. We live there since I was born. It was fourteenth years ago.

There are three bedrooms. My bedroom is near the living room. Next to my bedroom is my parents' bedroom. It is a big bedroom. There is a bathroom inside. The next bedroom is for guest. Sometimes my family comes to stay for a night. They take a rest in that room.

The kitchen is in the back part of my house. It is not big. There are a refrigerator, gas stove, and some kitchen utensils. My kitchen is very clean. My mother always sweeps the floor everyday. There is a small backyard behind my home. In the corner of the backyard, there are a bathroom and toilet. We plant some trees around the yard. My mother also plants some vegetables.

17. Based on the text above, we can conclude that Peter . . . .

(a) has no brother or sister
b. sweeps the floor everyday
c. lives with his parents and guest
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18. The text tells us about . . . .

a. big house
(c) Peter's family
c. Peter's house
d. the rooms in a big house

19. How long have Peter's family lived in that home? They have lived there for. . .

a. a day
b. a night
c. three years
(d) fourteen years

20. How many rooms in Peter's house? There are . . . rooms.

d. three
e. six
(c) seven
d. fourteen

17

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POST – TEST 2

NAME : FITRI ANNURROHMAH

CLASS: 8D

Read The Text Carefully And Answer The Questions Below!

Text 1

This text for question no. 1-8

Wayne Rooney

Wayne Rooney is a famous footballer from England. He is called Rooney. He was born on 24 October 1985 in Liverpool, England.

Rooney's body is short and little bit fat. But, he can run fast and move quickly to dribble a ball. He has short hair and white skin. His face is round.

Wayne Rooney plays for Manchester United FC. He has played in that club for 10 years. He played there after moving from Everton FC.

Rooney is a great striker. He has a powerful shot and accuracy. He often scores for his club and national team, England.

1. What is the generic structure of the text above?
   a. Title – orientation – description.
   b. Title – introduction – description.
   c. Title – identification – description.
   d. Title – general classification – description.

2. From the story above, we know that Rooney. . . .
   a. is tall and fat
   b. is 28 years old
   c. is a Manchester United FC striker
   d. played in Everton FC for 10 years

3. The purpose of the story above is . . . .
   a. to describe the writer's idol
   b. to describe a famous footballer in general
   c. to describe a Manchester United FC striker
   d. to describe a footballer named Wayne Rooney

4. "He has played in **that club** . . . . " (Paragraph 3). The underlined phrase refers to...
   a. Everton FC
   b. Liverpool FC
   c. Manchester United FC
   d. England National Team

5. What club does Rooney play for now?
   a. Everton FC.
   b. Liverpool FC.
   c. Manchester United FC.
   d. England National Team.

6. "Wayne Rooney is a **famous** footballer from England." (Paragraph 1). The underlined word has the same meaning as the words below, **except** . . . .
   a. great
   b. popular
   c. well-known
   d. known to very many people

7. Which of the following statement is **not** mentioned in the text?
   a. Rooney's job.
   b. Rooney's family.
   c. Rooney's birthday.
   d. Rooney's physical appearance.

8. What is the topic from the story above?
   a. Wayne Rooney's birthday.
   b. Wayne Rooney's football club.
   c. A famous footballer named Wayne Rooney.
   d. The physical appearance of Wayne Rooney.

Text 2

This text for question no. 9-12

Wonosobo

Wonosobo is a district in Central Java with the capital city is Wonosobo. Wonosobo has beautiful mountains; they are Sindoro Mountain and Sumbing Mountain. Residents of Wonosobo work as farmers, etc. Farmers in Wonosobo usually plant vegetables, tea, and snuff.

Many people come to Wonosobo to enjoy beautiful scenery. Wonosobo has beautiful place, such as Dieng, Sikarim Waterfall, Curuk Winong, etc. Besides that, Wonosobo has typical food, such as *tempe kemul, opak singkong,* etc. People in Wonosobo are so friendly. The air in Wonosobo is so fresh. So, it's a good place to be your vacation place.

9. What is the topic of the text about?
   a. Wonosobo.
   b. The farmers in Wonosobo.
   c. The typical food in Wonosobo.
   d. The beautiful view in a mountain.

10. What is the main idea of the first paragraph?
   a. The air in Wonosobo is so fresh.
   b. The scenery in Wonosobo is very beautiful.
   c. Wonosobo is the capital city of Central Java.
   d. Most of the villagers in Wonosobo work as farmer.

11. "Wonosobo has beautiful mountains; **they** are Sindoro Mountain and Sumbing Mountain." (Paragraph 1). The underlined word refers to . . . .
   a. Wonosobo
   b. beautiful scenery
   c. the farmers
   d. the beautiful mountains

12. What is the purpose of the text?
   a. To describe Wonosobo.
   b. To describe mountains in Wonosobo.
   c. To describe Central Java.
   d. To describe typical food in Wonosobo.

Text 3

This text for question no. 13-15

Tinny My Turtle

I have a pet. It is a turtle. Its name is Tinny. I love my turtle so much. Tinny is a beautiful turtle.

I gave it the name because it is a thin turtle. Although Tinny is thin, but tinny is great. Two months ago, Tinny won a turtle championship. I think it can be a champion because it has sharp claws and pretty eyes.

13. From the text above we can conclude that Tinny . . . .
   a. is a beautiful female turtle

b. has won the championship a couple weeks ago
c. is a very fast turtle, so it can won the championship
d. won the championship because of its sharp claws and pretty eyes

14. When did Tinny win the turtle championship?
a. A couple days ago.
b. A couple weeks ago.
c. A couple years ago.
d. A couple months ago.

15. Which one of the following statements is **correct**?
a. Tinny is a male turtle.
b. Tinny is a female turtle.
c. Tinny is two months old.
d. Tinny is the writer's turtle.

Text 3

This text for question no. 16-20

My Dog, Lobo

I have a pet. It is a beautiful dog. It is a male. Its name is Lobo, because it is like a real wolf. It is really cute, and it is like a little baby, because it is very lovely. When it was a baby it was like a little cat, because its ears are like cat's ears and because it does not like take a bath.

It is not big, but not small. It is black and white like a cartoon cow. Its eyes are blue like two pieces of sky, and they are bright like clean glasses. It is a Siberian Husky, and this is the reason why it is like a wolf.

16. From the text above we can conclude that . . . .
a. Lobo is a real wolf
b. Lobo is a Siberian Husky
c. the writer's dog is still baby
d. the writer's dog is a female dog

17. The topic of the text above is about . . . .
a. the writer's dog name Lobo
b. the writer's pet name Siberian Husky
c. the writer's cat name Lobo
d. the writer's dog name Siberian Husky

18. The purpose of the text above is . . . .
a. to describe pet in general
b. to describe a dog in general
c. to describe Siberian Husky dog
d. to describe the writer's dog name Lobo

19. Why the name of writer's dog is Lobo? Because . . . .
a. it is like a wolf
b. it is very lovely
c. its ears are like cat's ears
d. it does not like take a bath

20. "I have a pet. "(Paragraph 1). The underlined word refers to . . . .
a. the writer
b. the reader
c. the writer's dog
d. the beautiful dog

POST – TEST 2

NAME : M. Daffa Pratama S.

CLASS:

Read The Text Carefully And Answer The Questions Below!

Text 1

This text for question no. 1-8

Wayne Rooney

Wayne Rooney is a famous footballer from England. He is called Rooney. He was born on 24 October 1985 in Liverpool, England.

Rooney's body is short and little bit fat. But, he can run fast and move quickly to dribble a ball. He has short hair and white skin. His face is round.

Wayne Rooney plays for Manchester United FC. He has played in that club for 10 years. He played there after moving from Everton FC.

Rooney is a great striker. He has a powerful shot and accuracy. He often scores for his club and national team, England.

1. What is the generic structure of the text above?
   a. Title – orientation – description.
   b. Title – introduction – description.
   c. Title – identification – description.
   d. Title – general classification – description.

2. From the story above, we know that Rooney. . . .
   a. is tall and fat
   b. is 28 years old
   c. is a Manchester United FC striker
   d. played in Everton FC for 10 years

3. The purpose of the story above is . . . .
   a. to describe the writer's idol
   b. to describe a famous footballer in general
   c. to describe a Manchester United FC striker
   d. to describe a footballer named Wayne Rooney

4. "He has played in **that club** . . . . " (Paragraph 3). The underlined phrase refers to...
   a. Everton FC
   b. Liverpool FC
   c. Manchester United FC
   d. England National Team

5. What club does Rooney play for now?
   a. Everton FC.
   b. Liverpool FC.
   c. Manchester United FC.
   d. England National Team.

6. "Wayne Rooney is a **famous** footballer from England." (Paragraph 1). The underlined word has the same meaning as the words below, **except** . . . .
   a. great
   b. popular
   c. well-known
   d. known to very many people

7. Which of the following statement is **not** mentioned in the text?
   a. Rooney's job.
   b. Rooney's family.
   c. Rooney's birthday.
   d. Rooney's physical appearance.

8. What is the topic from the story above?
   a. Wayne Rooney's birthday.
   b. Wayne Rooney's football club.
   c. A famous footballer named Wayne Rooney.
   d. The physical appearance of Wayne Rooney.

Text 2

This text for question no. 9-12

Wonosobo

Wonosobo is a district in Central Java with the capital city is Wonosobo. Wonosobo has beautiful mountains; they are Sindoro Mountain and Sumbing Mountain. Residents of Wonosobo work as farmers, etc. Farmers in Wonosobo usually plant vegetables, tea, and snuff.

Many people come to Wonosobo to enjoy beautiful scenery. Wonosobo has beautiful place, such as Dieng, Sikarim Waterfall, Curuk Winong, etc. Besides that, Wonosobo has typical food, such as *tempe kemul, opak singkong,* etc. People in Wonosobo are so friendly. The air in Wonosobo is so fresh. So, it's a good place to be your vacation place.

9. What is the topic of the text about?
   a. Wonosobo.
   b. The farmers in Wonosobo.
   c. The typical food in Wonosobo.
   d. The beautiful view in a mountain.

10. What is the main idea of the first paragraph?
   a. The air in Wonosobo is so fresh.
   b. The scenery in Wonosobo is very beautiful.
   c. Wonosobo is the capital city of Central Java.
   d. Most of the villagers in Wonosobo work as farmer.

11. "Wonosobo has beautiful mountains; **they** are Sindoro Mountain and Sumbing Mountain." (Paragraph 1). The underlined word refers to . . . .
   a. Wonosobo
   b. beautiful scenery
   c. the farmers
   d. the beautiful mountains

12. What is the purpose of the text?
   a. To describe Wonosobo.
   b. To describe mountains in Wonosobo.
   c. To describe Central Java.
   d. To describe typical food in Wonosobo.

Text 3

This text for question no. 13-15

Tinny My Turtle

I have a pet. It is a turtle. Its name is Tinny. I love my turtle so much. Tinny is a beautiful turtle.

I gave it the name because it is a thin turtle. Although Tinny is thin, but tinny is great. Two months ago, Tinny won a turtle championship. I think it can be a champion because it has sharp claws and pretty eyes.

13. From the text above we can conclude that Tinny . . . .
   a. is a beautiful female turtle

b. has won the championship a couple weeks ago
c. is a very fast turtle, so it can won the championship
d. won the championship because of its sharp claws and pretty eyes

14. When did Tinny win the turtle championship?
a. A couple days ago.
b. A couple weeks ago.
c. A couple years ago.
d. A couple months ago.

15. Which one of the following statements is **correct**?
a. Tinny is a male turtle.
b. Tinny is a female turtle.
c. Tinny is two months old.
d. Tinny is the writer's turtle.

Text 3

This text for question no. 16-20

My Dog, Lobo

I have a pet. It is a beautiful dog. It is a male. Its name is Lobo, because it is like a real wolf. It is really cute, and it is like a little baby, because it is very lovely. When it was a baby it was like a little cat, because its ears are like cat's ears and because it does not like take a bath.

It is not big, but not small. It is black and white like a cartoon cow. Its eyes are blue like two pieces of sky, and they are bright like clean glasses. It is a Siberian Husky, and this is the reason why it is like a wolf.

16. From the text above we can conclude that . . . .
a. Lobo is a real wolf
b. Lobo is a Siberian Husky
c. the writer's dog is still baby
d. the writer's dog is a female dog

17. The topic of the text above is about . . . .
a. the writer's dog name Lobo
b. the writer's pet name Siberian Husky
c. the writer's cat name Lobo
d. the writer's dog name Siberian Husky

18. The purpose of the text above is . . . .
a. to describe pet in general
b. to describe a dog in general
c. to describe Siberian Husky dog
d. to describe the writer's dog name Lobo

19. Why the name of writer's dog is Lobo? Because . . . .
a. it is like a wolf
b. it is very lovely
c. its ears are like cat's ears
d. it does not like take a bath

20. "I have a pet. "(Paragraph 1). The underlined word refers to . . . .
a. the writer
b. the reader
c. the writer's dog
d. the beautiful dog

ABSEN SISWA
MTS MA'ARIF 01 PUNGGUR
PRE-TEST

No	Nama	Tanda Tangan
1	AHMAD SAPUTRA	1
2	ALFIAN FERY ARDIAN	2
3	ARYA BAGUS SAPUTRA	3
4	ARYO BIMA PRATAMA	4
5	CITRA SHINTYA RAHMAWATI	5
6	DESMA AMALIA S	6
7	DEWI NURJANAH	7
8	FINA AL KHUUSNIA	8
9	FITRI AINURROHMAH	9
10	GALIH PRAMA SAPUTRA	10
11	IVAN BRIAN ADAM	11
12	KUNI NAILAN NAJA	12
13	LUTFI AZIZ ALHAFIS	13
14	M. ALFA RIZKI ABDULLAH	14
15	MUHAMMAD DAFFA PRATAMA SETIA	15
16	NOVITA SARI	16
17	OKTAVIA SARI	17
18	PUTRI BALQIS AL-JAMIL	18
19	RAHMAT ALAN FATIHANSYAH	19
20	RARA JENI SAPUTRA	20
21	RIZKY FATKURRAHMAN	21
22	ROVIKI INDRA PRABOWO	22
23	SATRIA PRAJA DINATA	23
24	SERLI ADELIA	24
25	SITI NUR MAHMUUDAH	25
26	SUCI MAWARI	26
27	SLTON NABAWI	27
28	SYAHRIL SHOFA AL-ASYROFI	28
29	WILDAN SYAIFUL MUKHRI	29
30	ZAINUL ROSADI	30
31	ZAKY NUR AHMAD	31
32	ANGGA DWI SAPUTRA	32
33	FARID WAHYUDIN	33
34	M. IBNU FANANI	34
35	ALFIAN MENDI HDAYATULLAH	35
36	NAZAR PUTRA KUZABI	36
37	ZAKIATUL LU'LU' ANISA	37

ABSEN SISWA
MTS MA'ARIF 01 PUNGGUR
POST-TEST I

No	Nama	Tanda Tangan
1	AHMAD SAPUTRA	1
2	ALFIAN FERY ARDIAN	2
3	ARYA BAGUS SAPUTRA	3
4	ARYO BIMA PRATAMA	4
5	CITRA SHINTYA RAHMAWATI	5
6	DESMA AMALIA S	6
7	DEWI NURJANAH	7
8	FINA AL KHUUSNIA	8
9	FITRI AINURROHMAH	9
10	GALIH PRAMA SAPUTRA	10
11	IVAN BRIAN ADAM	11
12	KUNI NAILAN NAJA	12
13	LUTFI AZIZ ALHAFIS	13
14	M. ALFA RIZKI ABDULLAH	14
15	MUHAMMAD DAFFA PRATAMA SETIA	15
16	NOVITA SARI	16
17	OKTAVIA SARI	17
18	PUTRI BALQIS AL-JAMIL	18
19	RAHMAT ALAN FATIHANSYAH	19
20	RARA JENI SAPUTRA	20
21	RIZKY FATKURRAHMAN	21
22	ROVIKI INDRA PRABOWO	22
23	SATRIA PRAJA DINATA	23
24	SERLI ADELIA	24
25	SITI NUR MAHMUUDAH	25
26	SUCI MAWARI	26
27	SLTON NABAWI	27
28	SYAHRIL SHOFA AL-ASYROFI	28
29	WILDAN SYAIFUL MUKHRI	29
30	ZAINUL ROSADI	30
31	ZAKY NUR AHMAD	31
32	ANGGA DWI SAPUTRA	32
33	FARID WAHYUDIN	33
34	M. IBNU FANANI	34
35	ALFIAN MENDI HDAYATULLAH	35
36	NAZAR PUTRA KUZABI	36
37	ZAKIATUL LU'LU' ANISA	37

ABSEN SISWA
MTS MA'ARIF 01 PUNGGUR
POST-TEST II

No	Nama	Tanda Tangan
1	AHMAD SAPUTRA	1
2	ALFIAN FERY ARDIAN	2
3	ARYA BAGUS SAPUTRA	3
4	ARYO BIMA PRATAMA	4
5	CITRA SHINTYA RAHMAWATI	5
6	DESMA AMALIA S	6
7	DEWI NURJANAH	7
8	FINA AL KHUUSNIA	8
9	FITRI AINURROHMAH	9
10	GALIH PRAMA SAPUTRA	10
11	IVAN BRIAN ADAM	11
12	KUNI NAILAN NAJA	12
13	LUTFI AZIZ ALHAFIS	13
14	M. ALFA RIZKI ABDULLAH	14
15	MUHAMMAD DAFFA PRATAMA SETIA	15
16	NOVITA SARI	16
17	OKTAVIA SARI	17
18	PUTRI BALQIS AL-JAMIL	18
19	RAHMAT ALAN FATIHANSYAH	19
20	RARA JENI SAPUTRA	20
21	RIZKY FATKURRAHMAN	21
22	ROVIKI INDRA PRABOWO	22
23	SATRIA PRAJA DINATA	23
24	SERLI ADELIA	24
25	SITI NUR MAHMUUDAH	25
26	SUCI MAWARI	26
27	SLTON NABAWI	27
28	SYAHRIL SHOFA AL-ASYROFI	28
29	WILDAN SYAIFUL MUKHRI	29
30	ZAINUL ROSADI	30
31	ZAKY NUR AHMAD	31
32	ANGGA DWI SAPUTRA	32
33	FARID WAHYUDIN	33
34	M. IBNU FANANI	34
35	ALFIAN MENDI HDAYATULLAH	35
36	NAZAR PUTRA KUZABI	36
37	ZAKIATUL LU'LU' ANISA	37

Answer Key Pre- Test

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

Answer Key Post- Test I

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

Answer Key Post- Test II

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

DOCUMENTATION

PRE-TEST

POST TEST I

TREATMENT

POST TEST II

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3184/In.28.1/J/TL.00/10/2019
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS MA`ARIF 01 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**SITI NUR FADILAH**
NPM	:	1501070123
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING READING SKILL BY USING CLASSWIDE PEER TUTORING (CWPT) STRATEGY AT MTS MA`ARIF 01 PUNGGUR OF THE EIGHTH GRADERS IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di MTS MA`ARIF 01 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Oktober 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP.19750610 200801 1 014

YAYASAN BAITUL MUSTAQIM LAMPUNG TENGAH
SK. MENKUMHAM NO: AHU-8360.AH.01.04 TAHUN 2012
MTs. MA'ARIF 01 PUNGGUR
TERAKREDITASI "B"
NSM : 12.12.18.02.0005 NPSN : 10816585
Jln. Raya Sidomulyo Kec. Punggur Kab. Lampung Kode Pos 34152
Telp. : +628510044750, Email : mts1punggur@yahoo.com

Nomor : 079 /MTs.M.I/U/ X/2019
Lampiran : -
Pokok : Izin Pra Survey

Yang Terhormat :
Dekan Kajur TBI IAIN Metro
Di
Tempat _

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat **No:B – 3184/In.28.1/J/TL.00/10/2019**. Tgl 12 Oktober 2019 Tentang izin Pra Survey Mahasiswa atas nama :

Nama	**: SITI NUR FADILAH**
NPM	**: 1501070123**
Semester	**: 9 (Sembilan)**
Fakultas	**: Tarbiyah dan Ilmu Keguruan**
Jurusan	**: Pendidikan Bahasa Inggris**
Judul	**: IMPROVING READING SKILL BY USING CLASSWIDE PEER TUTORING (CWPT) STRATEGY AT MTS MA'ARIF 01 PUNGGUR OF THE EIGHT GREADERS IN THE ACADEMIC YEAR OF 2019/2020.**

Kami izinkan untuk melakuakan pra survey di MTs. Ma'arif 01 Punggur, Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum, Wr.Wb

MTs. Ma'arif 01 Punggur
Kepala

LEMBAGA PENDIDIKAN MA'ARIF MTs MADRASAH TSANAWIYAH MA'ARIF 01 TERAKREDITASI 'B' PUNGGUR

LANGGENGNO KARMA, B.Sc
Nuptk :6059739640200013

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3338 /In.28.1/J/PP.00.9/10/2019 17 Oktober 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Siti Nur Fadilah
NPM	:	1501070123
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Improving Reading Skill By Using Classwide Peer Tutoring (CWPT) Strategy At MTs Ma'arif 01 Punggur Of The Eighth Graders In The Academic Year 2019/2020

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT TUGAS

Nomor: B-3336/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SITI NUR FADILAH**
NPM	:	1501070123
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MA`ARIF 01 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING SKILL BY USING CLASSWIDE PEER TUTORING (CWPT) STRATEGY AT MTS MA`ARIF 01 PUNGGUR OF THE EIGHTH GRADERS IN THE ACADEMIC YEAR OF 2019/2020".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 21 Oktober 2019

Mengetahui,
Pejabat Setempat

LEMBAGA PENDIDIKAN MA'ARIF NU MTs MADRASAH TSANAWIYAH MA'ARIF 01 TERAKREDITASI "B" PUNGGUR

Langgang Ko. B.Se.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3337/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MA`ARIF 01
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3336/In.28/D.1/TL.01/10/2019, tanggal 21 Oktober 2019 atas nama saudara:

Nama	:	**SITI NUR FADILAH**
NPM	:	1501070123
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA`ARIF 01 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING SKILL BY USING CLASSWIDE PEER TUTORING (CWPT) STRATEGY AT MTS MA`ARIF 01 PUNGGUR OF THE EIGHTH GRADERS IN THE ACADEMIC YEAR OF 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

YAYASAN BAITUL MUSTAQIM LAMPUNG TENGAH
SK. MENKUMHAM NO: AHU-8360.AH.01.04 TAHUN 2012
MTs. MA'ARIF 01 PUNGGUR
TERAKREDITASI "B"
NSM : 12.12.18.02.0005 NPSN : 10816585
Jln. Raya Sidomulyo Kec. Punggur Kab. Lampung Kode Pos 34152
Telp. : +628510044750, Email : mts1punggur@yahoo.com

Nomor : 089 /MTs.M.I/U/ XI/2019
Lampiran : -
Pokok : Telah Melakukan Riset

Yang Terhormat :
Dekan Kajur TBI IAIN Metro
Di
Tempat _

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat **No:B – 3184/In.28.1/J/TL.00/10/2019**. Tgl 12 Oktober 2019 Tentang izin Riset Mahasiswa atas nama :

Nama	**: SITI NUR FADILAH**
NPM	**: 1501070123**
Semester	**: 9 (Sembilan)**
Fakultas	**: Tarbiyah dan Ilmu Keguruan**
Jurusan	**: Pendidikan Bahasa Inggris**
Judul	**: IMPROVING READING SKILL BY USING CLASSWIDE PEER TUTORING (CWPT) STRATEGY AT MTS MA'ARIF 01 PUNGGUR OF THE EIGHT GREADERS IN THE ACADEMIC YEAR OF 2019/2020.**

Benar Mahasiswa tersebut telah melakukan Riset di MTs. Ma'arif 01 Punggur Lampung Tengah, mulai tanggal 24 Oktober 2019 s/d 19 November 2019.
Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum, Wr.Wb

MTs. Ma'arif 01 Punggur
Kepala

LANGGENGNO KARMA, B.Sc
Nuptk :6059739640200013

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Siti Nur Fadilah

NPM : 1501070123

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul An Introduction to English Grammar

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Siti Nur Fadilah

NPM : 1501070123

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul An Introduction to English Grammar

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1029/In.28/S/OT.01/12/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: SITI NUR FADILAH
NPM	: 1501070123
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070123.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Desember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : SITI NUR FADILAH
NPM : 1501070123
Fakultas/Jurusan : TBI
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	28/11/2019		Revise cover and chapter IV	
2.	03/12/2019		Revise All mistake	
3	09/12/2019		Revise chapter V	
4	11/12/2019		Acc Munaqosah Ke 3 Advisor	

Mengetahui :
Ketua Jurusasn TBI

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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SITI NUR FADILAH
NPM : 1501070123
Fakultas/Jurusan : TBI
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan
1	16/12 2019	✓	Foto 2 treatment.	
		✓	Revisi cheptr IV & V.	
2	19/12 2019	✓	ACC Munaqasyah.	

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I

Drs. Kuryani, M.Pd
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CURRICULUM VITAE

SITI NUR FADILAH was born in Gunung Sari on November, 19th 1996. She is one and only from happy couple namely Mr. Basari and Mrs. Suwarti.

She took her elementary school at Elementary School for 6 years at SDN 2 Gunung Sari, from 2003-2009. She continued her study in MTs Ma'arif 01 Punggur, for 3 years from 2009-2012. In line with her focus on the study, she decided to continue her study in SMAN 01 Punggur from 2012-2015. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduate.