

AN UNDERGRADUATE THESIS

**IMPROVING READING SKILL
BY USING PEER ASSISTED LEARNING STRATEGY (PALS)
AMONG THE EIGHTH GRADERS OF SMP ISLAM PURBOLINGGO
IN THE ACADEMIC YEAR OF 2017 / 2018**

By :

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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN OF METRO
1439 H / 2018 M**

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BY USING PEER ASSISTED LEARNING STRATEGY (PALS) AMONG
THE EIGHTH GRADERS OF SMP ISLAM PURBOLINGGO
IN THE ACADEMIC OF YEAR 2017 / 2018**

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

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ASSISTED LEARNING STRATEGY (PALS) AMONG
THE EIGHTH GRADERS OF THE SMP ISLAM
PURBOLINGGO IN THE ACADEMIC YEAR
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Assalamua'alaikum Warahmatullahi Wabarakatuh

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

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Sudah kami setujui dan dapat dimunasaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE

No: B-0326/In.28.1/D/PP.00.9/01/2018

An Undergraduated Thesis entitled: IMPROVING READING SKILL BY USING PEER ASSISTED LEARNING STRATEGY (PALS) AMONG THE EIGHTH GRADERS OF SMP ISLAM PURBOLINGGO IN THE ACADEMIC YEAR OF 2017 / 2018, written by Arbain Dewi Anjarwati student number 13106627, English Education Department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, January 16th, 2018 at 13.00-15.00 p.m.

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**IMPROVING READING SKILL
BY USING OF PEER ASSISTED LEARNING STRATEGY (PALS)
AMONG THE EIGHTH GRADERS OF SMP ISLAM PURBOLINGGO
IN THE ACADEMIC YEAR OF 2017 / 2018**

ABSTRACT

**BY
ARBAIN DEWI ANJARWATI**

The Purpose of the research is to show that the use of peer assisted learning strategy (PALS) can improve students' reading skill among the eighth graders of SMP Islam Purbolinggo in the Academic Year of 2017/2018. The problem of this research is that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they also not interested about the learning strategy in the class. Using PALS it makes students more active because they work in pair.

The kind of this research is classroom action research (CAR) which is conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research was the students' reading skill. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of SMP Islam Purbolinggo that was Mrs. Siti Mutiah, S.E.

The Result of this research shows that PALS can improve the reading skill among the eighth graders of SMP Islam Purbolinggo. It can be proved by the students' average score from pre test to post test. The average score in pre test was 58.33 and in post test was 61.29 became 77.22. It means that the using of PALS in reading especially descriptive text can improve the students' reading skill.

Keywords: *Classroom Action Research (CAR), Peer Assisted Learning Strategy (PALS), and Reading Skill.*

**PENINGKATKAN KEMAMPUAN MEMBACA SISWA DENGAN
DIBANTU TEMAN SEJAWAT (PALS) PADA KELAS DELAPAN SMP
ISLAM PURBOLINGGO PADA TAHUN AJARAN 2017 / 2018**

**ABSTRAK
OLEH
ARBAIN DEWI ANJARWATI**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan PALS dapat meningkatkan ketrampilan membaca siswa pada siswa kelas delapan SMP Islam Purbolinggo tahun ajaran 2017/2018. Masalah dalam penelitian ini adalah siswa memiliki motivasi yang rendah dalam belajar bahasa Inggris terutama dalam membaca, mereka mendapatkan kesulitan untuk memahami ide utama dan informasi dari teks, dan mereka juga kurang tertarik tentang strategi belajar di kelas. Menggunakan PALS ini membuat siswa lebih aktif karena mereka belajar secara berpasangan.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah ketrampilan membaca siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dan dokumentasi. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas delapan SMP Islam Purbolinggo yaitu Ibu Siti Mutiah, S.E.

Hasil dari penelitian ini menunjukkan bahwa PALS dapat meningkatkan ketrampilan membaca siswa kelas delapan SMP Islam Purbolinggo. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 58.33, dan post test 61.29 menjadi 77.22. Ini berarti penggunaan PALS dalam membaca teks descriptive dapat meningkatkan ketrampilan membaca siswa.

Kata Kunci: *Ketrampilan Membaca, PALS, PTK.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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It is believed that this undergraduate thesis is original except parts of it quoted from the bibliography mentioned.

Metro, December 2017

The Researcher,



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Metro, Desember 2017

Peneliti,



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MOTTO

...بِأَنفُسِهِمْ مَا يُغَيِّرُوا حَتَّى يَقُومَ مَا يُغَيِّرُ لَا إِلَهَ إِلَّا...

Allah will not change the condition of a people until they change what
is in themselves (Q.S. Ar Ra'ad 13:11)

Life is about a dream

(Writer)

DEDICATION PAGE

*"I highly dedicate this undergraduate thesis to my beloved family, my
beloved friends and all of the lectures at IAIN Metro".*

ACKNOWLEDGEMENT

Thanks to Allah SWT, as the One who always gives all what we need and sends good figures around us to face this life. Sholawat and Salam also to our Prophet Muhammad SAW, his families and companions. This undergraduate thesis entitles “Improving Reading Skill by Using Peer Assisted Learning Strategy (PALS) among the Eighth Graders of SMP Islam Purbolinggo in the Academic Year 2017 / 2018”.

There were many helpful individuals involved in accomplishing this undergraduate thesis that researcher could not mention one by one. The deepest gratitude would be addressed to my parents who always give me everlasting love and pray. The greatest gratitude would be addressed to the Dean of Tarbiyah and Teacher Faculty Mrs. Dr Akla, M.Pd., the Head of the English Education Department Mr. Ahmad Subhan Roza, M.Pd., the sponsor Mr. Dr. Mahrus As'ad, M.Ag. and the co-sponsor Mrs. Syahreni Siregar, M.Hum. May Allah SWT give them His better reward for their supporting and guiding during the accomplishment of this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit especially for our campus and all of the readers generally in improving language learning.

Metro, December 2017

The Researcher,



ARBAIN DEWI ANJARWATI

ST.N. 13106627

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of the English learning skills which is essential to be comprehended by the students. Reading skills are necessary for students in acquiring knowledge and new information. Reading is the most essential skill in the educational context as it can be the assessments for students' general language ability the springboard for well-rounded, fascinating lessons. It is logical that reading is absolutely essential skills because it provides knowledge (knowledge of the world and the language) and information that can encourage the students to achieve the language acquisition and other academic achievement.

In addition, reading provides gates for information that is very influential for the successes students' in their study. A lot of materials at school are presented in the form of texts which means that students must be able to read to get the point of the materials. Yet, it is not enough just to be able to know the meaning of the words in the text. Students need to be able to comprehend or understand the texts well to gain the substance of the texts.

However, implementing a good reading activity is not as simple and easy as it is stated. One of these kinds of reading phenomena can also be found in the teaching and learning of reading in SMP Islam Purbolinggo. The researcher conducted pre-survey on March 22nd, 2017 at the seventh graders

of SMP Islam Purbolinggo. The table below was the result of the pre survey of the students' reading skill.

Table 1.

The Result Test of Reading Skill of Pre-Survey on September 26th, 2017 at the Eighth Graders of SMP Islam Purbolinggo.

NO	NAME	SCORE
1	AAW	60
2	ADB	55
3	ADP	70
4	AK	60
5	AN	75
6	AR	50
7	CA	60
8	DDW	55
9	DV	65
10	FA	70
11	FAN	60
12	FZ	70
13	IP	45
14	NF	55
15	OKT	50
16	RA	60
17	RB	45
18	RD	55
19	RN	60
20	RO	40
21	SH	55
22	TAN	65
23	TAS	60
24	TD	55
25	TY	40
26	UT	75
27	YD	50

Source: Taken on the pre-test at September 26th, 2017.

Table 2

The percentage of the result test of Reading Skill
at the Seventh Graders of SMP Islam Purbolinggo

No	Student's Score	Category	Number of Students	Percentage
1.	≥ 75	Passed	2	7.41%
2.	≤ 74	Failed	25	92.59%
Total			27	100%

Based on the result above, it could be concluded that the reading skill of the students were still low because of the minimum mastery criteria (KKM) of English subject in SMP Islam Purbolinggo was 75. It could be seen that only 2 students passed the test and 25 students are failed because they were not reach the standard mastery criteria (KKM). The students could not read the text fluently. There were many students who feel difficult to comprehend the text especially in finding main idea and the detail information. Besides, there were students that lack of mastering the vocabularies. The students did not focus and not enthusiast to read the text. The students got difficult to finish the problem while they are studying individually.

The researcher thinks it is important to try a new strategy as an effort in that school to improve the students English score. That is why the researcher wants to create a good atmosphere in the classroom, select relevant materials and apply suitable strategy in order to make the students can improve their reading skill. There are minimum strategies and activities employed during the teaching and learning of reading that support the

students in comprehending texts. It is somewhat influencing the students' focus are also left alone without any assistance to understand a particular text.

There are various kinds of strategies in reading that can be implemented to assist the students in comprehending texts; one of them called Peer Assisted Learning Strategy (PALS). In PALS, teachers carefully partner a student with a classmate. The pair works on various activities that address the academic needs of both students. In this strategy, the students will be given an opportunity to work pairs in a model of small group discussion to understand the text. Therefore, it makes students more active because they should work in pair. It makes students enthusiasm to learn and confident to propose their opinion because they learn with each pair. They also motivates because there is a challenge to solve the problems which are given.

Based on the problems above the researcher is interested in conducting a classroom action research entitled "Improving Reading Skill by Using Peer Assisted Learning Strategy (PALS) among The Eighth Graders of SMP Islam Purbolinggo in The Academic Year of 2017 / 2018."

B. Problem Identification

Based on the background of the study above, the writer can identify some problems as follows:

1. Many students had low motivation that causes they were not interested and lazy to read.
2. Many students lacked of mastering the vocabularies.
3. The students had low in reading skill.

4. The students were difficult to comprehend in finding detail information of the text.

C. Problem Limitation

From the problem identification above, the researcher take the problem that the students have low score in reading skill. Therefore, the students are difficult to comprehend the text especially in finding main idea and the detail information. So the researcher limits the problem on Improving Reading Skill by Using Peer Assisted Learning Strategy (PALS) among The Eighth Graders of SMP Islam Purbolinggo in The Academic Year of 2017 / 2018.

D. Problem Formulation

In line with the background of the problems, the identification of the problems, and the limitation of the problems, the problem in this research is formulated as follows:

1. Can Peer Assisted Learning Strategy (PALS) improve the reading Skill among the eighth graders of SMP Islam Purbolinggo in the Academic Year of 2017 / 2018?
2. Can Peer Assisted Learning Strategy (PALS) improve the students' learning activity among the eighth graders of SMP Islam Purbolinggo in the Academic Year of 2017 / 2018?

E. Objectives and Benefit of The Study

1. Objective of The Study

In reference to the formulation of the problem, the objective of the research as follows:

- a. To know whether Peer Assisted Learning Strategy (PALS) can improve the reading skill among the eighth graders of SMP Islam Purbolinggo in the Academic Year of 2017 / 2018.
- b. To know whether Peer Assisted Learning Strategy (PALS) can improve the students' learning activities among the eighth graders of SMP Islam Purbolinggo in the Academic Year of 2017 / 2018.

2. Benefit of The Study

- a. For The English Teachers

This research is as an inspiration for the teachers to teach reading subject. It hopefully can help the teachers to solve the problem in reading subject in their class.

- b. For The students

By using Peer Assisted Learning Strategy (PALS) as one of the strategies which is applied in learning process, it will be hoped that it can make easily for students and more interested in learning English especially in reading skill. So, their reading skill would be improved.

c. For The Headmaster

As the information for headmaster as one of the considerations to develop teachers' achievement, especially English teacher.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Skill

1. The Definition of Reading Skill

Reading is a complex information processing skill in which the reader interacts with text in order to (re)create meaningful discourse.¹ Then, Seravallo explains that reading is thinking and understanding and getting at the meaning behind a text.² It means that to get the meaning, the reader should think and comprehend about the content of the text. The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading is regarded as one of basic skills in English which is very important to develop and build student's knowledge and it is helpful to understand various written materials or textbooks.

Meanwhile, William Grabe said that "Reading is a strategic process in that number of the skill and process used in reading call for effort on the

¹ Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p. 12.

² Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heinemann, 2010), p.43

part of the reader to anticipate text information, select the key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.”³ On the other word reading seems difficult skill for students because they have to transfer their mother language to the foreign language and have to comprehend it.

Besides, Jeremy Harmer said that “reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing”.⁴ So reading can improve students’ knowledge.

Furthermore, Patel and Jain reveal that reading is not only as a source of information and pleasurable activity but also as a means of extending and consolidating someone’s knowledge.⁵ From the statements it can be assumed that understanding the text has a goal to enrich someone’s knowledge from many available sources.

A skill is a combination of ability, knowledge and experience, that enables a person to do something well.⁶ It means that skill is the ability to comprehend the passage requires the power of understanding the total

³ William Grabe , *Reading in a Second Language Moving From Theory To Practice*, (New York, Cambridge University Press, 2009), p. 15

⁴ Jeremy Harmer, *How to Teach English Second Edition*, (England, Longman, 2007), p.99

⁵M.F Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur: Sunrises Publishers and Distributors, 2008), p. 114

⁶ Boyatzis, Richard E and Kolb, David A. "From Learning Styles to Learning Skills: The Executive Skills Profile" *University Press* Vol.10, No.5, (1995) p.4.

meaning of the passage. A skill is something you do automatically without thinking about it and you do it the same way every time.⁷

Moreover, skill is widely regarded as a focus for analytical research and as a core object for policy interventions in the modern global high-technology era.⁸ Based on the definition above, skill is the ability and capacity to comprehend the passage from the text and to something well.

Based on the quotations above, reading skills lead a person to interact and gain meaning from written language. Reading skills include skills acquired through reading, such as comprehension, fluency and independence. Overall, these skills give students the ability to turn words on a page into a clear meaning.

2. The Components of Reading Skill

Reading assessments measure various components of reading. According to Grabe the five main components of reading are:

a. Phonemic Awareness

Phonemes are the smallest units of sound that make up spoken words by Phonemic Awareness means the ability to “focus on and manipulate phonemes in spoken words.”

Phonemic awareness impacts meaningful reading, and thus it is critical for students to develop this skill. When a person hears and can understand the three sounds that the word ‘cat’ has,

⁷ G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, (New York, London: The Guilford Press, 2009). p.13.

⁸ Green, Francis. “What Is Skill? An Interdisciplinary Synthesis” (LLAKES. London: 2011), p.4.

they've demonstrated their understanding. Some skills involved in phonemic awareness include:

1. Identifying specific sounds at the beginning, middle, and end of words. For example, what is the first sound in the word "Table."
2. Blending sounds. For example joining /s/ and /it/ to form sit.
3. Making a new word by adding a phoneme to a word. For example, deriving what work is created when adding /s/ to the word "and."

b. Phonics

Phonics are a set of rules that specify the relationship between letters and sounds. The English language has such rules that help predict the sounds in new words. However, it is not always consistent.

Learning about phonics will help students read and spell easily and accurately. It involves recognizing letter-sound relationships and then using those relationships to read connected text.

An example of Phonics is learning about the various letter combinations that can be used for the sound /k/.

c. Fluency

Fluency is important for reading comprehension, because it frees up working memory in the brain providing an opportunity for students to comprehend what they are reading.

d. Vocabulary

Vocabulary refers to the words that we use in reading, writing, listening and speaking. A good vocabulary helps ease word recognition, and thus makes reading easier.

e. Comprehension

Comprehension is the final goal of reading. This involves being able to connect what has been read to what the reader knows, constructing meaning that is reasonable and accurate and then, contemplating this information until the meaning is understood.

3. The Types of Reading Skill

Pearson and Nicholson categorized reading skill into four categories namely:⁹

a. Literal Reading Skill

The first category does not include the thinking skills. Teachers do not need special help on this. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and

⁹ Vila Pantan Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003) p.9

summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast. For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.

b. Inferential Reading Skill

Inferential reading skill deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

c. Critical Reading Skill

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the

reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

d. Creative Reading Skill

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.

Based on the explanation above, the researcher concludes that literal, inferential, critical and creative reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential and critical reading experiences, it enables writers to better express themselves.

4. Reading Skill for Eighth Grade

Eighth grade deepens students' focus on solving problems and becoming independent thinkers. Your state's academic standards outline the specific academic skills your students' needs for eighth grade. Students are expected to read more complex texts in eighth grade. For example, students may read fiction and nonfiction materials that talk about the same issues and compare the two. By the end of eighth grade, students are expected to have mastered the following language and literacy skills:¹⁰

- a. Analyze how a writer added meaning (for example, through the use of metaphor) and how the plot, characters and setting work together to tell the story.
- b. Look at how a writer uses different characters to show many points of view.
- c. Do short research projects by laying out questions to be answered and using many different sources of information to answer them.

Furthermore, based on the syllabus in Indonesia students' of eighth grade should:

- a. Reading aloud of short functional text and essay in the descriptive and recounts text with acceptable speech, pressure and intonation related to the surrounding environment.
- b. Responding to the meaning in simple short functional text accurately and fluently accurately related to the surroundings.

¹⁰Amanda Morin, <https://www.understood.org/en/learning-attention-issues/signs-symptoms/academic-readiness/academic-skills-your-child-needs-for-eighth-grade>. Access on Tuesday December 21st, 2017 at 07.15 am O'clock.

- c. Responding to the meaning and steps of rhetoric in a simple short essay accurately, fluently and gratefully related to the surrounding environment in descriptive and recount text.

Based on explanation above, the researcher concludes that the student of Junior High School included in literal reading skill because Eighth-grade students should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

5. The Measurements of Reading Skill

To know the achievement of reading skill should be measured use the assessment of reading. There are the measurements of reading skill according to Grenall and Swan, as follows:¹¹

- a. Knowledge of word meaning
- b. Ability to select the appropriate meaning for a word or phrase in the light of its particular contextual setting.
- c. Ability to select the main thought of a passage.
- d. Ability to answer question that are specific answered in a passage.

¹¹ Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

- e. Ability to answer questions that are answered but not in the words in which the question is asked.
- f. Ability to draw inferences from a passage about its contents.
- g. Ability to recognize the literary devices used in a passage and to determine its tone and mood.
- h. Ability to determine a writer's purpose, intent, and point of view, i.e., to draw inferences about a writer.

6. The Problems of Teaching Reading Skill

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Like teaching other skills of English and teaching other subjects in the schools, teaching reading cannot be said as easy. Some teachers find problems in teaching reading skill. The first problem is that the teacher cannot know exactly the students' prior knowledge.¹² Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading skill.

Teachers find the fact that deciding suitable tasks of reading are almost complicated.¹³ It is reasonable enough as tasks will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading skill can be

¹² National Research Council, *Strategic Education Research Partnership*, M.S. Donovan, A.K. Wigdor, & C. E. Snow (Eds), Division of Behavioral and Social Sciences and Education, (Washington DC: National Academic Press, 2003), p. 62.

¹³ Ibid

easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

The general phenomena in learning activity of reading at the eighth graders are the students' usually read word by word, the wrong of paraphrase, omission of word, repetition of word, difficulty of analyzing word structure, not recognizing meaning of words in sentence, and do not recognize main idea.¹⁴

Furthermore, insufficient time is another matter in teaching English. Time in class is often very short; it is once or twice a week, an hour or two every day for lots of teaching materials. Therefore, lesson plans not developed as programmed are the next class and often review of the last unfinished teaching-learning process.¹⁵

Another problem that might be faced by the teacher in Indonesia is that teachers feel that finding the best strategies to teach the students is quite difficult. It is because they face students with different characteristics and the level of intelligence. In fact, the strategies chosen by the teacher may affect the students in achieving their reading skill. That is why suitable methods and strategies are needed to conduct by teachers in teaching reading skill.

From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in choosing the appropriate strategies are problems which appear in teaching reading

¹⁴ <http://unordinaryclass.blogspot.co.id/2014/07/problem-pembelajaran-bahasa-inggris-di.html>. Access on Wednesday December 27, 2017 at 11.35 am o'clock.

¹⁵ Ibid

skill. In relation to the last problem, the difficulty in choosing appropriate strategies, the writer feels necessary to apply certain strategy in teaching reading skill. For this study he will try to use Peer Assisted Learning Strategies (PALS) in the teaching and learning process of reading.

B. The Concept of Peer Assisted Learning Strategy (PALS)

1. The Definition of Peer Assisted Learning Strategy(PALS)

Topping inform that Peer-Assisted Learning is “the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions”. In his book is about a practical guide for teachers to plan and effectively implement different kinds of PAL in any area of the curriculum, in a way which integrates with and complements direct teaching by professionals.¹⁶

Then, Fuchs, Fuchs, Mathers and Martinez emphasize that PALS is utilized as an element of effective instruction that focus on working with partners which provides opportunities to respond and receive corrective feedback, increases reading skills, especially opportunities for positive social interactions.¹⁷

PALS Reading is a structured, peer-mediated reading activity appropriate for students in preschool through grade 6 and high school. All students in a class are divided into pairs. Each member of the pair takes

¹⁶ Keith J. Topping, *Peer Assisted Learning*, (Scotland: Brookline Book, 2001).

¹⁷ Fuchs, Fuchs, Mathers and Martinez, “The Effect Peer Assisted Learning Strategy Implementation to Enhance English Reading Comprehension” *The 5th Burapha University International Conference*, (Burapha University: BUU 2016), HUO-083-37, p. 568.

turns being coach and reader and are awarded points for good reading and coaching. As the reader reads aloud, the coach listens and provides corrective feedback. PALS does not require special reading material. Teachers may use library books or short stories.

According to Delquadri et.al states that Peer-Assisted Learning Strategy (PALS) is a reciprocal class wide peer-tutoring strategy with different grade level.¹⁸ In addition, Topping stressed that peer tutoring is characterized by specific role taking. In other words, someone fulfils the role of tutor while another or others take the role of tutee.¹⁹

Meanwhile, Forman and Cazden argued that, for peer tutoring to occur, there needs to be a difference in knowledge between two individuals, so that the more knowledgeable individual can act as tutor to the less knowledgeable. When knowledge is equal or ‘not intentionally unequal’, equal-status collaboration may be expected.²⁰

Peer Assisted Learning (PAL) involves children in school consciously assisting others to learn, and in so doing learning more effectively themselves.²¹ It means that Peer-Assisted Learning is designed to be accessible and useful to teachers and to those who employ, train, support, consult with, and evaluate them.

¹⁸ Laura M.S., Fuchs L.S., Douglas F. *Peer-Assisted Learning Strategies for English Language Learners with Learning Disabilities*, Exceptional Children; Vol.71, No.3; ProQuest Central Spring 2005, p. 231-247

¹⁹ Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education*, (Newyork: Routlege Falmer, 2001), p.4

²⁰ Ibid, p.4

²¹ Keith Topping and Steward Ehly, *Peer Assisted Learning*, (Scotland: Routledge, 1998). p. 10.

Peer-Assisted Learning Strategies (PALS) is a peer-tutoring instructional program that supplements the reading curriculum. Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs who alternately take on the roles of tutor and tutee read aloud, listen to their partner read, and provide feedback during various structured activities.

Based on all of statements above, the writer concludes that PALS is reading strategy that designed to improve and develop the reading skill of the weaker reader. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves. It also focuses on teaching students a set of skill strategies that can be used to help students understand any text they read.

2. The Principles of Peer Assisted Learning Strategy (PALS)

PALS consists of a set of structured activities which students are trained to implement with their partners. Teacher use a set of brief scripted lessons to train all students. The training lessons for each activity last 30 to 60 min per session and take 2 to 4 weeks to implement.²² Each week, teachers incorporate three 35-minute PALS sessions into their allocated reading time, implementing PALS with all children in their classes. Teachers begin by conducting seven lessons on how to

²² Douglas Fuchs and Lynn S, Fuchs in Kristen L. McMaster, "Promises and Limitations of Peer-Assisted Learning Strategies in Reading", *Learning Disabilities: A Contemporary Journal*, (University of Minnesota USA: LDW, 2007), 5(2), 97-112, p. 100.

implement PALS.²³

There are three activities in PALS session, as follows:²⁴

- a. The first activity in every PALS session is Partner Reading. Each students reads connected text aloud for 5 minutes, for a total of 10 minutes. The higher performing student reads first; the lower performing student rereads the same material.
- b. The second PALS activity, Paragraph Shrinking, is designed to develop comprehension through summarization and main idea identification. Continuing to read subsequent sections of text, students read orally one paragraph at a time, stopping to identify its main idea. Tutors guide the identification of the main idea by asking readers to identify who or what the paragraph is mainly about and the most important thing about the who or what. After 5 minutes, students switch roles.
- c. The last activity is Prediction Relay. It extends Paragraph Shrinking to larger chunks of text and requires students to formulate and check predictions. Prediction Relay comprises five steps. The reader makes a prediction about what will be learned on the next half-page; reads the half-page aloud while the tutor corrects errors, (dis)confirms the prediction, and summarizes the main idea. After 5 minutes, students switch roles.

²³ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technology*, (New York: Lawrence Erlbaum Associates, 2007), p. 184.

²⁴ *Ibid*, p. 184-185.

3. The Advantages of Peer Assisted Learning Strategies (PALS)

There are some points of the advantages of peer assisted learning strategy below:²⁵

- a. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- b. It allows teacher time to work with one or two pairs while the other students continue working.
- c. It recognizes the old maxim that ‘two heads are better than one’ and in cooperation helps the classroom to become a more relaxed and friendly place.
- d. It is relatively quick and easy to organize.

4. The Disadvantages of Peer-Assisted Learning Strategy

There are some disadvantages of peer assisted learning strategy, here are:²⁶

- a. Pairwork is frequently very noisy and some teachers and students dislike this.
- b. Students in pairs can veer away from the point of an exercise, taking about something else completely, often in their first language.
- c. It is not always popular with students, many of whom feel they

²⁵ Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, (London: Longman, 2001), p. 116.

²⁶ *Ibid*, p. 116-117.

would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.

- d. The actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.

C. The Use of Peer Assisted Learning Strategy (PALS) to improve Reading Skill

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learners. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your methods, and classroom technique.²⁷ Teaching reading skill can be defined as a guidance that is done by the teacher to make the learners reach their reading skill on texts using a certain strategy. The teacher can lead the learners to understand a text by using some strategies on reading skill. By using certain strategies, students are also guided to find the main idea and detail information of the text. In teaching reading skill, the teacher also helps the students to learn micro-skills in reading so that they can enhance their reading skill.

In conclusion, teaching reading skill is an activity which is done by the teacher to give opportunities for students to comprehend texts by using certain strategies. In teaching reading skill, the teacher has to consider which strategies that suit to the learners' during the teaching and learning process.

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p. 7.

1. The Steps of Peer Assisted Learning Strategy (PALS)

During PALS, every student in the class is paired; each pair includes a higher and lower performing students. Here are the steps of PALS:²⁸

- a. The teacher determines the students by ranking the class on reading competence, doing a median split, and pairing the highest performer from the top half with the highest performer from the bottom half, and so on.
- b. Tutoring roles are reciprocal, the higher performing students read first for each activity to serve as model for the lower performing student.
- c. Both students read from material appropriate for the lower reading, which typically is literature the teacher selects at the appropriate difficulty level.
- d. Pairs are assigned to one or two teams for which they earn points.
- e. Each pair keeps track of points on a consecutively numbered scorecard, which represents joint effort and achievement.
- f. Each time a student earns a point, the tutor slashes the next number.
- g. Also, as teacher lead PALS sessions, they circulate and award points to reward cooperative behavior and correct tutoring methods.

²⁸ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technology*, p. 184.

- h. At the end of the week, each pair reports the last number slashed as the pair's total; the teacher sums each team's points, and the class applauds the winning team.

D. Action Hypothesis

Based on the frame of theories and assumptions the researcher formulated the hypothesis as follows:

1. Using Peer Assisted Learning Strategy can improve the students reading skill among the eighth graders of SMP Islam Purbolinggo in The Academic Year of 2017 / 2018?
2. Using Peer Assisted Learning Strategy can improve the students' learning activities among the eighth graders of SMP Islam Purbolinggo in The Academic Year of 2017 / 2018?

CHAPTER III

RESEARCH METHOD

A. Setting and Subject of The Study

This research is Classroom Action Research (CAR) and the research conducted among the eight graders of SMP Islam Purbolinggo in The Academic Year of 2017/2018. SMP Islam Purbolinggo is located on Taman Fajar, Purbolinggo, Lampung Timur.

The subject of the study is 27 students of class VIIIB. The researcher chooses this class after conducting from the pre-survey that most of the students are low in reading score. So, the researcher wants to improve the students's reading skill.

B. Object of The Study

Object of the study is the students' reading skill. The teacher or researcher had to choose the material appropriately to teach reading skill in the classroom. The students practices to find main idea and the information of the text. After using Peer Assisted Learning Strategy (PALS) in learning process, it would be hoped that it could be improving learning result and studies activity.

C. Action Plan

This research is Classroom Action Research (CAR). Action research is a form of applied research common in education when practitioners are

involved in efforts to improve their work.²⁹ According to Jean McNiff, action research was a term which refers to a practical way of looking at your own work to check that it is as you would like it to be.³⁰ Furthermore, Elliott state action research was about improving practice rather than producing knowledge.³¹ It could be inferred that classroom action research was the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result of learning.

Furthermore, McNiff suggested that action research was conducted with critical partner.³² It means the researcher would conduct the research together with friend. In doing classroom action research, the researcher would ask Mrs. Siti Muntiah, S.E. as a collaborator of the research.

Action research deals with social practice and it involves the direct interaction of teacher and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing and reflecting.

In this research, the researcher conducted in 2 cycles. The first cycle was not successful; it continued in the second cycle. It conducted until there is an improving on the students' reading skill. There are four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

²⁹ James Schreiber and Kimberly Asner-Self, *Educational Research*, (USA: Wiley, 2011), p.19.

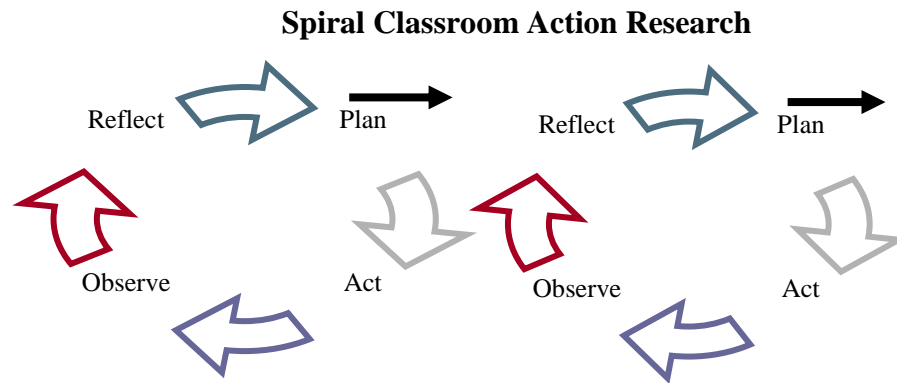
³⁰ Jean McNiff, *Action Research for Professional Development: Concise advice for new and experienced action researchers*. (UK, Dorset: September Books, 2010), p. 8.

³¹ Jean, McNiff, *et.al. You and Your Action Research Project*. (USA and Canada: Taylor & Francis e-Library, 2002). p. 10.

³² Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.

Here is the step of Classroom Action Research (CAR) design:

Figure 1



Jean McNiff's Model³³

From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

1. Cycle 1

a. Planning

In this research, the researcher was conducted some plans, namely:

- 1) Preparing English subject lesson plan
- 2) Preparing materials and media of learning
- 3) Making observation sheets and list of students' name.
- 4) Making work sheets and answer sheets which would be learned by the student in group.
- 5) Making test which used in pre-test and post-test.

³³ *Ibid*, p.41

b. Acting

In this action, the researcher did pre-test, treatment and post-test to the students. This action conducted in some meetings. In this implementation, the researcher followed the schedule of English subject in the class and additional class. The researcher acted as if a teacher in the classroom and implement some activities as follows:

- 1) Giving test to the students about explanation text as pre-test of the research and beginning score in Peer Assisted Learning Strategy (PALS).
- 2) The teacher divided the students into small groups consist of 2 students in each group.
- 3) The teacher did the treatment by using Peer Assisted Learning Strategy (PALS) to explain the material about descriptive text.
- 4) The teacher guided and help the students in the learning process.
- 5) The teacher asked the students to change their desk to move in their group.
- 6) The teacher gave work sheets in each group.
- 7) In group, the teacher asked the students to discuss the work sheets which contain explanation text and finish it in answer sheets.

- 8) The teacher reminded all groups that they have to master the material which had given by the teacher and help each other in group to comprehend the material.
- 9) After the students understand about explanation text, the teacher gave post-test quiz to the students. They asked to do it by themselves. In Peer Assisted Learning Strategy (PALS), the result of student quiz accumulated with other students' result quiz in each group.
- 10) The teacher gave a reward to the top team.

c. Observing

While observing, the researcher used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator should know the result of the student's learning activities.

d. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting will be used as a guideline to make a new plan in the next cycle.

2. Cycle 2

a. Planning

- 1) The researcher studied the result of reflecting on cycle 1.
- 2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

- 1) The teacher gave the students motivation to study harder.
- 2) The teacher did the treatment by using Peer Assisted Learning Strategy (PALS).
- 3) The teacher gave post-test after the treatment.

c. Observing

The collaborator observes and collect the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflects all the acting which have been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test.

D. Data Collection Techniques

To collect the data, the researcher used the data collection techniques as follows:

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned. In this research, the researcher used action test. The test is divided into two parts as follows:

a. Pre-test

The pre-test is given in the first meeting before doing treatments in order to know the skill of students before doing the action research.

b. Post-test

The post-test is given in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of post-test is higher than pre-test. This step will be done after the treatment to know the influence of community language learning whether is able to improve the students' reading skill.

2. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. The term observation is being used here in the sense of taking regular and conscious *notice* of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. It also

using *procedures* that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.³⁴

3. Documentation

Documents are a readily accessible source of data in action research as many already exist in the institutional system. Documents accumulated during the course of an enquiry can illuminate numerous aspects of practice.³⁵ During the process of the research, the researcher collected documents. The researcher used this method to get data about the history of the school, teachers, official employed and students at SMP Islam Purbolinggo.

E. Data Analysis Method

The data analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II.

The formula to get the average of pre-test and post-test can be seen as follows:³⁶

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

³⁴ *Ibid*, p. 80

³⁵ *Ibid*, p. 140.

³⁶ Donald Ary, *et. al.*, *Introduction to research in Education: 8th Edition*, (Canada: Wadsworth, Cengage Learning, 2010), p. 108.

Note:

\overline{X} = Mean

Σ = sum of

X = raw score

N = number of cases

Furthermore, to know the result the researcher compared between pre-test and post-test. The result is matched by minimum standard criteria at the school at least 75. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum cycle in classroom action research is two cycle. So if in cycle II all of the students are successful, it is not continue to other cycle.

F. Indicator of Success

The indicator of success of this study emphasized on the reading skill process and result. The students are called success if 80 % of students get score 75.

The indicator of success can be grouped into two aspects as follows:

1. The indicator of success of the process. It can be described as follows:
 - a. The learning process becomes interesting and fun.
 - b. The students follows the learning process actively.
2. The indicator of success of the result. It is determined as follows:
 - a. The students can improve their reading skill.
 - b. 80 % of students can achieve the grade 75 in minimum standard criteria.

CHAPTER IV

RESULT OF THE RESEARCH

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of SMP Islam Purbolinggo

SMP Islam Purbolinggo is built by Nahdlatul Ulama (NU) at 1983. The location is Jl. K.H. Hasyim Asari, Taman Fajar, Purbolinggo, East Lampung. Telp. 0725 7631139. Email: smpislampbl@gmail.com.

Since SMP Islam Purbolinggo was established, it has been lead by the following principles: Bisri Mustofa, B.A, H. Wahidin, Hs, Drs. H. Abdul Manaf, Suhadi, S.Pd,I, Drs. Hendra Sudarto, M.M.Pd, Drs. Abdul Bari W, M.Si, and Sugiarti Murtiah, S.Pd.PKn until now.

Furthermore, the solidarity of SMP Islam Purbolinggo is built around by its vision and mission which are totally dedicated as the main starting point to carry the system out. The vision of SMP Islam Purbolinggo is to make students intelligent, skilled, and pious akhlakul karimah to fortify from the impact of globalization era. Moreover, the specific missions of SMP Islam Purbolinggo are generated as follows:

- 1) Educate the students intelligently, skillfully, and obediently.
 - 2) Educate the students dignity and success in education.
 - 3) Provisioning the students to be skilled and autonomous.
 - 4) Make the students superior in achievement and technology.
 - 5) Provisioning the student in faith and devotion.
- b. The Condition of Teacher and Official Employees at SMP Islam Purbolingo

The number of teacher and official employers in SMP Islam Purbolingo in the Academic Year of 2017 / 2018 are 28 teachers and 5 official employees.

Table 3
Teacher Educational Background

SMA / MA	D3	S1	S2
4	3	24	2

- c. The Condition of Facilities of SMP Islam Purbolingo

The condition of facilities in SMP Islam Purbolingo in the Academic Year of 2017/2018 that can be seen on the table below:

Table 4

The Condition of Facilities in SMP Islam Purbolinggo in the Academic Year of 2017/2018

NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	9
2	Headmaster Room	1
3	Teacher Room	1
4	Administration Room	1
5	Laboratory	1
6	Library	4
7	Tailor Room	1
8	Mosque	1
9	Warehouse	1
10	Cooperation Room	1
11	Teacher Toilet	1
12	Student Toilet	1
13	Canteen	4
14	Parking Area	1

2. Description of The Research

In this research, the researcher as an English teacher and Mrs.Siti Mutiah, S.E as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

Before the process of cycle 1, the researcher conducted pre-test to know the students' skill in reading before giving treatment and it used as the comparison score with post-test. The students were given 20 questions about descriptive text. After they finished the pre-test, the

researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 5
The Pre-Test Score

NO	NAME	PRE-TEST	NOTE
1	AAW	60	Fair
2	ADB	55	Fair
3	ADP	70	High
4	AK	60	Fair
5	AN	75	High
6	AR	50	Low
7	CA	60	Fair
8	DDW	55	Fair
9	DV	65	High
10	FA	70	Fair
11	FAN	60	Fair
12	FZ	70	High
13	IP	45	Low
14	NF	55	Fair
15	OKT	50	Low
16	RA	60	Fair
17	RB	45	Low
18	RD	55	Low
19	RN	60	High
20	RO	40	Low
21	SH	55	Low
22	TAN	65	Fair
23	TAS	60	Fair
24	TD	55	Fair
25	TY	40	Low
26	UT	75	High
27	YD	50	Low
Total Score		1560	
Average		57.78	
Highest Score		75	
Lowest Score		40	

Table 6
Students' Mark of Pre-test of Reading Skill

No	Mark	Frequency	Category
1	40 – 51	9	Low
2	52 – 63	12	Fair
3	64 – 77	6	High
Total Students		27	

Based on the table, it could be analyzed that there were 2 students (7,41%) who passed the pre-test and 25 students (92.59%) who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 75. It means that the students did not fulfill the minimum standard at SMP Islam Purbolinggo and the students' reading skill was low. Besides, from the result of pre-test, the researcher got the average 57.78. So, it was the reason why the researcher used Peer Assisted Learning Strategy to improve the students' reading skill.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting.

1) Planning

In this step, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation.

2) Acting

The first meeting was done on Tuesday, September 26th, 2017. It was opened by praying, greeting, checking attendance list, and asking the students' condition. In this meeting the researcher was being the teacher and the collaborator was being the observer. In this meeting, the researcher gave explanation about descriptive text and peer assisted learning strategy.

The second meeting was treatment. The researcher conducted the treatment on Thursday, September 28th, 2017. In this meeting, the researcher as an English teacher and Mrs. Siti Mutiah, S.E as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about descriptive text.

At the beginning of teaching learning process, the researcher asked to the students about descriptive text. Some of the students forgot and just a little of them have known the definition about descriptive text. Secondly, the researcher explained about definition, generic structure, social function and language feature of descriptive text. After that, the researcher gave some texts about descriptive text.

Afterwards, the researcher explained about Peer Assisted Learning Strategy (PALS). The researcher divided the students

into pairs that composed of one higher-performing students and one lower-performing students. The pairs of the students worked together on reading skill activities. Each pair was given a text about descriptive text by the researcher. The students must understand about the text. Then the students should discuss and answer the questions below the text. The researcher guided the students to be active in the pair. As long as the students studied in group, the researcher went around in the class and listened how the pair worked. Then each pair presented the result of discussion in front of the class. The researcher with the students corrected their answer sheet. Afterwards, the researcher clarified and explained the right answer.

At the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Tuesday, October 03rd, 2017. The post test was done to know how the students' reading skill after giving treatment. The researcher gave 20 multiple choices. The result of post-test in cycle 1 could be seen on the table, as follow:

Table 7
Post Test 1 Score

NO	NAME	POST-TEST I	NOTE
1	AAW	70	High
2	ADB	65	Fair
3	ADP	75	High
4	AK	70	High
5	AN	75	High
6	AR	55	Low
7	CA	80	High
8	DDW	60	Fair
9	DV	70	High
10	FA	65	Fair
11	FAN	75	High
12	FZ	80	High
13	IP	50	Low
14	NF	65	Fair
15	OKT	50	Low
16	RA	75	High
17	RB	55	Low
18	RD	45	Low
19	RN	75	High
20	RO	45	Low
21	SH	60	Fair
22	TAN	80	High
23	TAS	60	Fair
24	TD	60	Fair
25	TY	55	Low
26	UT	80	High
27	YD	55	Low
Total Score		1655	
Average		61.29	
Highest Score		80	
Lowest Score		45	

Table 8
Students' Mark of Post-Test I of Reading Skill

No	Mark	Frequency	Category
1	45 – 56	8	Low
2	57 – 68	7	Fair
3	69 – 80	12	High
Total Students		27	

From the table 8, it could be analyzed that the students' average score was 61.29. The highest score was 80 and the lowest score was 45. Based on the minimum mastery criterion (KKM), there were 12 students that had passed on post-test 1 or got score ≥ 75 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially descriptive text by using Peer Assisted Learning Strategy (PALS).

In the learning process, there were four used and mentioned to know the students' activity. Every student who was active in learning process gave a tick in observation sheet. Then, the students were not active in learning process, let the observation

sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation.
- b) The students asked/answered the question from the teacher.
- c) The students were active in pair.
- d) The students were able to do the task

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

Table 9
The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	15	55.55%
2	The students ask/answer questions	13	48.15%
3	The students were active in group	12	44.44%
4	The students able do the task	16	59,23%
Total students		27	

The table showed that not all the students' active in learning process. There were 15 students (55.55%) who gave attention to the teacher explanation, 13 students (48.15%) who understood the materials, 12 students (44.44%) who active in a group or pair and 16 students (59,23%) were able to do the task.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only

one activity got percentage 55.55% that pay attention of the teacher's explanation and the others got <55.55%.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not ask and answer the teacher's questions.
- c) Some students did not active in group.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.

- b) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.
- c) The teacher guided the students who they were not active yet in a group discussion.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

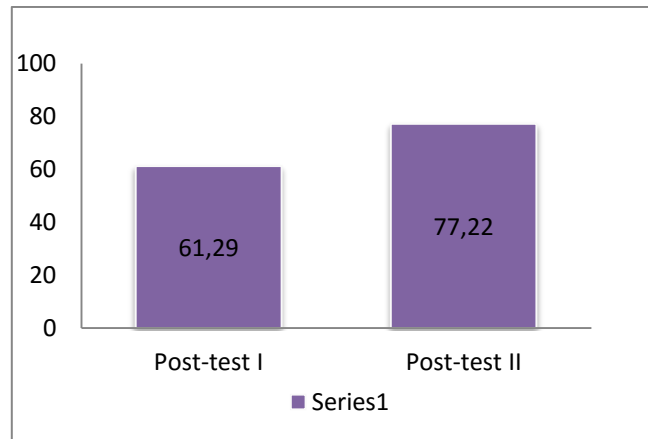
Table 10
Students' score at Pre-Test and Post-Test I

No	Name	Pre-Test Score	Post-Test I Score	Increasing	Increasing Percentage	Explanation
1	AAW	60	70	10	16.67	Improved
2	ADB	55	65	10	18.19	Improved
3	ADP	70	75	5	7.14	Improved
4	AK	60	70	10	16.67	Decreased
5	AN	75	75	0	0.00	Constant
6	AR	50	55	5	10.00	Improved
7	CA	60	80	20	33.33	Improved
8	DDW	55	60	5	9.09	Improved
9	DV	65	70	5	7.69	Improved
10	FA	70	65	-5	-7.14	Decreased
11	FAN	60	75	15	25.00	Improved
12	FZ	70	80	10	14.29	Improved
13	IP	45	50	5	11.11	Constant
14	NF	55	65	10	18.18	Improved
15	OKT	50	50	0	0.00	Constant
16	RA	60	75	5	8.33	Improved
17	RB	45	55	15	33.33	Improved
18	RD	55	45	-5	-9.09	Improved
19	RN	60	75	15	25.00	Improved
20	RO	40	45	5	12.50	Improved
21	SH	55	60	5	9.09	Improved
22	TAN	65	80	15	23.08	Improved
23	TAS	60	60	0	0.00	Constant
24	TD	55	60	5	9.09	Constant

25	TY	40	55	5	12.50	Improved
26	UT	75	80	5	6.67	Improved
27	YD	50	55	5	10.00	Improved
Total		1560	1655	180	320.72	
Average		57.78	61.29	6.67	11.89	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' reading skill before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 58.33 and post-test I 66.96. Although there was improving of the students' achievement, cycle I was not successful yet because only 9 students (33.33%) who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

Figure 2
Graph of the Result of Pre-test and Post-test I



a. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Tuesday October 10th, 2017 and Thursday October 12th, 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about descriptive text. The teacher asked to the students to mention about definition of descriptive text, generic structure, social function, and language features. Moreover, the teacher divided the students in pairs as in previous cycle based on their score in reading in post-test I. In pairs, the students discussed the text about “My Classroom” and “The Giraffe”. Then, the teacher asked them to discuss about finding main idea and specific information from the descriptive text. The teacher guided the students to be active in pairs and after all the pairs finished the discussion, the teacher asked the small group to present the result in front of the class and the teacher together with the students corrected their answer sheet.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Tuesday, October 17th, 2017. The test was multiple choices. There were 20 questions. It was same type with the first cycle but different questions. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on the table below:

Table 11
Post-Test II Score

NO	NAME	POST-TEST II	NOTE
1	AAW	85	High
2	ADB	80	High
3	ADP	85	High
4	AK	65	Low
5	AN	85	High
6	AR	75	Fair
7	CA	85	High
8	DDW	80	High
9	DV	75	Fair
10	FA	80	High
11	FAN	70	Fair
12	FZ	80	High
13	IP	85	High
14	NF	80	High
15	OKT	60	Low
16	RA	75	Fair
17	RB	80	High
18	RD	75	Fair
19	RN	80	High

20	RO	55	Low
21	SH	75	Fair
22	TAN	70	Fair
23	TAS	85	High
24	TD	80	High
25	TY	75	Fair
26	UT	90	High
27	YD	75	Fair
Total Score		2085	
Average		77.22	
Highest Score		90	
Lowest Score		55	

Table 12
Students' Mark of Post-test II of Reading Skill

No	Mark	Frequency	Category
1	55 – 66	15	High
2	67 – 78	9	Fair
3	79 – 90	3	Low
Total Students		27	

Based on the table above, it could be seen that the students' average score in post-test II was 77.22. The highest score was 90 and the lowest score was 55. According to minimum mastery criteria (KKM), 81.49% students passed the test. Most of the students could improve their reading skill. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by using Peer Assisted Learning Strategy (PALS). 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 13
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	23	85.19%
2	The students ask/answer questions	21	77.78%
3	The students were active in group	22	81.48%
4	The students able do the task	23	85.19%
Total students		27	

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation 85.19% and the students able to do the task (85.79%), the second-high percentage was active in group (81.48%), and the third was the students ask/answer the question (77.78%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the fourth students' activity got percentage $\geq 60\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were >80% of students passed the examination. It means the students' reading skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on reading skill from pre-test I to post-test II could be seen on the table below:

Table 14
Students' score at post-test I and post-test II

No	Name	Post-Test I Score	Post-Test II Score	Increasing	Increasing Percentage	Explanation
1	AAW	70	85	5	7.14	Improved
2	ADB	65	80	15	23.08	Improved
3	ADP	75	85	10	13.33	Improved
4	AK	70	65	-5	-7.14	Decreased
5	AN	75	85	10	13.33	Improved
6	AR	55	75	10	18.18	Improved
7	CA	80	85	5	6.25	Improved
8	DDW	60	80	20	33.33	Improved
9	DV	70	75	5	7.14	Improved
10	FA	65	80	15	23.08	Improved
11	FAN	75	70	-5	-6.67	Decreased
12	FZ	80	80	0	0	Constant
13	IP	50	85	25	50.00	Improved
14	NF	65	80	15	23.08	Improved
15	OKT	50	60	10	20.00	Improved
16	RA	75	75	0	0	Constant
17	RB	55	80	25	45.45	Improved
18	RD	45	75	30	75.00	Improved
19	RN	75	80	5	6.67	Improved
20	RO	45	55	5	11.11	Improved
21	SH	60	75	15	25.00	Improved
22	TAN	80	70	-10	-12.50	Decreased

23	TAS	60	85	15	23.08	Improved
24	TD	60	80	10	16.67	Improved
25	TY	55	75	20	36.37	Improved
26	UT	80	90	10	12.5	Improved
27	YD	55	75	20	36.37	Improved
Total		1655	2085	280	499.85	
Average		61.29	77.22	10.37	18.51	

Based on the result above, it could be inferred that Peer Assisted Learning Strategy (PALS) could improve the students' reading skill because there was improving from average in post-test I was 61.29 became 77.29 in post-test II. In the cycle II, most of the students could develop their reading skill. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

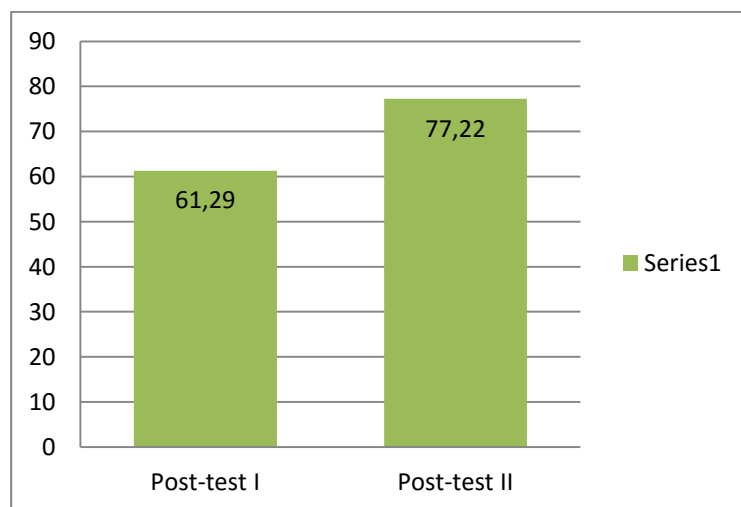
Table 15
The Comparison Between Students' Reading Skill Score in Post-test I and Post-test II

No	Name	Post-Test I Score	Post-Test II Score	Note
1	AAW	70	85	Improved
2	ADB	65	80	Improved
3	ADP	75	85	Improved
4	AK	70	65	Decreased
5	AN	75	85	Improved
6	AR	55	75	Improved
7	CA	80	85	Improved
8	DDW	60	80	Improved
9	DV	70	75	Improved
10	FA	65	80	Improved
11	FAN	75	70	Decreased
12	FZ	80	80	Constant
13	IP	50	85	Improved
14	NF	65	80	Improved

15	OKT	50	60	Improved
16	RA	75	75	Constant
17	RB	55	80	Improved
18	RD	45	75	Improved
19	RN	75	80	Improved
20	RO	45	55	Improved
21	SH	60	75	Improved
22	TAN	80	70	Decreased
23	TAS	60	85	Improved
24	TD	60	80	Improved
25	TY	55	75	Improved
26	UT	80	90	Improved
27	YD	55	75	Improved
Total		1655	2085	
Average		61.29	77.22	

Based on the table of the comparison between students' result score in post-test I and post-test II, there are 19 students (81,48%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it not would be continued in the next cycle.

Figure 3
Graph of the Result of Post-test I and Post-test II



B. DISCUSSION

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' reading skill before giving a treatment. In the pre-test, there were only 2 students (7.40%) who passed the pre-test and 25 students (92.59%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Peer Assisted Learning Strategy (PALS). Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 9 students (33,33%) students passed the post-test I. The lowest score was 45, the highest score was 80, and the average score was 61.29.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 57.78 and post-test I 61.29. Although there was improving of the students' achievement, cycle I was not successfully yet because only 9 students (33.33%) who passed in post-test I. It means that in the cycle I, the students' achievement could increase

enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 9 students (33.33%) passed the test and got score ≤ 75 .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 22 students (81.48%) passed the test because they got score ≥ 75 . In this post-test, the lowest score was 55, the highest score was 90, and the average score was 77.22.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 61.29 and 77.22, then the increasing score was 10.37. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 75 were 2, 9 and 22 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in

post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle I.

Table 16
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-test	Post-Test I Score	Post-Test II Score
1	AAW	70	70	85
2	ADB	65	65	80
3	ADP	75	75	85
4	AK	70	70	65
5	AN	75	75	85
6	AR	55	55	75
7	CA	80	80	85
8	DDW	60	60	80
9	DV	70	70	75
10	FA	65	65	80
11	FAN	75	75	70
12	FZ	80	80	80
13	IP	50	50	85
14	NF	65	65	80
15	OKT	50	50	60
16	RA	75	75	75
17	RB	55	55	80
18	RD	45	45	75
19	RN	75	75	80
20	RO	45	45	55
21	SH	60	60	75
22	TAN	80	80	70
23	TAS	60	60	85
24	TD	60	60	80
25	TY	55	55	75
26	UT	80	80	90
27	YD	55	55	75
Total		1560	1655	2085
Average		57.78	61.29	77.22

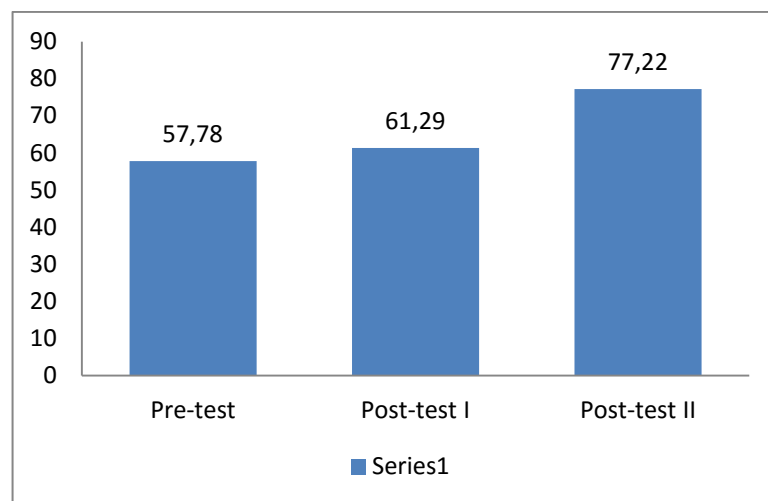
Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students'

score. It could be seen from the average 57.78 to 61.29 became 77.22. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

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

Figure 4

Graph of the Result of Pre-test, Post-test I and Post-test II



Based on the graph above, it can be inferred that Peer Assisted Learning Strategy (PALS) could improve the students' reading skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

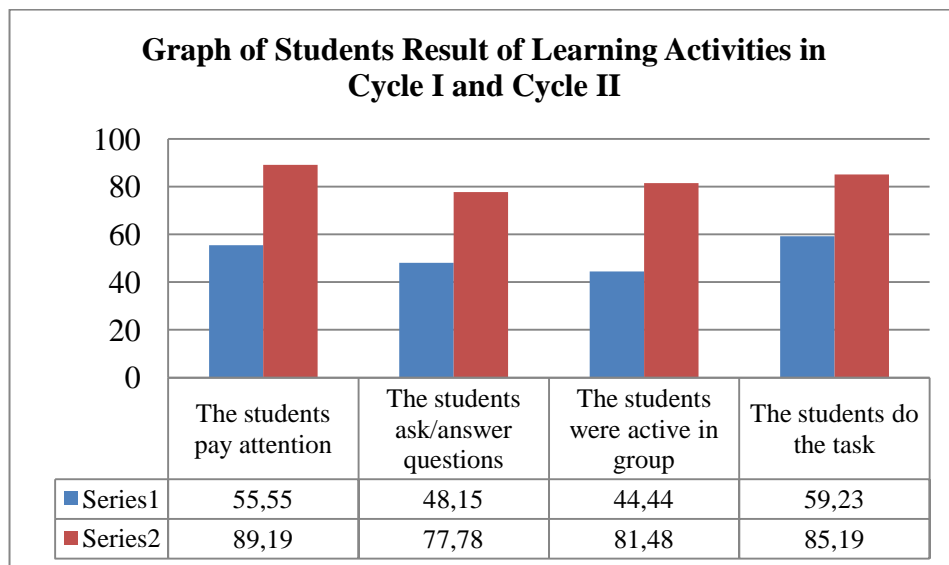
4. The Result of Students' Learning Activities in Cycle I and Cycle II

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

Table 17
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention of the teacher explanation	15	55.55%	23	85.19%	33.64%
2	The students ask/answer questions	13	48.15%	21	77.78%	29.63%
3	The students were active in group	12	44.44%	22	81.48%	37.04%
4	The students able do the task	16	59.23%	23	85.19%	25.96%

Figure 5
Graph of Students' Result of Learning Activities in Cycle I and Cycle II



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

- a. The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 55.55% and in cycle II 89.19%, it improved 33.64%

- b. The students ask/answer question from the teacher

The students who asked or answered questions from the teacher was improved from the first meeting to next meeting. it showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well. For this activity was improved 29.63%, from cycle I 48.15% and cycle II 77.78%.

- c. The students were active in group

The students who had activated in a group or pairs also improved. From cycle I 44.44% and cycle II 81.48% , so it improved 37.04%.

- d. The Students were able to do the task

The students who had done the task were improved. It could be seen on the cycle I 59.23% and cycle II 85.19%, it improved 25.96%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when Peer

Assisted Learning Strategy (PALS) was applied in learning process from cycle I up to cycle II.

5. The comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Peer Assisted Learning Strategy (PALS) could improve the students' reading skill. There was progress average score from 57.78% to 61.29% and to 77.22%.

From the graph 3, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 57.78 and only 2 students or (7.40%) passed the test.

Moreover, in the post-test I and II there was 9 students or (33.33%) passed the test with the average 61.29 and 22 students or (81.48%) who passed the test with average 77.22. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score ≥ 75) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the use of Peer Assisted Learning Strategy (PALS) in reading skill, it could be concluded that there was improving the students' reading skill by using of Peer Assisted Learning Strategy (PALS) among the eighth graders of SMP Islam Purbolinggo. It was supported by improving of students' average score from pre test 57.78 to post test I 61.29 became 77.22 in post test II. In cycle 1, there were 9 students passed the test. Moreover, in cycle II there were 22 students who got score ≥ 75 . It means that the result of cycle II had already reached the indicator of success that was 80 % students fulfill the KKM. It was clear that Peer Assisted Learning Strategy (PALS) could be used to improve the students' reading skill.

Peer Assisted Learning Strategy (PALS) can be effective strategy and it could be used as alternative way in teaching reading because the strategy easy for implementing and it was one of interesting strategy which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to understand the material so it could be improved the students learning activities. The students' activities were also improved from the cycle I to cycle II.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading skill.
2. The students are suggested to improve their vocabularies mastery in order to be success in understanding reading texts.
3. It is suggested for the English teacher to use Peer Assisted Learning Strategy (PALS) as alternative strategy in the classroom because this strategy is effective to improve the students reading skill in the teaching and learning process.
4. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
5. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMP ISLAM PURBOLINGGO

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i>	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> Undangan Contoh : Dandi,	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan”	<ul style="list-style-type: none"> Membaca dengan nyaring dan bermakna teks fungsional pendek Mengidentifikasi berbagai informasi dalam 	Tes lisan Tes tertulis	Membaca nyaring 1. Melengkapi	<i>Read the the text aloud and clearly.</i> 1. Complete the	6 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1. Teks</p>	<p>Please come to our meeting</p> <p>Day : Saturday</p> <p>Date: March 1st, 2008</p> <p>Time : 10.00</p> <p>Place : Osis Reuni</p> <p>Don't be late !</p> <p>Budy</p> <p>Secretary</p> <p>• Pesan Singkat</p> <p>Lia,</p> <p>I'm out for shopping</p> <p>your meal is in</p>	<p>/pesan pendek</p> <p>2. Mendengarkan undangan yang dibacakan oleh guru/teman</p> <p>3. membaca nyaring teks fungsional pendek tentang undangan/pesan pendek</p> <p>4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan pendek</p>	<p>teks fungsional pendek</p> <p>• Mengidentifikasi fungsi sosial teks fungsional pendek</p> <p>Mengidentifikasi ciri kebahasaan teks fungsional pendek</p>		<p>2. Pilihan ganda</p> <p>3. Uraian</p>	<p>test using correct words</p> <p>2. Choose the correct answer</p> <p>3. Answer the following questions based on the text</p>		3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
fungsional pendek berupa - Undangan - pesan singkat 2. Tata Bahasa - Request 3. Kosa kata - kata terkait – tema dan jenis teks 4. Ungkapan Baku - Don't be late ! - Don't miss it !	refrigerator Mom 2. Teks esei berbentuk descriptif dan recount	6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan” /pesan pendek 1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount 3. Membaca teks descriptive/recount 4. Menjawab pertanyaan	1. Menjawab mau tau pertanyaan tentang : 1. Makna gagasan 2. Makna tekstual dalam teks	Tes tulis	PG		4 x 40 menit	1. Buku teks yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	1. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i> <ul style="list-style-type: none"> • Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> 2. Langkah retorika teks <i>descriptive</i> dan <i>recount</i> 3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i>	tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive / recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i>	<i>descriptive</i> dan <i>recount</i> 3. Langkah retorika teks <i>descriptive</i> dan <i>recount</i> 4. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> 6. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i> .	Tes lisan	Membaca nyaring	1. Choose the best option based on the text. 2. State whether the statements are TRUE or FALSE. 3. Answer the questions		2. Koran/majalah 3. Gambar peristiwa/tempat 4. Lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>					<i>Read the text aloud.</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Islam Purbolinggo
Kelas : VIII B
Semester : I
Skill : Reading (membaca)
Mata Pelajaran : Bahasa Inggris
Jumlah Pertemuan : 1 (2 x 30 menit)/pertemuan ke-1.

STANDAR KOMPETENSI

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

KOMPETENSI DASAR

5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.
 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

INDIKATOR PEMBELAJARAN

1. Mengidentifikasi ide utama teks fungsional pendek sangat sederhana dengan cara menjawab pertanyaan yang diberikan.
2. Mengidentifikasi informasi rinci teks fungsional pendek sangat sederhana dengan cara menjawab pertanyaan yang diberikan.
3. Mengidentifikasi fungsi social teks fungsional pendek sangat sederhana dengan memilih jawaban yang paling tepat.
4. Menjawab berbagai pertanyaan yang diberikan guru secara lisan terkait teks fungsional pendek sangat sederhana yang telah dibaca.

TUJUAN

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi berbagai informasi yang terkandung dalam teks fungsional sangat sederhana.
2. Merespon makna yang ada dalam teks fungsional sangat sederhana.

MATERI AJAR

- Teks fungsional sangat sederhana berbentuk *descriptive*.

ALOKASI WAKTU

- 45 menit.

METODE PEMBELAJARAN

A. *Peer Assisted Learning Strategies (PALS)*

B. Materi Pembelajaran

- Teks bacaan pendek “*Football Game*” dan “*My New Classmate*” tentang lingkungan sekitar.
- Kata / Frasa kata terkait Tema / Teks

Misalnya:

- Coach
- Referee
- Linesmen
- Spectator
- Dan lain-lain

C. **Metode / Teknik**

PALS

- *Tutor and tutee role play*
- *Retelling*
- *Paragraph Shrinking*
- *Prediction Relay*

D. Langkah-langkah Kegiatan

Kegiatan Awal

1. Siswa diajak melihat teks fungsional sangat sederhana yang diberikan oleh peneliti.
2. Siswa diberikan penjelasan mengenai metode PALS dan langkah-langkahnya.

Kegiatan Inti

1. Siswa secara berpasangan, yang mana pasangannya telah ditentukan oleh peneliti, mulai secara bergantian membaca sebuah teks utuh yang diberikan untuk mengaplikasikan langkah *“Tutor and Tutee role play”*.
2. Setelah membaca secara bergantian, siswa diminta untuk melanjutkan ke tahap *“retelling”*, yakni menceritakan secara singkat apa yang telah dibacanya, secara bergantian.
3. Kini setiap paragraph yang telah dibaca kemudian diutarakan ide pokok paragraph yang baru saja dibacanya. Tahap ini disebut *“paragraph shrinking”*. Setelah berganti paragraph, maka berganti pula siswa yang membaca paragraph berikutnya, serta mengutarakan ide pokok paragraph tersebut, begitu seterusnya.
4. Tahap terakhir adalah tahap *“prediction dalam metode relay”* PALS. Pada tahap ini siswa juga diminta untuk memprediksi hal apa yang ada pada paragraf selanjutnya, membaca bacaan setidaknya setengah bacaan utuh, dengan tepat memprediksi hal yang ada pada paragraph selanjutnya, serta menuliskan informasi penting yang terkandung dalam teks yang telah dibaca seperti ide pokok, topic dan informasi detail lainnya.

Kegiatan Akhir

1. Menanyakan kepada siswa kata, frasa, kalimat yang tidak diketahui artinya.

2. Menugaskan siswa untuk menjawab pertanyaan berdasarkan teks sederhana yang telah dibaca.
3. Membahas bersama secara singkat bacaan yang telah dibaca.

E. Sumber Belajar

- Contoh Teks Sederhana

F. Penilaian

1. Teknik
 - Tes unjuk kerja
2. Bentuk
 - Tes Reading Skill
3. Instrument
 - Terlampir

Mengetahui,

Guru Bahasa Inggris

Reseacher

Siti Murtiah, S. E

Arbain Dewi Anjar wati

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Islam Purbolinggo
Kelas : VIII B
Semester : I
Skill : Reading (membaca)
Mata Pelajaran : Bahasa Inggris
Jumlah Pertemuan : 1 (2 x 30 menit)/pertemuan ke-2.

STANDAR KOMPETENSI

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

KOMPETENSI DASAR

5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.
 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

INDIKATOR PEMBELAJARAN

1. Mengidentifikasi ide utama teks fungsional pendek sangat sederhana dengan cara menjawab pertanyaan yang diberikan.
2. Mengidentifikasi informasi rinci teks fungsional pendek sangat sederhana dengan cara menjawab pertanyaan yang diberikan.
3. Mengidentifikasi fungsi social teks fungsional pendek sangat sederhana dengan memilih jawaban yang paling tepat.
4. Menjawab berbagai pertanyaan yang diberikan guru secara lisan terkait teks fungsional pendek sangat sederhana yang telah dibaca.

TUJUAN

Pada akhir pembelajaran siswa dapat:

3. Mengidentifikasi berbagai informasi yang terkandung dalam teks fungsional sangat sederhana.
4. Merespon makna yang ada dalam teks fungsional sangat sederhana.

MATERI AJAR

- Teks fungsional sangat sederhana berbentuk *descriptive*.

ALOKASI WAKTU

- 30 menit.

METODE PEMBELAJARAN

A. *Peer Assisted Learning Strategies (PALS)*

B. Materi Pembelajaran

- Teks bacaan pendek “My Daily Activities” tentang lingkungan sekitar.
- Kata / Frasa kata terkait Tema / Teks

Misalnya:

- Morning prayers
- Brush
- Equipment
- Uniform
- Take a nap

C. Metode / Teknik

PALS

- *Tutor and tutee role play*
- *Retelling*
- *Paragraph Shrinking*
- *Prediction Relay*

D. Langkah-langkah Kegiatan

Kegiatan Awal

1. Siswa diajak melihat teks fungsional sangat sederhana yang diberikan oleh peneliti.

2. Siswa diberikan penjelasan mengenai metode PALS dan langkah-langkahnya.

Kegiatan Inti

1. Siswa secara berpasangan, yang mana pasangannya telah ditentukan oleh peneliti, mulai secara bergantian membaca sebuah teks utuh yang diberikan untuk mengaplikasikan langkah "*Tutor and Tutee role play*."
2. Setelah membaca secara bergantian, siswa diminta untuk melanjutkan ke tahap "*retelling*", yakni menceritakan secara singkat apa yang telah dibacanya, secara bergantian.
3. Kini setiap paragraph yang telah dibaca kemudian diutarakan ide pokok paragraph yang baru saja dibacanya. Tahap ini disebut "*paragraph shrinking*". Setelah berganti paragraph, maka berganti pula siswa yang membaca paragraph berikutnya, serta mengutarakan ide pokok paragraph tersebut, begitu seterusnya.
4. Tahap terakhir adalah tahap "*prediction* dalam metode *relay*" PALS. Pada tahap ini siswa juga diminta untuk memprediksi hal apa yang ada pada paragraf selanjutnya, membaca bacaan setidaknya setengah bacaan utuh, dengan tepat memprediksi hal yang ada pada paragraph selanjutnya, serta menuliskan informasi penting yang terkandung dalam teks yang telah dibaca seperti ide pokok, topic dan informasi detil lainnya.

Kegiatan Akhir

1. Menanyakan kepada siswa kata, frasa, kalimat yang tidak diketahui artinya.
2. Menugaskan siswa untuk menjawab pertanyaan berdasarkan teks sederhana yang telah dibaca.
3. Membahas bersama secara singkat bacaan yang telah dibaca.

E. Sumber Belajar

- Contoh Teks Sederhana

F. Penilaian

1. Teknik
 - Tes unjuk kerja
2. Bentuk
 - Tes Reading Skill
3. Instrument
 - Terlampir

Mengetahui,

Guru Bahasa Inggris

Reseacher

Siti Murtiah, S. E

Arbain Dewi Anjar wati

SILABUS PEMBELAJARAN

Sekolah : SMP ISLAM PURBOLINGGO

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Membaca

2. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> Undangan Contoh : Dandi, Please come	7. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek 8. Mendengarkan	<ul style="list-style-type: none"> Membaca dengan nyaring dan bermakna teks fungsional pendek Mengidentifikasi berbagai informasi dalam teks fungsional 	Tes lisan Tes tertulis	Membaca nyaring 1. Melengkapi	<i>Read the the text aloud and clearly.</i> 1. Complete the test using	6 x 40 menit	4. Buku teks yang relevan 5. Gambar terkait tema/topik 6. Benda-

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1. Teks fungsional pendek berupa</p>	<p>to our meeting</p> <p>Day : Saturday</p> <p>Date: March 1st, 2008</p> <p>Time : 10.00</p> <p>Place : Osis Reuni</p> <p>Don't be late !</p> <p>Budy</p> <p>Secretary</p> <p>• Pesan Singkat Lia,</p> <p>I'm out for shopping</p> <p>your meal is in refrigerator</p> <p>Mom</p>	<p>undangan yang dibacakan oleh guru/teman</p> <p>9. membaca nyaring teks fungsional pendek tentang undangan/pesan pendek</p> <p>10. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" /pesan pendek</p> <p>11. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan pendek</p> <p>12. Menjawab pertanyaan tentang ciri</p>	<p>pendek</p> <p>• Mengidentifikasi fungsi sosial teks fungsional pendek</p> <p>Mengidentifikasi ciri kebahasaan teks fungsional pendek</p>		<p>2. Pilihan ganda</p> <p>3. Uraian</p>	<p>correct words</p> <p>2. Choose the correct answer</p> <p>3. Answer the following questions based on the text</p>		benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<ul style="list-style-type: none"> - Undangan - pesan singkat <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Request <p>3. Kosakata</p> <ul style="list-style-type: none"> - kata terkait – tema dan jenis teks <p>4. UngkapanBaku</p> <ul style="list-style-type: none"> - Don't be late ! - Don't miss it ! 	<p>2. Teks esei berbentuk descriptif dan recount</p>	<p>kebahasaan teks fungsional pendek “undangan” /pesan pendek</p> <p>8. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>9. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount</p> <p>10. Membaca teks descriptive/recount</p> <p>11. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p>	<p>1. Menjawab mau tau pertanyaan tentang :</p> <p>7. Makna gagasan</p> <p>8. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></p> <p>9. Langkah retorika</p>	Tes tulis	PG	<p>1. Choose the</p>	4 x 40 menit	<p>5. Buku teks yang relevan</p> <p>6. Koran/majalah</p> <p>7. Gambar peristiwa/t</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<p><i>descriptive</i> dan <i>recount</i></p> <ul style="list-style-type: none"> • Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> <p>2. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p>	<p>12. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive</i> / <i>recount</i></p> <p>13. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</p> <p>14. Membaca nyaring dan bermakna teks <i>descriptive</i> / <i>recount</i></p>	<p>teks <i>descriptive</i> dan <i>recount</i></p> <p>10. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>11. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>12. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i>.</p>	Tes lisan	<p>T / F</p> <p>Membaca nyaring</p>	<p><i>best option based on the text.</i></p> <p>2. <i>State whether the statements are TRUE or FALSE.</i></p> <p>3. <i>Answer the questions</i></p> <p><i>Read the text aloud.</i></p>		<p>empat</p> <p>8. Lingkungan sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Islam Purbolinggo
Kelas : VIII B
Semester : I
Skill : Reading (membaca)
Mata Pelajaran : Bahasa Inggris
Jumlah Pertemuan : 1 (2 x 30 menit)/pertemuan ke-1.

STANDAR KOMPETENSI

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

KOMPETENSI DASAR

- 5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.
- 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

INDIKATOR PEMBELAJARAN

5. Mengidentifikasi ide utama teks fungsional pendek sangat sederhana dengan cara menjawab pertanyaan yang diberikan.
6. Mengidentifikasi informasi rinci teks fungsional pendek sangat sederhana dengan cara menjawab pertanyaan yang diberikan.
7. Mengidentifikasi fungsi social teks fungsional pendek sangat sederhana dengan memilih jawaban yang paling tepat.
8. Menjawab berbagai pertanyaan yang diberikan guru secara lisan terkait teks fungsional pendek sangat sederhana yang telah dibaca.

TUJUAN

Pada akhir pembelajaran siswa dapat:

5. Mengidentifikasi berbagai informasi yang terkandung dalam teks fungsional sangat sederhana.
6. Merespon makna yang ada dalam teks fungsional sangat sederhana.

MATERI AJAR

- Teks fungsional sangat sederhana berbentuk *descriptive*.

ALOKASI WAKTU

- 45 menit.

METODE PEMBELAJARAN

G. *Peer Assisted Learning Strategies (PALS)*

H. Materi Pembelajaran

- Teks bacaan pendek “*Football Game*” dan “*My New Classmate*” tentang lingkungan sekitar.
- Kata / Frasa kata terkait Tema / Teks

Misalnya:

- Coach
- Referee
- Linesmen
- Spectator
- Dan lain-lain

I. Metode / Teknik

PALS

- *Tutor and tutee role play*
- *Retelling*
- *Paragraph Shrinking*
- *Prediction Relay*

J. Langkah-langkah Kegiatan

Kegiatan Awal

3. Siswa diajak melihat teks fungsional sangat sederhana yang diberikan

oleh peneliti.

4. Siswa diberikan penjelasan mengenai metode PALS dan langkah-langkahnya.

Kegiatan Inti

5. Siswa secara berpasangan, yang mana pasangannya telah ditentukan oleh peneliti, mulai secara bergantian membaca sebuah teks utuh yang diberikan untuk mengaplikasikan langkah "*Tutor and Tutee role play*."
6. Setelah membaca secara bergantian, siswa diminta untuk melanjutkan ke tahap "*retelling*", yakni menceritakan secara singkat apa yang telah dibacanya, secara bergantian.
7. Kini setiap paragraph yang telah dibaca kemudian diutarakan ide pokok paragraph yang baru saja dibacanya. Tahap ini disebut "*paragraph shrinking*". Setelah berganti paragraph, maka berganti pula siswa yang membaca paragraph berikutnya, serta mengutarakan ide pokok paragraph tersebut, begitu seterusnya.
8. Tahap terakhir adalah tahap "*prediction* dalam metode *relay*" PALS. Pada tahap ini siswa juga diminta untuk memprediksi hal apa yang ada pada paragraf selanjutnya, membaca bacaan setidaknya setengah bacaan utuh, dengan tepat memprediksi hal yang ada pada paragraph selanjutnya, serta menuliskan informasi penting yang terkandung dalam teks yang telah dibaca seperti ide pokok, topic dan informasi detail lainnya.

Kegiatan Akhir

4. Menanyakan kepada siswa kata, frasa, kalimat yang tidak diketahui artinya.
5. Menugaskan siswa untuk menjawab pertanyaan berdasarkan teks sederhana yang telah dibaca.
6. Membahas bersama secara singkat bacaan yang telah dibaca.

K. Sumber Belajar

- Contoh Teks Sederhana

L. Penilaian

4. Teknik

- Tes unjuk kerja

5. Bentuk

- Tes Reading Skill

6. Instrument

- Terlampir

Mengetahui,

Guru Bahasa Inggris

Reseacher

Siti Murtiah, S. E

Arbain Dewi Anjar wati

3. Membahas bersama secara singkat bacaan yang telah dibaca.

E. Sumber Belajar

- Contoh Teks Sederhana

F. Penilaian

1. Teknik

- o Tes unjuk kerja

2. Bentuk

- o Tes Reading Skill

3. Instrument

- o Terlampir

Mengetahui,

Guru Bahasa Inggris



Siti Murtiah, S. E

Researcher



Arbain Dewi Anjar wati

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Islam Purbolinggo
Kelas : VIII B
Semester : I
Skill : Reading (membaca)
Mata Pelajaran : Bahasa Inggris
Jumlah Pertemuan : 1 (2 x 30 menit)/pertemuan ke-2.

STANDAR KOMPETENSI

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

KOMPETENSI DASAR

- 5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.
- 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

INDIKATOR PEMBELAJARAN

1. Mengidentifikasi ide utama teks fungsional pendek sangat sederhana dengan cara menjawab pertanyaan yang diberikan.
2. Mengidentifikasi informasi rinci teks fungsional pendek sangat sederhana dengan cara menjawab pertanyaan yang diberikan.
3. Mengidentifikasi fungsi social teks fungsional pendek sangat sederhana dengan memilih jawaban yang paling tepat.
4. Menjawab berbagai pertanyaan yang diberikan guru secara lisan terkait teks fungsional pendek sangat sederhana yang telah dibaca.

TUJUAN

Pada akhir pembelajaran siswa dapat:

7. Mengidentifikasi berbagai informasi yang terkandung dalam teks fungsional sangat sederhana.
8. Merespon makna yang ada dalam teks fungsional sangat sederhana.

MATERI AJAR

- Teks fungsional sangat sederhana berbentuk *descriptive*.

ALOKASI WAKTU

- 30 menit.

METODE PEMBELAJARAN

A. *Peer Assisted Learning Strategies (PALS)*

B. Materi Pembelajaran

- Teks bacaan pendek “My Daily Activities” tentang lingkungan sekitar.
- Kata / Frasa kata terkait Tema / Teks

Misalnya:

- Morning prayers
- Brush
- Equipment
- Uniform
- Take a nap

C. Metode / Teknik

PALS

- *Tutor and tutee role play*
- *Retelling*
- *Paragraph Shrinking*
- *Prediction Relay*

D. Langkah-langkah Kegiatan

Kegiatan Awal

1. Siswa diajak melihat teks fungsional sangat sederhana yang diberikan oleh peneliti.

2. Siswa diberikan penjelasan mengenai metode PALS dan langkah-langkahnya.

Kegiatan Inti

1. Siswa secara berpasangan, yang mana pasangannya telah ditentukan oleh peneliti, mulai secara bergantian membaca sebuah teks utuh yang diberikan untuk mengaplikasikan langkah "*Tutor and Tutee role play*."
2. Setelah membaca secara bergantian, siswa diminta untuk melanjutkan ke tahap "*retelling*", yakni menceritakan secara singkat apa yang telah dibacanya, secara bergantian.
3. Kini setiap paragraph yang telah dibaca kemudian diutarakan ide pokok paragraph yang baru saja dibacanya. Tahap ini disebut "*paragraph shrinking*". Setelah berganti paragraph, maka berganti pula siswa yang membaca paragraph berikutnya, serta mengutarakan ide pokok paragraph tersebut, begitu seterusnya.
4. Tahap terakhir adalah tahap "*prediction* dalam metode *relay*" PALS. Pada tahap ini siswa juga diminta untuk memprediksi hal apa yang ada pada paragraf selanjutnya, membaca bacaan setidaknya setengah bacaan utuh, dengan tepat memprediksi hal yang ada pada paragraph selanjutnya, serta menuliskan informasi penting yang terkandung dalam teks yang telah dibaca seperti ide pokok, topic dan informasi detail lainnya.

Kegiatan Akhir

1. Menanyakan kepada siswa kata, frasa, kalimat yang tidak diketahui artinya.
2. Menugaskan siswa untuk menjawab pertanyaan berdasarkan teks sederhana yang telah dibaca.
3. Membahas bersama secara singkat bacaan yang telah dibaca.

E. Sumber Belajar

- Contoh Teks Sederhana

F. Penilaian

1. Teknik
 - Tes unjuk kerja
2. Bentuk
 - Tes Reading Skill
3. Instrument
 - Terlampir

Mengetahui,
Guru Bahasa Inggris

Reseacher

Siti Murtiah, S. E

Arbain Dewi Anjar wati

E. Sumber Belajar

- Contoh Teks Sederhana

F. Penilaian

1. Teknik
 - o Tes unjuk kerja
2. Bentuk
 - o Tes Reading Skill
3. Instrument
 - o Terlampir

Mengetahui,
Guru Bahasa Inggris



Siti Murtiah, S. E

Reseacher



Arbain Dewi Anjar wati

Name :

Class :

Soal Pretest

Read the text and answer the question for 1 to 5!

Football Game

In a football game, some people do not play the game. They have important roles in a football game. They are the coach, the referee, the linesmen, and the spectators. The coach trains the player how to play the game. The referee controls the game. He blows the whistle when there is any violation. The linesmen help the referee control the game. One group of spectators usually support one of the two teams. Another group of spectators supports the opposing team.

In a professional football match, each team has more than eleven players. Not all of them play the game. Some of them watch the game from the side of the field. They will play when they have to substitute any player who gets serious injury.

1. What is the purpose of the text?
 - a. to play football
 - b. to inform about the football game
 - c. to describe the football game
 - d. to be a coach
2. How many total players are playing football?
 - a. Eleven
 - b. Twelve
 - c. Twenty two
 - d. Ten
3. Who usually blows the whistle during a football game?

a. The linesmen	c. The referee
b. The spectators	d. The coach
4. Which of these persons stay inside the field during a football match?

a. The referee	c. The coach
----------------	--------------

- b. The spectators d. The linesmen
- 5. What does a referee do when there is a violation? He....
 - a. Support the player
 - b. Watches the game
 - c. Blows a whistle
 - d. Enter the field

Read the text and answer the question for 6 to 10!

My New Classmate

My name is Pangestu. I have a new classmate. His name is Adit. He comes from Jakarta. He lives with his family in Jl. Dr. Wahidin, Sleman. He is a nice friend. He sits beside Damar. Adit likes playing football. He is also good in badminton.

Adit is also good in singing. He wants to be a famous singer like Glenn Fredly, his idol. One subject that Adit has some difficulties is Social. He said, he can not remember the materials easily.

Mr. Sutiyo, his father usually teaches him how to play badminton. Adit is also good in English. He can speak English fluently. His Mother, Mrs. Ami, teaches him English. She is an English teacher in Sleman.

- 6. Who is the writer of the text above?
 - a. Mr. Sutiyo
 - b. Pangestu
 - c. Adit
 - d. Glenn Fredly
- 7. Where is Adit's address?
 - a. He sits beside Damar.
 - b. In Jogjakarta.
 - c. On Jl. Dr. Wahidin, Sleman.
 - d. In Ternate
- 8. What does the text discuss?

- a. His new classmate
 - b. His new school
 - c. His headmaster
 - d. His class
9. "...his father usually teaches him how to play badminton." (last paragraph)
The underlined word refers to....
- a. Pangestu.
 - b. Mr. Sutiyo
 - c. Adit
 - d. Mrs. Amy
10. Why can Adit play good in badminton?
- a. He practices it everyday.
 - b. His father bans him to do it.
 - c. He like it so much.
 - d. Mr. Sutiyo teaches him to play it.

Read the text and answer the question for 11 to 12!

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre. And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

11. For how many people the meeting facilities are up to?
 - a. 5000 people
 - b. 4000 people
 - c. 2000 people
 - d. 1000 people
12. The text mainly focuses on...
 - a. Shangri-La Bangkok.
 - b. Bangkok's "River Kings."
 - c. The water of the Chao Praya
 - d. The majestic river in Bangkok.

Read the text and answer the question for 13 to 15!

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for

children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

13. What is the main idea of the text?
 - a. Losari beach is a awful place.
 - b. Losari beach is a good place to visit.
 - c. No body visit Losari beach.
 - d. Many visitor on Pantai Gapura Hotel.
14. How many hotels does the writer mention?
 - a. Six hotels.
 - b. Five hotels.
 - c. Four hotels.
 - d. Three hotels.
15. Where is Losari beach located?
 - a. Somewhere at Makassar City.
 - b. Locate at Jalan Penghibur.
 - c. Near Makassar City.
 - d. Located only about 3 km from the center of Makassar (Karebosi Park).

Read the text and answer questions 16 to 20!

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

16. Where does the writer usually put her small items?
 - a. In her pockets.
 - b. In her laptop backpack.
 - c. In her pocket size wallet.
 - d. In the pockets of her leather bag.
17. What makes the small items of the writer not falling down in the bag?
 - a. The satisfying bag
 - b. Her laptop backpack
 - c. A pocket-sized wallet
 - d. The pockets inside the bag
18. "I have spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.
 - a. having
 - b. seeing
 - c. buying
 - d. loving
19. What is the main idea of the last paragraph?
 - a. The writer has a new bag.

- b. The bag is very functional.
 - c. The bag has many pockets.
 - d. The writer is satisfied with the bag
20. What is the purpose of the text?
- a. To retell the past event
 - b. To entertain the readers
 - c. To describe the writer's new bag
 - d. To give instruction how to buy a bag

Answer Key:

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

Name :

Class :

Soal Post Test I

Read the text and answer the question for 1 to 5!

My School

My school name is SMP Negeri 1 Panca Bakti. It is located in village. My school has some rooms. They are six classrooms. One teacher office. One library. One headmaster room. One laboratory, and one canteen. My school also has 4 restrooms.

My class is next to teacher's office. The laboratory is between the headmaster room and library. There are many books at the library. Students can read many books there. We also has laboratory to have the science experiments. If I feel hungry, I usually go to canteen to buy some snacks.

1. What does the above text tell us about?
 - a. The teacher
 - b. The writer's school
 - c. The library
 - d. The headmaster
2. How many rooms does the school have except the restrooms?
 - a. Eleven
 - b. Six
 - c. Four
 - d. ten
3. What can the students do at the library?
 - a. Playing with friends
 - b. Doing science experiment.
 - c. Practicing sport
 - d. Reading many books

4. What is between the headmaster's room and library?
 - a. The restroom
 - b. Laboratory
 - c. Classrooms
 - d. The teacher's room
5. If you want to wash your face, you can go to.....
 - a. Restroom
 - b. Laboratory
 - c. Library
 - d. Sport hall

Read the text and answer the question for 6 to 8!

Giraffe

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six metres tall.

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This colouring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometres per hour or stay to fight with its strong legs.

6. What is the text about?
 - a. camel
 - b. animals
 - c. giraffe
 - d. tree

7. The giraffe has two methods of self protection. One of them is
 - a. looking for other giraffes
 - b. staying to fight with its strong legs
 - c. hiding in a certain place
 - d. staying and doing nothing
8. They are protected by very thick lashes. The word “they” refers to...
 - a. Giraffe’s tail
 - b. Giraffe’s eyes
 - c. Giraffe’s neck
 - d. Giraffe’s skin

Read the text and answer the question for 9 to 10!

My Unique Pets

I’m used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

9. “Inadequate conditions can cause not only stress but also affect their growth.”
(paragraph 2)
The underlined word can be best replaced by ...
 - a. insufficient
 - b. indiscipline
 - c. ineffective
 - d. inedible

10. What is the purpose of the text above?
- To tell the readers that the writer's family is pet lovers
 - To describe the writer's turtles to the readers
 - To persuade the readers to keep turtles as a pet
 - To show the advantages of keeping turtles

Read the text to answer questions 11 to 14!

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

11. The writer's friend has just bought ... from blowfish shoes products.
- a new match shoes
 - a new stylist foot legs
 - a trendy and attractive shoes
 - a brand and bright color shoes
12. Why does the writer admire her friend?
- She likes wearing an international trade mark shoes.
 - She always wants to be a trendy and attractive woman.
 - She has the most suitable shoes on her physical appearance.
 - She really has perfect appearance with her wonderful shoes.
13. Writer writes the text in order to ...

- a. describe her friend's style and her new shoes.
 - b. explain an international trademark shoes.
 - c. share her experience with her friend.
 - d. tell blowfish shoes products.
14. "She really has perfect appearance." The word "she" refers to ...
- a. the writer.
 - b. a close friend.
 - c. the writer's friend.
 - d. a blowfish women's shoes

Read the text to answer questions 15 to 17!

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

15. " ... they are seeking in Boyolali" (paragraph 3)
- What does the underlined word refer to?
- a. People from out town
 - b. Places in Boyolali.
 - c. Cow statues.
 - d. Real cows.
16. What is the main idea of the last paragraph?
- a. The statues help people to find places easily.
 - b. The statues decorate the town beautifully.
 - c. The cow can get their way easily around the town.

d. The people from out of town easily find the statues.

17. The text mainly tells us about

- a. the colour of the statues
- b. cow statues in Boyolali
- c. a town called Boyolali
- d. how to raise cows

Read the text to answer questions 18 to 20!

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 his country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbour's dog. I love him very much because he can be my friend, too.

18. Miko's eyes are

- a. black
- b. white
- c. brown
- d. dark brown

19. The writer got the pet from

- a. his neighbor
- b. a pet shop
- c. his friend
- d. his mother

20. What is the text about

- a. My lovely dog
- b. My best friend
- c. My pet shop
- d. My neighbour's pet

Answer Key:

11. B	11. B
12. A	12. C
13. D	13. A
14. B	14. C
15. A	15. A
16. C	16. A
17. B	17. B
18. D	18. C
19. A	19. C
20. B	20. A

Name :

Class :

Soal Post Test 2

Read the text and answer the question for 1 to 2!

Danu is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Danu is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. According to the passage, we know that Peter is...
 - a. The writer's elder brother.
 - b. The writer's youngest brother.
 - c. A friendly boy.
 - d. A naughty boy.
2. Which of the following statement is not true about Danu?
 - a. He plays football and tennis.
 - b. He has long and straight hair.
 - c. He has bright eyes.
 - d. He doesn't play badminton.

Read the text and answer the question for 3 to 5!

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money.

Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

3. What does the second paragraph tell you about?
 - a. Rohmi and her family
 - b. Rohmi and her father
 - c. Rohmi and her brother
 - d. Rohmi and her friends
4. Where did the writer sit ?
 - a. in front of Rohmi
 - b. behind Rohmi
 - c. next to Rohmi
 - d. far from Rohmi
5. "...Rohmi and her brother work part-time to earn some money."

What do the underlined words mean?

 - a. work for the whole of working week
 - b. work for only part of each day or week
 - c. work for the purpose of getting money as much as possible
 - d. work for family

Read the text and answer the question for 6 to 8!

The Terrifying Headmaster

Mr.Roy is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the purpose of the text?
 - a. to terrify the readers
 - b. to describe the writer's headmaster
 - c. to promote the writer's headmaster career
 - d. to inform the readers about a terrifying school
7. Where does Mr. Roy usually wash his hands?
 - a. corner of the room
 - b. in front of the room
 - c. beside of the room
 - d. behind of the room
8. "He dries each finger separately...."

The underlined word has similar meaning to...

a. wash	c. divide
b. fold	d. corner

Read the text and answer the question for 9 to 10!

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth-dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

9. What does the text mainly talk about?

a. Doraemon	c. Robotic cats
-------------	-----------------

- b. Fujiko Fujio d. Nobita
10. "... he will frantically pull out every unnecessary ..." (paragraph 3).
The underline word can be best replaced by ...
- a. Happily c. Worriedly
b. Calmly d. Diligently

Read the text and answer the question for 11 to 12!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

11. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
12. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
13. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is not interested in sports.
 - d. He plays football and tennis.
14. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
15. It is implied in the passage that
 - a. Peter is naughty.
 - b. Peter is unfriendly.

Answer Key:

- | | |
|-------|-------|
| 21. B | 11. B |
| 22. D | 12. C |
| 23. A | 13. C |
| 24. B | 14. A |
| 25. B | 15. D |
| 26. B | 16. C |
| 27. A | 17. A |
| 28. C | 18. B |
| 29. A | 19. B |
| 30. C | 20. D |

Name : glan wijaya
Class : VIII B

Soal Pretest

Read the text and answer the question for 1 to 3!

Football Game

In a football game, some people do not play the game. They have important roles in a football game. They are the coach, the referee, the linesmen, and the spectators. The coach trains the player how to play the game. The referee controls the game. He blows the whistle when there is any violation. The linesmen help the referee control the game. One group of spectators usually support one of the two teams. Another group of spectators supports the opposing team.

In a professional football match, each team has more than eleven players. Not all of them play the game. Some of them watch the game from the side of the field. They will play when they have to substitute any player who gets serious injury.

1. What is the purpose of the text?
 - a. to play football
 - ☒ b. to inform about the football game
 - c. to describe the football game
 - d. to be a coach
2. How many total players are playing football?
 - ☒ a. Eleven
 - b. Twelve
 - c. Twenty two
 - d. Ten
3. Who usually blows the whistle during a football game?

a. The linesmen	c. The referee
b. The spectators	<input checked="" type="checkbox"/> d. The coach
- ☒ 4. Which of these persons stay inside the field during a football match?

<input checked="" type="checkbox"/> a. The referee	c. The coach
b. The spectators	d. The linesmen

B = 12
S = 8

60

5. What does a referee do when there is a violation? He....

- ☒ a. Support the player
- b. Watches the game
- c. Blows a whistle
- d. Enter the field

Read the text and answer the question for 6 to 10!

My New Classmate

My name is Pangestu. I have a new classmate. His name is Adit. He comes from Jakarta. He lives with his family in Jl. Dr. Wahidin, Sleman. He is a nice friend. He sits beside Damar. Adit likes playing football. He is also good in badminton.

Adit is also good in singing. He wants to be a famous singer like Glenn Fredly, his idol. One subject that Adit has some difficulties is Social. He said, he can not remember the materials easily.

Mr. Sutiyo, his father usually teaches him how to play badminton. Adit is also good in English. He can speak English fluently. His Mother, Mrs. Ami, teaches him English. She is an English teacher in Sleman.

6. Who is the writer of the text above?
 - a. Mr. Sutiyo
 - b. Pangestu
 - ☒ c. Adit
 - d. Glenn Fredly
7. Where is Adit's address?
 - a. He sits beside Damar.
 - b. In Jogjakarta.
 - c. On Jl. Dr. Wahidin, Sleman.
 - d. In Ternate
- ☒ 8. What does the text discuss?
 - a. His new classmate
 - ☒ b. His new school
 - ☒ c. His headmaster

- d. His class

9. "...his father usually teaches him how to play badminton." (last paragraph)

The underlined word refers to....

- ☒ a. Pangestu.
b. Mr. Sutiyo
c. Adit
d. Mrs. Amy

☒ 10. Why can Adit play good in badminton?

- a. He practices it everyday.
b. His father bans him to do it.
c. He like it so much.
☒ d. Mr. Sutiyo teaches him to play it.

Read the text and answer the question for 11 to 12!

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre. And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

11. For how many people the meeting facilities are up to?

- a. 5000 people

- ☒ b. 4000 people

- c. 2000 people

- d. 1000 people

☒ 12. The text mainly focuses on...

- a. Shangri-La Bangkok.
b. Bangkok's "River Kings."
c. The water of the Chao Phraya

- ☒ d. The majestic river in Bangkok.

Read the text and answer the question for 13 to 15!

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a

d. His class

9. "...his father usually teaches him how to play badminton." (last paragraph)

The underlined word refers to....

☒ a. Pangestu.

b. Mr. Sutiyo

c. Adit

d. Mrs. Amy

☒ 10. Why can Adit play good in badminton?

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a. Shangri-La Bangkok.

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Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a

racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

☒ 13. What is the main idea of the text?

- a. Losari beach is a awful place.
- ☒ b. Losari beach is a good place to visit.
- c. No body visit Losari beach.
- d. Many visitor on Pantai Gapura Hotel.

14. How many hotels does the writer mention?

- a. Six hotels.
- b. Five hotels.
- ☒ c. Four hotels.
- d. Three hotels.

☒ 15. Where is Losari beach located?

- a. Somewhere at Makassar City.
- ☒ b. Locate at Jalan Penghibur.
- c. Near Makassar City.
- d. Located only about 3 km from the center of Makassar (Karebosi Park).

Read the text and answer questions 16 to 20!

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

16. Where does the writer usually put her small items?

- ☒ a. In her pockets.
- b. In her laptop backpack.
- c. In her pocket size wallet.
- d. In the pockets of her leather bag.

☒ 17. What makes the small items of the writer not falling down in the bag?

- a. The satisfying bag
- b. Her laptop backpack
- ☒ c. A pocket-sized wallet
- d. The pockets inside the bag

18. "I have spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.

- a. having
- b. seeing
- ☒ c. buying
- d. loving

☒ 19. What is the main idea of the last paragraph?

- ☒ a. The writer has a new bag.
- b. The bag is very functional.
- c. The bag has many pockets.
- d. The writer is satisfied with the bag

20. What is the purpose of the text?

- ☒ a. To retell the past event
- b. To entertain the readers
- c. To describe the writer's new bag
- d. To give instruction how to buy a bag

Name : Stella Indrasmarwati
Class : 8B

Soal Pretest

Read the text and answer the question for 1 to 5!

Football Game

In a football game, some people do not play the game. They have important roles in a football game. They are the coach, the referee, the linesmen, and the spectators. The coach trains the player how to play the game. The referee controls the game. He blows the whistle when there is any violation. The linesmen help the referee control the game. One group of spectators usually support one of the two teams. Another group of spectators supports the opposing team.

In a professional football match, each team has more than eleven players. Not all of them play the game. Some of them watch the game from the side of the field. They will play when they have to substitute any player who gets serious injury.

1. What is the purpose of the text?
 - a. to play football
 - b. to inform about the football game
 - ☒ c. to describe the football game
 - d. to be a coach
- ☒ 2. How many total players are playing football?
 - a. Eleven
 - ☒ b. Twelve
 - c. Twenty two
 - d. Ten
3. Who usually blows the whistle during a football game?
 - a. The linesmen
 - ☒ c. The referee
 - b. The spectators
 - d. The coach
4. Which of these persons stay inside the field during a football match?
 - a. The referee
 - ☒ c. The coach
 - b. The spectators
 - d. The linesmen

60

B = 12
S = 8

5. What does a referee do when there is a violation? He....

- a. Support the player
- b. Watches the game
- ☒ c. Blows a whistle
- d. Enter the field

Read the text and answer the question for 6 to 10!

My New Classmate

My name is Pangestu. I have a new classmate. His name is Adit. He comes from Jakarta. He lives with his family in Jl. Dr. Wahidin, Sleman. He is a nice friend. He sits beside Damar. Adit likes playing football. He is also good in badminton.

Adit is also good in singing. He wants to be a famous singer like Glenn Fredly, his idol. One subject that Adit has some difficulties is Social. He said, he can not remember the materials easily.

Mr. Sutiyo, his father usually teaches him how to play badminton. Adit is also good in English. He can speak English fluently. His Mother, Mrs. Ami, teaches him English. She is an English teacher in Sleman.

☒ 6. Who is the writer of the text above?

- a. Mr. Sutiyo
- b. Pangestu
- ☒ c. Adit
- d. Glenn Fredly

7. Where is Adit's address?

- a. He sits beside Damar.
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- ☒ c. On Jl. Dr. Wahidin, Sleman.
- d. In Ternate

☒ 8. What does the text discuss?

- a. His new classmate
- ☒ b. His new school
- c. His headmaster

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9. "...his father usually teaches him how to play badminton." (last paragraph)

The underlined word refers to....

- a. Pangestu.
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10. Why can Adit play good in badminton?

- a. He practices it everyday.
- b. His father bans him to do it.
- c. He like it so much.
- ☒ d. Mr. Sutiyo teaches him to play it.

Read the text and answer the question for 11 to 12!

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre. And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the famed "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

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Read the text and answer questions 16 to 20!

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- ☒ c. To describe the writer's new bag
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Name : Ulfah tri Oktaviana

Class : VIII B

Soal Pretest

Read the text and answer the question for 1 to 5!

Football Game

In a football game, some people do not play the game. They have important roles in a football game. They are the coach, the referee, the linesmen, and the spectators. The coach trains the player how to play the game. The referee controls the game. He blows the whistle when there is any violation. The linesmen help the referee control the game. One group of spectators usually support one of the two teams. Another group of spectators supports the opposing team.

In a professional football match, each team has more than eleven players. Not all of them play the game. Some of them watch the game from the side of the field. They will play when they have to substitute any player who gets serious injury.

1. What is the purpose of the text?
 - a. to play football
 - b. to inform about the football game
 - ☒ c. to describe the football game
 - d. to be a coach
2. How many total players are playing football?
 - ☒ a. Eleven
 - b. Twelve
 - c. Twenty two
 - d. Ten
3. Who usually blows the whistle during a football game?
 - a. The linesmen
 - ☒ b. The referee
 - c. The spectators
 - d. The coach
4. Which of these persons stay inside the field during a football match?
 - a. The referee
 - ☒ b. The coach
 - c. The spectators
 - d. The linesmen

5. What does a referee do when there is a violation? He....

- a. Support the player
- b. Watches the game
- ☒ c. Blows a whistle
- d. Enter the field

Read the text and answer the question for 6 to 10!

My New Classmate

My name is Pangestu. I have a new classmate. His name is Adit. He comes from Jakarta. He lives with his family in Jl. Dr. Wahidin, Sleman. He is a nice friend. He sits beside Damar. Adit likes playing football. He is also good in badminton.

Adit is also good in singing. He wants to be a famous singer like Glenn Fredly, his idol. One subject that Adit has some difficulties is Social. He said, he can not remember the materials easily.

Mr. Sutiyo, his father usually teaches him how to play badminton. Adit is also good in English. He can speak English fluently. His Mother, Mrs. Ami, teaches him English. She is an English teacher in Sleman.

6. Who is the writer of the text above?

- a. Mr. Sutiyo
- ☒ b. Pangestu
- c. Adit
- d. Glenn Fredly

- d. Glenn Fredly

- ☒ 7. Where is Adit's address?

- a. He sits beside Damar.
- b. In Jogjakarta.
- c. On Jl. Dr. Wahidin, Sleman.
- ☒ d. In Ternate

8. What does the text discuss?

- ☒ a. His new classmate
- b. His new school
- c. His headmaster

$$B = 16$$

$$S = 4$$

$$80$$

Name : Ulfa tri Oktaviana

Class : VII B

Soal Pretest

Read the text and answer the question for 1 to 5!

Football Game

In a football game, some people do not play the game. They have important roles in a football game. They are the coach, the referee, the linesmen, and the spectators. The coach trains the player how to play the game. The referee controls the game. He blows the whistle when there is any violation. The linesmen help the referee control the game. One group of spectators usually support one of the two teams. Another group of spectators supports the opposing team.

In a professional football match, each team has more than eleven players. Not all of them play the game. Some of them watch the game from the side of the field. They will play when they have to substitute any player who gets serious injury.

- What is the purpose of the text?
 - to play football
 - to inform about the football game
 - ☒ to describe the football game
 - to be a coach
- How many total players are playing football?
 - ☒ Eleven
 - Twelve
 - Twenty two
 - Ten
- Who usually blows the whistle during a football game?
 - The linesmen
 - The spectators
 - ☒ The referee
 - The coach
- Which of these persons stay inside the field during a football match?
 - The referee
 - The spectators
 - ☒ The coach
 - The linesmen

$$B = 16$$

$$S = 4$$

80

- What does a referee do when there is a violation? He....

- Support the player
- Watches the game
- ☒ Blows a whistle
- Enter the field

Read the text and answer the question for 6 to 10!

My New Classmate

My name is Pangestu. I have a new classmate. His name is Adit. He comes from Jakarta. He lives with his family in Jl. Dr. Wahidin, Sleman. He is a nice friend. He sits beside Damar. Adit likes playing football. He is also good in badminton.

Adit is also good in singing. He wants to be a famous singer like Glenn Fredly, his idol. One subject that Adit has some difficulties is Social. He said, he can not remember the materials easily.

Mr. Sutiyo, his father usually teaches him how to play badminton. Adit is also good in English. He can speak English fluently. His Mother, Mrs. Ami, teaches him English. She is an English teacher in Sleman.

- Who is the writer of the text above?

- Mr. Sutiyo
- ☒ Pangestu
- Adit
- Glenn Fredly

- Where is Adit's address?

- He sits beside Damar.
- In Jogjakarta.
- On Jl. Dr. Wahidin, Sleman.
- ☒ In Ternate

- What does the text discuss?

- ☒ His new classmate
- His new school
- His headmaster

racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

13. What is the main idea of the text?

- a. Losari beach is a awful place.
- ☒ b. Losari beach is a good place to visit.
- c. No body visit Losari beach.
- d. Many visitor on Pantai Gapura Hotel.

14. How many hotels does the writer mention?

- a. Six hotels.
- b. Five hotels.
- ☒ c. Four hotels.
- d. Three hotels.

15. Where is Losari beach located?

- a. Somewhere at Makassar City.
- b. Locate at Jalan Penghibur.
- c. Near Makassar City.
- ☒ d. Located only about 3 km from the center of Makassar (Karebosi Park).

Read the text and answer questions 16 to 20!

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

16. Where does the writer usually put her small items?

- a. In her pockets.
- b. In her laptop backpack.
- c. In her pocket size wallet.
- ☒ d. In the pockets of her leather bag.

☒ 17. What makes the small items of the writer not falling down in the bag?

- a. The satisfying bag
- ☒ b. Her laptop backpack
- c. A pocket-sized wallet
- d. The pockets inside the bag

18. "I have spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.

- a. having
- b. seeing
- ☒ c. buying
- d. loving

☒ 19. What is the main idea of the last paragraph?

- a. The writer has a new bag.
- b. The bag is very functional.
- ☒ c. The bag has many pockets.
- d. The writer is satisfied with the bag

20. What is the purpose of the text?

- a. To retell the past event
- b. To entertain the readers
- ☒ c. To describe the writer's new bag
- d. To give instruction how to buy a bag

Name : Alan Wijaya

Class : VIII B

Soal Post Test I

Read the text and answer the question for 1 to 5!

My School

My school name is SMP Negeri 1 Panca Bakti. It is located in village. My school has some rooms. They are six classrooms. One teacher office. One library. One headmaster room. One laboratory, and one canteen. My school also has 4 restrooms.

My class is next to teacher's office. The laboratory is between the headmaster room and library. There are many books at the library. Students can read many books there. We also has laboratory to have the science experiments. If I feel hungry, I usually go to canteen to buy some snacks.

1. What does the above text tell us about?

- a. The teacher
- ☒ b. The writer's school
- c. The library
- d. The headmaster

2. How many rooms does the school have except the restrooms?

- ☒ a. Eleven
- b. Six
- c. Four
- d. ten

☒ 3. What can the students do at the library?

- a. Playing with friends
- b. Doing science experiment
- ☒ c. Practicing sport
- d. Reading many books

4. What is between the headmaster's room and library?

- a. The restroom

- ☒ b. Laboratory
- c. Classrooms
- d. The teacher's room

☒ 5. If you want to wash your face, you can go to.....

- a. Restroom
- ☒ b. Laboratory
- c. Library
- d. Sport hall

Read the text and answer the question for 6 to 8!

Giraffe

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six metres tall.

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This colouring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometres per hour or stay to fight with its strong legs.

6. What is the text about?

- a. camel
- ☒ b. animals
- c. giraffe
- d. tree

☒ 7. The giraffe has two methods of self protection. One of them is

- a. looking for other giraffes
- ☒ b. staying to fight with its strong legs
- c. hiding in a certain place

B = 14
S = 6

70

d. staying and doing nothing

8. They are protected by very thick lashes. The word "they" refers to...

- ☒ a. Giraffe's tail
- b. Giraffe's eyes
- c. Giraffe's neck
- ☒ d. Giraffe's skin

Read the text and answer the question for 9 to 10!

My Unique Pets

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

9. "Inadequate conditions can cause not only stress but also affect their growth." (paragraph 2)

The underlined word can be best replaced by ...

- ☒ a. insufficient
- b. indiscipline
- ☒ c. ineffective
- d. inedible

10. What is the purpose of the text above?

- ☒ a. To tell the readers that the writer's family is pet lovers
- b. To describe the writer's turtles to the readers
- c. To persuade the readers to keep turtles as a pet
- d. To show the advantages of keeping turtles

Read the text to answer questions 11 to 14!

I have a close friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

11. The writer's friend has just bought ... from blowfish shoes products.

- a. a new match shoes
- ☒ b. a new stylist foot legs
- c. a trendy and attractive shoes
- d. a brand and bright color shoes

12. Why does the writer admire her friend?

- a. She likes wearing an international trade mark shoes.
- ☒ b. She always wants to be a trendy and attractive woman.
- c. She has the most suitable shoes on her physical appearance.
- d. She really has perfect appearance with her wonderful shoes.

13. Writer writes the text in order to ...

- ☒ a. describe her friend's style and her new shoes.
- b. explain an international trademark shoes.
- c. share her experience with her friend.
- d. tell blowfish shoes products.

14. "She really has perfect appearance." The word "she" refers to ...

- a. the writer.
- b. a close friend.
- ☒ c. the writer's friend.

- d. a blowfish women's shoes

Read the text to answer questions 15 to 17!

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

15. "... they are seeking in Boyolali" (paragraph 3)

What does the underlined word refer to?

- ☒ a. People from out town
- b. Places in Boyolali.
- c. Cow statues.
- d. Real cows.

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

- a. The statues help people to find places easily.
- ☒ b. The statues decorate the town beautifully.
- c. The cow can get their way easily around the town.
- d. The people from out of town easily find the statues.

17. The text mainly tells us about

- a. the colour of the statues
- ☒ b. cow statues in Boyolali
- c. a town called Boyolali
- d. how to raise cows

Read the text to answer questions 18 to 20!

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 his country. Once a week, my

mother bathes him. He is funny and smart. It often plays with my neighbour's dog. I love him very much because he can be my friend, too.

18. Miko's eyes are

- a. black
- b. white
- ☒ c. brown
- d. dark brown

19. The writer got the pet from

- a. his neighbor
- b. a pet shop
- ☒ c. his friend
- d. his mother

20. What is the text about

- ☒ a. My lovely dog
- b. My best friend
- c. My pet shop
- d. My neighbour's pet

Name : *Shella Indrasmanwati*
 Class : *BB*

Soal Post Test 1

Read the text and answer the question for 1 to 5!

My School

My school name is SMP Negeri 1 Panca Bakti. It is located in village. My school has some rooms. They are six classrooms. One teacher office. One library. One headmaster room. One laboratory, and one canteen. My school also has 4 restrooms.

My class is next to teacher's office. The laboratory is between the headmaster room and library. There are many books at the library. Students can read many books there. We also has laboratory to have the science experiments. If I feel hungry, I usually go to canteen to buy some snacks.

1. What does the above text tell us about?

- a. The teacher
- ☒ b. The writer's school
- c. The library
- d. The headmaster

☒ 2. How many rooms does the school have except the restrooms?

- a. Eleven
- ☒ b. Six
- c. Four
- d. ten

3. What can the students do at the library?

- a. Playing with friends
- b. Doing science experiment.
- c. Practicing sport
- ☒ d. Reading many books

4. What is between the headmaster's room and library?

- a. The restroom

60

B = 12
S = 8

- ☒ b. Laboratory
- c. Classrooms
- d. The teacher's room

5. If you want to wash your face, you can go to.....

- ☒ a. Restroom
- b. Laboratory
- c. Library
- d. Sport hall

Read the text and answer the question for 6 to 8!

Giraffe

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six metres tall.

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This colouring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometres per hour or stay to fight with its strong legs.

6. What is the text about?

- a. camel
- b. animals
- ☒ c. giraffe
- d. tree

☒ 7. The giraffe has two methods of self protection. One of them is

- ☒ a. looking for other giraffes
- b. staying to fight with its strong legs
- c. hiding in a certain place

- d. staying and doing nothing
8. They are protected by very thick lashes. The word "they" refers to...
- Giraffe's tail
 - Giraffe's eyes
 - Giraffe's neck
 - ☒ Giraffe's skin

Read the text and answer the question for 9 to 10!

My Unique Pets

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

- ☒ "Inadequate conditions can cause not only stress but also affect their growth." (paragraph 2)

The underlined word can be best replaced by ...

- insufficient
 - ☒ indiscipline
 - ineffective
 - inedible
10. What is the purpose of the text above?
- To tell the readers that the writer's family is pet lovers
 - ☒ To describe the writer's turtles to the readers
 - To persuade the readers to keep turtles as a pet
 - To show the advantages of keeping turtles

Read the text to answer questions 11 to 14!

I have a close friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

- ☒ 11. The writer's friend has just bought ... from blowfish shoes products.

- a new match shoes
- a new stylist foot legs
- ☒ a trendy and attractive shoes
- a brand and bright color shoes

12. Why does the writer admire her friend?

- She likes wearing an international trade mark shoes.
- She always wants to be a trendy and attractive woman.
- ☒ She has the most suitable shoes on her physical appearance.
- She really has perfect appearance with her wonderful shoes.

- ☒ 13. Writer writes the text in order to ...

- describe her friend's style and her new shoes.
- ☒ explain an international trademark shoes.
- share her experience with her friend.
- tell blowfish shoes products.

14. "She really has perfect appearance." The word "she" refers to ...

- the writer.
- a close friend.
- ☒ the writer's friend.

- d. a blowfish women's shoes

Read the text to answer questions 15 to 17!

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

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Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

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What does the underlined word refer to?

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- ☐ c. Cow statues.
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16. What is the main idea of the last paragraph?

- ☐ a. The statues help people to find places easily.
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- ☐ c. The cow can get their way easily around the town.
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- ☐ a. the colour of the statues
- ☒ b. cow statues in Boyolali
- ☐ c. a town called Boyolali
- ☐ d. how to raise cows

Read the text to answer questions 18 to 20!

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 his country. Once a week, my

mother hates him. He is funny and smart. It often plays with my neighbour's dog.

I love him very much because he can be my friend, too.

18. Miko's eyes are

- ☐ a. black
- ☒ b. white
- ☐ c. brown
- ☐ d. dark brown

19. The writer got the pet from

- ☐ a. his neighbor
- ☐ b. a pet shop
- ☒ c. his friend
- ☐ d. his mother

20. What is the text about

- ☐ a. My lovely dog
- ☒ b. My best friend
- ☐ c. My pet shop
- ☐ d. My neighbour's pet

Name : Ulfa tri Oktaviana

Class : VIII B

Soal Post Test I

Read the text and answer the question for 1 to 5!

My School

My school name is SMP Negeri 1 Panca Bakti. It is located in village. My school has some rooms. They are six classrooms. One teacher office. One library. One headmaster room. One laboratory, and one canteen. My school also has 4 restrooms.

My class is next to teacher's office. The laboratory is between the headmaster room and library. There are many books at the library. Students can read many books there. We also has laboratory to have the science experiments. If I feel hungry, I usually go to canteen to buy some snacks.

1. What does the above text tell us about?

- ☒ a. The teacher
- ☒ b. The writer's school
- c. The library
- d. The headmaster

2. How many rooms does the school have except the restrooms?

- ☒ a. Eleven
- b. Six
- c. Four
- d. ten

3. What can the students do at the library?

- a. Playing with friends
- b. Doing science experiment.
- c. Practicing sport
- ☒ d. Reading many books

4. What is between the headmaster's room and library?

- a. The restroom

- ☒ b. Laboratory
 - c. Classrooms
 - d. The teacher's room
5. If you want to wash your face, you can go to.....
- ☒ a. Restroom
 - b. Laboratory
 - c. Library
 - d. Sport hall

Read the text and answer the question for 6 to 8!

Giraffe

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six metres tall.

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This colouring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometres per hour or stay to fight with its strong legs.

☒ What is the text about?

- a. camel
- ☒ b. animals
- c. giraffe
- d. tree

☒ The giraffe has two methods of self protection. One of them is

- a. looking for other giraffes
- b. staying to fight with its strong legs
- ☒ c. hiding in a certain place

$$B = 16$$

$$S = 4$$

80

- d. staying and doing nothing
8. They are protected by very thick lashes. The word "they" refers to...
- Giraffe's tail
 - Giraffe's eyes
 - Giraffe's neck
 - ☒ Giraffe's skin

Read the text and answer the question for 9 to 10!

My Unique Pets

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

9. "Inadequate conditions can cause not only stress but also affect their growth." (paragraph 2)

The underlined word can be best replaced by ...

- ☒ insufficient
 - indiscipline
 - ineffective
 - inedible
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- To tell the readers that the writer's family is pet lovers
 - ☒ To describe the writer's turtles to the readers
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Read the text to answer questions 11 to 14!

I have a close friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

11. The writer's friend has just bought ... from blowfish shoes products.

- a new match shoes
 - ☒ a new stylist foot legs
 - a trendy and attractive shoes
 - a brand and bright color shoes
- ☒ Why does the writer admire her friend?
- She likes wearing an international trade mark shoes.
 - ☒ She always wants to be a trendy and attractive woman.
 - She has the most suitable shoes on her physical appearance.
 - She really has perfect appearance with her wonderful shoes.

13. Writer writes the text in order to ...

- ☒ describe her friend's style and her new shoes.
- explain an international trademark shoes.
- share her experience with her friend.
- tell blowfish shoes products.

14. "She really has perfect appearance." The word "she" refers to ...

- the writer.
- a close friend.
- ☒ the writer's friend.

- d. a blowfish women's shoes

Read the text to answer questions 15 to 17!

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

15. "... they are seeking in Boyolali" (paragraph 3)

What does the underlined word refer to?

- ☒ a. People from out town
b. Places in Boyolali.
c. Cow statues.
d. Real cows.

- ☒ 16. What is the main idea of the last paragraph?

- a. The statues help people to find places easily.
b. The statues decorate the town beautifully.
c. The cow can get their way easily around the town.
d. The people from out of town easily find the statues.

17. The text mainly tells us about

- ☒ a. the colour of the statues
b. cow statues in Boyolali
c. a town called Boyolali
d. how to raise cows

Read the text to answer questions 18 to 20!

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 his country. Once a week, my

mother bathes him. He is funny and smart. It often plays with my neighbour's dog.

I love him very much because he can be my friend, too.

18. Miko's eyes are

- a. black
b. white
☒ c. brown
d. dark brown

19. The writer got the pet from

- a. his neighbor
b. a pet shop
☒ c. his friend
d. his mother

20. What is the text about

- ☒ a. My lovely dog
b. My best friend
c. My pet shop
d. My neighbour's pet

Name : *alon wijaya*

Class : *VIII B*

Soal Post Test 2

Read the text and answer the question for 1 to 2!

Danu is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Danu is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. According to the passage, we know that Peter is...

- a. The writer's elder brother.
- ☒ b. The writer's youngest brother.
- c. A friendly boy.
- d. A naughty boy.

2. Which of the following statement is not true about Danu?

- a. He plays football and tennis.
- b. He has long and straight hair.
- c. He has bright eyes.
- ☒ d. He doesn't play badminton.

Read the text and answer the question for 3 to 5!

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

3. What does the second paragraph tell you about?

- ☒ a. Rohmi and her family
- b. Rohmi and her father
- c. Rohmi and her brother
- d. Rohmi and her friends

4. Where did the writer sit?

- a. in front of Rohmi
- ☒ b. behind Rohmi
- c. next to Rohmi
- d. far from Rohmi

☒ 5. "...Rohmi and her brother work part-time to earn some money."

What do the underlined words mean?

- a. work for the whole of working week
- b. work for only part of each day or week
- ☒ c. work for the purpose of getting money as much as possible
- d. work for family

Read the text and answer the question for 6 to 8!

The Terrifying Headmaster

Mr. Roy is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the purpose of the text?

- a. to terrify the readers
- ☒ b. to describe the writer's headmaster

$$B = 17$$

$$S = 3$$

- c. to promote the writer's headmaster career
- d. to inform the readers about a terrifying school

7. Where does Mr. Roy usually wash his hands?

- ☒ a. corner of the room
- b. in front of the room
- c. beside of the room
- d. behind of the room

☒ "He dries each finger separately...."

The underlined word has similar meaning to...

- a. wash
- b. fold
- ☒ c. divide
- ☒ d. corner

Read the text and answer the question for 9 to 10!

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth-dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

9. What does the text mainly talk about?

- ☒ a. Doraemon
- b. Fujiko Fujio
- c. Robotic cats
- d. Nobita

10. "... he will frantically pull out every unnecessary ..." (paragraph 3).

The underline word can be best replaced by ...

- a. Happily
- b. Calmly
- ☒ c. Worriedly
- d. Diligently

Read the text and answer the question for 11 to 12!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile.

Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

11. How old is Peter? He is ... years old.

- a. Four
- ☒ b. Fourteen
- c. Forty
- d. Ten

12. The writer is ... years old.

- a. Fourteen
- b. Sixteen
- ☒ c. Eighteen
- d. Nineteen

13. Which of the following statement is not true about Peter?

- a. He has long and straight hair.
- b. He has bright eyes.
- ☒ c. He is not interested in sports.
- d. He plays football and tennis.

14. According to the passage, we know that Peter is

- ☒ a. The writer's youngest brother
- b. The writer's elder brother
- c. A naughty boy
- d. A friendly boy

15. It is implied in the passage that

- a. Peter is naughty.
- b. Peter is lazy.
- c. Peter is unfriendly.
- ☒ d. Peter is diligent.

16. From the text, we may conclude that....

- a. Many people do not like Peter.
- b. People is older than the writer.
- ☒ c. Peter is a welcoming person.
- d. Peter is not diligent at all.

17. What is the text mostly about?

- ☒ a. Peter
- b. Peter's hobby

- c. Peter's family
- d. Peters' elder brother

18. "He is fourteen years old ... Than me."

The underlined word refers to ...

- a. Peter
- ☒ b. The writer
- c. The writer's brother
- d. the writer's family

☒ 19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

- a. Dislike sport
- b. Really likes sport
- ☒ c. Hates sport very much
- d. Finds sport not really entertaining

20. "But he usually does what he is asked to do"

The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- ☒ d. He is diligent.

Name : Shella Indrasimawati

Class : 8B

Soul Post Test 2

Read the text and answer the question for 1 to 2!

Danu is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Danu is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. According to the passage, we know that Peter is...
 - a. The writer's elder brother.
 - ☒ b. The writer's youngest brother.
 - c. A friendly boy.
 - d. A naughty boy.
2. Which of the following statement is not true about Danu?
 - a. He plays football and tennis.
 - b. He has long and straight hair.
 - c. He has bright eyes.
 - ☒ d. He doesn't play badminton.

Read the text and answer the question for 3 to 5!

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

75

B = 15

S = 5

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

- ☒ 3. What does the second paragraph tell you about?
 - a. Rohmi and her family
 - b. Rohmi and her father
 - c. Rohmi and her brother
 - d. Rohmi and her friends
4. Where did the writer sit?
 - a. in front of Rohmi
 - ☒ b. behind Rohmi
 - c. next to Rohmi
 - d. far from Rohmi
- ☒ 5. "...Rohmi and her brother work part-time to earn some money." What do the underlined words mean?
 - a. work for the whole of working week
 - b. work for only part of each day or week
 - ☒ c. work for the purpose of getting money as much as possible
 - d. work for family

Read the text and answer the question for 6 to 8!

The Terrifying Headmaster

Mr. Roy is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the purpose of the text?
 - a. to terrify the readers
 - ☒ b. to describe the writer's headmaster

Name : Shella Indrasrawati

Class : 8B

Sol Post Test 2

Read the text and answer the question for 1 to 2!

Danu is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Danu is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. According to the passage, we know that Peter is...
 - a. The writer's elder brother.
 - ☒ b. The writer's youngest brother.
 - c. A friendly boy.
 - d. A naughty boy.
2. Which of the following statement is not true about Danu?
 - a. He plays football and tennis.
 - b. He has long and straight hair.
 - c. He has bright eyes.
 - ☒ d. He doesn't play badminton.

Read the text and answer the question for 3 to 5!

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

75

B = 15

S = 5

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

- ☒ 3. What does the second paragraph tell you about?
 - a. Rohmi and her family
 - ☒ b. Rohmi and her father
 - c. Rohmi and her brother
 - d. Rohmi and her friends
4. Where did the writer sit?
 - a. in front of Rohmi
 - ☒ b. behind Rohmi
 - c. next to Rohmi
 - d. far from Rohmi
- ☒ 5. "...Rohmi and her brother work part-time to earn some money."

What do the underlined words mean?

 - a. work for the whole of working week
 - b. work for only part of each day or week
 - ☒ c. work for the purpose of getting money as much as possible
 - d. work for family

Read the text and answer the question for 6 to 8!

The Terrifying Headmaster

Mr. Roy is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the purpose of the text?
 - a. to terrify the readers
 - ☒ b. to describe the writer's headmaster

- c. to promote the writer's headmaster career
d. to inform the readers about a terrifying school
7. Where does Mr. Roy usually wash his hands?
- ☒ a. corner of the room
b. in front of the room
c. beside of the room
d. behind of the room

- ☒ 8. "He dries each finger separately...."
- The underlined word has similar meaning to...
- ☒ a. wash c. divide
b. fol d. corner

Read the text and answer the question for 9 to 10!

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

9. What does the text mainly talk about?
- ☒ a. Doraemon c. Robotic cats
b. Fujiko Fujio d. Nobita
10. "... he will frantically pull out every unnecessary ..." (paragraph 3).
- The underline word can be best replaced by ...
- a. Happily ☒ c. Worriedly
b. Calmly d. Diligently

Read the text and answer the question for 11 to 12!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile.

Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

11. How old is Peter? He is ... years old.
- a. Four c. Forty
☒ b. Fourteen d. Ten
12. The writer is ... years old.
- a. Fourteen ☒ c. Eighteen
b. Sixteen d. Nineteen
- ☒ 13. Which of the following statement is not true about Peter?
- ☒ a. He has long and straight hair.
b. He has bright eyes.
c. He is not interested in sports.
d. He plays football and tennis.
14. According to the passage, we know that Peter is
- ☒ a. The writer's youngest brother
b. The writer's elder brother
c. A naughty boy
d. A friendly boy
15. It is implied in the passage that
- a. Peter is naughty. c. Peter is unfriendly.
b. Peter is lazy. ☒ d. Peter is diligent.
16. From the text, we may conclude that....
- a. Many people do not like Peter.
b. People is older than the writer.
☒ c. Peter is a welcoming person.
d. Peter is not diligent at all.
17. What is the text mostly about?
- ☒ a. Peter
b. Peter's hobby

- c. Peter's family
- d. Peters' elder brother

18. "He is fourteen years old . . . Than me."

The underlined word refers to

- a. Peter
- ☒ b. The writer
- c. The writer's brother
- d. the writer's family

☒ 19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

- a. Dislike sport
- b. Really likes sport
- ☒ c. Hates sport very much
- d. Finds sport not really entertaining

20. "But he usually does what he is asked to do"

The underlined phrase means

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- ☒ d. He is diligent.

$$B = 18$$

$$S = 2$$

90

Name : Ulfa tri Oktaviana

Class : VIII B

Soal Post Test 2

Read the text and answer the question for 1 to 2!

Danu is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Danu is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. According to the passage, we know that Peter is...
 - a. The writer's elder brother.
 - ☒ b. The writer's youngest brother.
 - c. A friendly boy.
 - d. A naughty boy.
2. Which of the following statement is not true about Danu?
 - a. He plays football and tennis.
 - b. He has long and straight hair.
 - c. He has bright eyes.
 - ☒ d. He doesn't play badminton.

Read the text and answer the question for 3 to 5!

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

3. What does the second paragraph tell you about?

- ☒ a. Rohmi and her family
- b. Rohmi and her father
- c. Rohmi and her brother
- d. Rohmi and her friends

4. Where did the writer sit?

- a. in front of Rohmi
- ☒ b. behind Rohmi
- c. next to Rohmi
- d. far from Rohmi

"...Rohmi and her brother work part-time to earn some money."

What do the underlined words mean?

- ☒ a. work for the whole of working week
- b. work for only part of each day or week
- c. work for the purpose of getting money as much as possible
- d. work for family

Read the text and answer the question for 6 to 8!

The Terrifying Headmaster

Mr. Roy is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

6. What is the purpose of the text?

- a. to terrify the readers
- ☒ b. to describe the writer's headmaster

- c. to promote the writer's headmaster career
d. to inform the readers about a terrifying school
7. Where does Mr. Roy usually wash his hands?
- ☒ a. corner of the room
b. in front of the room
c. beside of the room
d. behind of the room

8. "He dries each finger separately..."
The underlined word has similar meaning to...
- a. wash ☒ divide
b. fold d. corner

Read the text and answer the question for 9 to 10!

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

9. What does the text mainly talk about?
- ☒ a. Doraemon c. Robotic cats
b. Fujiko Fujio d. Nobita
10. "... he will frantically pull out every unnecessary ..." (paragraph 3).
The underline word can be best replaced by ...
- a. Happily ☒ Worriedly
b. Calmly d. Diligently

Read the text and answer the question for 11 to 12!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile.

Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

11. How old is Peter? He is ... years old.
- a. Four c. Forty
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12. The writer is ... years old.
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13. Which of the following statement is not true about Peter?
- a. He has long and straight hair.
b. He has bright eyes.
☒ c. He is not interested in sports.
d. He plays football and tennis.
14. According to the passage, we know that Peter is
- ☒ a. The writer's youngest brother
b. The writer's elder brother
c. A naughty boy
d. A friendly boy
15. It is implied in the passage that
- a. Peter is naughty. c. Peter is unfriendly.
b. Peter is lazy. ☒ d. Peter is diligent.
16. From the text, we may conclude that....
- a. Many people do not like Peter.
b. People is older than the writer.
☒ c. Peter is a welcoming person.
d. Peter is not diligent at all.
17. What is the text mostly about?
- ☒ a. Peter
b. Peter's hobby

- c. Peter's family
- d. Peters' elder brother

18. "He is fourteen years old . . . Than me."

The underlined word refers to

- a. Peter
- ☒ b. The writer
- c. The writer's brother
- d. the writer's family

19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- ☒ d. Finds sport not really entertaining

20. "But he usually does what he is asked to do"

The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- ☒ d. He is diligent.

The Measurements of Reading Skill

To know the achievement of reading skill should be measured use the assessment of reading. There are the measurements of reading skill according to Grenall and Swan, as follows:

- i. Knowledge of word meaning
- j. Ability to select the appropriate meaning for a word or phrase in the light of its particular contextual setting.
- k. Ability to select the main thought of a passage.
- l. Ability to answer question that are specific answered in a passage.
- m. Ability to answer questions that are answered but not in the words in which the question is asked.
- n. Ability to draw inferences from a passage about its contents.
- o. Ability to recognize the literary devices used in a passage and to determine its tone and mood.
- p. Ability to determine a writer's purpose, intent, and point of view, i.e., to draw inferences about a writer.

Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-test	Post-Test I Score	Post-Test II Score
1	AAW	70	70	85
2	ADB	65	65	80
3	ADP	75	75	85
4	AK	70	70	65
5	AN	75	75	85
6	AR	55	55	75
7	CA	80	80	85
8	DDW	60	60	80
9	DV	70	70	75
10	FA	65	65	80
11	FAN	75	75	70
12	FZ	80	80	80
13	IP	50	50	85
14	NF	65	65	80
15	OKT	50	50	60
16	RA	75	75	75
17	RB	55	55	80
18	RD	45	45	75
19	RN	75	75	80
20	RO	45	45	55
21	SH	60	60	75
22	TAN	80	80	70
23	TAS	60	60	85
24	TD	60	60	80
25	TY	55	55	75
26	UT	80	80	90
27	YD	55	55	75
Total		1575	1655	2085
Average		58.33	61.29	77.22

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE 1

School : SMP Islam Purbolingo

Class/Semester : VIII/1

Subject : English

NMNO	Students' Name	The Aspect that observed			
		The students pay attention of teacher's explanation	The students ask/answer question	The students were active in group	The students able do the task
1	AAW	√	√	√	√
2	ADB				√
3	ADP	√	√	√	
4	AK	√	√		√
5	AN			√	
6	AR	√			√
7	CA		√		
8	DDW	√			
9	DV				√
10	FA	√	√	√	√
11	FAN	√	√	√	
12	FZ	√	√		√
13	IP				√
14	NF			√	
15	OKT				

16	RA	√	√	√	√
17	RB	√			√
18	RD		√		
19	RN	√	√	√	√
20	RO			√	
21	SH	√	√		√
22	TAN	√			√
23	TAS	√	√		√
24	TD			√	
25	TY			√	
26	UT	√	√	√	√
27	YD				√
	Total	15	13	12	16

Note :

Percentage of students' activities :

1. The students pay attention of teacher's explanation= 55.55%
2. The students ask/answer question= 48.15%
3. The students were active in group= 44.44%
4. The students able do the task= 59.23%

Collaborator

Researcher

Siti Muti'ah, S.E

Arbai Dewi Anjarwati

19	RN	√	√	√	√
20	RO			√	
21	SH	√	√		√
22	TAN	√			√
23	TAS	√	√		√
24	TD			√	
25	TY			√	
26	UT	√	√	√	√
27	YD				√
	Total	15	13	12	16

Note :

Percentage of students' activities :

1. The students pay attention of teacher's explanation= 55.55%
2. The students ask/answer question= 48.15%
3. The students were active in group= 44.44%
4. The students able do the task= 59.23%

Collaborator



Siti Muti'ah, S.E

Researcher



Arbai Dewi Anjarwati

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE 1I

School : SMP ISLAM PURBOLINGGO

Class/Semester : VIII B/1

Subject : ENGLISH

NMNO	Students' Name	The Aspect that observed			
		The students pay attention of teacher's explanation	The students ask/answer question	The students were active in group	The students able do the task
1	AAW	√	√	√	√
2	ADB		√		√
3	ADP	√	√	√	√
4	AK	√	√	√	√
5	AN	√	√	√	
6	AR	√	√	√	√
7	CA		√	√	√
8	DDW	√	√		
9	DV	√		√	√
10	FA	√	√	√	√
11	FAN	√	√	√	√
12	FZ	√	√		√
13	IP	√		√	√
14	NF	√	√	√	
15	OKT	√	√		√

16	RA	√	√	√	√
17	RB	√		√	√
18	RD		√		
19	RN	√	√	√	√
20	RO			√	√
21	SH	√	√		√
22	TAN	√		√	√
23	TAS	√	√	√	√
24	TD	√		√	
25	TY	√	√	√	√
26	UT	√	√	√	√
27	YD	√	√	√	√
	Total	23	21	22	23

Note :

Percentage of students' activities :

5. The students pay attention of teacher's explanation= 85.19%
6. The students ask/answer question= 77.78%
7. The students were active in group= 81.48%
8. The students able do the task= 85.19%

Collaborator

Researcher

Siti Muti'ah, S.E

Arbai Dewi Anjarwati

19	RN	√	√	√	√
20	RO			√	√
21	SH	√	√		√
22	TAN	√		√	√
23	TAS	√	√	√	√
24	TD	√		√	
25	TY	√	√	√	√
26	UT	√	√	√	√
27	YD	√	√	√	√
	Total	23	21	22	23

Note :

Percentage of students' activities :

1. The students pay attention of teacher's explanation= 85.19%
2. The students ask/answer question= 77.78%
3. The students were active in group= 81.48%
4. The students able do the task= 85.19%

Collaborator



Siti Muti'ah, S.E

Researcher

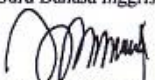


Arbai Dewi Anjarwati

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2017/2018
BULAN SEPTEMBER

NO	NAMA	L/P	Tanggal																														Absen		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	S	I	A
1	ALAN WIJAYA	L																																	
2	ADI BAYU SAPUTRA	L																																	
3	ADI PRAYOGA	L																																	
4	AKHMAT ARDIANSYAH	L																																	
5	ANDRE HERMAWAN	L																																	
6	ARJUN M. HASIM	L																																	
7	CINDA AMELIA PUTRI	P																																	
8	DIMAS DANU WICAKSONO	L																																	
9	DIO VENDRA TUTUKA	L																																	
10	FAISAL AKBAR	L																																	
11	FITRI ASTRIA NINGSIH	P																																	
12	FAZHA ADITIA NR	L																																	
13	IKA PUTRI APRILIA	P																																	
14	NOVA FITRIANA	P																																	
15	OKTA RIYANTO	L																																	
16	RAHMAD FERDIYANTO	L																																	
17	RAUF BAGAS WICAKSONO	L																																	
18	REDA SAPUTRA	L																																	
19	RINDI WIJAYANI	P																																	
20	RONI EKO FEBRIYANTO	L																																	
21	SHELLA INDRASMAWATI	P																																	
22	TANIA WARDIYANTI	P																																	
23	TASYA NADIA PUTRI	P																																	
24	TEGAR DELVATAMA	L																																	
25	TRI YULIANTO	L																																	
26	ULFA TRI OKTAFIANA	P																																	
27	YUSUF DWI SAPUTRA	L																																	

Mengetahui,
 Guru Bahasa Inggris


 SITI MUTIAH, S.E

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2017/2018
BULAN OKTOBER

NO	NAMA	L/P	Tanggal																														Absen					
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	S	I	A		
1	ALAN WIJAYA	L			*						*		*																									
2	ADI BAYU SAPUTRA	L			*						*		*																									
3	ADI PRAYOGA	L			*						*		*																									
4	AKHMAT ARDIANSYAH	L			*						*		*																									
5	ANDRE HERMAWAN	L			*						*		*																									
6	ARJUN M. HASIM	L			*						*		*																									
7	CINDA AMELIA PUTRI	P			*						*		*																									
8	DIMAS DANU WICAKSONO	L			*						*		*																									
9	DIO VENDRA TUTUKA	L			*						*		*																									
10	FAISAL AKBAR	L			*						*		*																									
11	FITRI ASTRIA NINGSIH	P			*						*		*																									
12	FAZHA ADITIA NR	L			*						*		*																									
13	KA PUTRI APRILIA	P			*						*		*																									
14	NOVA FITRIANA	P			*						*		*																									
15	OKTA RIYANTO	L			*						*		*																									
16	RAHMAD FERDIYANTO	L			*						*		*																									
17	RAUF BAGAS WICAKSONO	L			*						*		*																									
18	REDA SAPUTRA	L			*						*		*																									
19	RINDI WIJAYANI	P			*						*		*																									
20	RONI EKO FEBRIYANTO	L			*						*		*																									
21	SHELLA INDRASMAWATI	P			*						*		*																									
22	TANIA WARDIYANTI	P			*						*		*																									
23	TASYA NADIA PUTRI	P			*						*		*																									
24	TEGAR DELVATAMA	L			*						*		*																									
25	TRI YULIANTO	L			*						*		*																									
26	ULFA TRI OKTAFIANA	P			*						*		*																									
27	YUSUF DWI SAPUTRA	L			*						*		*																									

Mengetahui,
Guru Bahasa Inggris

SITI MUTIAH, S.E



LEMBAGA PENDIDIKAN MA'ARIF NAHDLATUL ULAMA
SMP ISLAM PURBOLINGGO
LAMPUNG TIMUR
STATUS TERAKREDITASI B

Alamat : Jln. KH. Hasyim Asy'ari Taman Fajar Kee. Purbolinggo Lampung Timur Telp. (0725) 7631139 Kode Pos 34192
Website : www.smpislampurbolinggo.sch.id Email: smpislampbl@gmail.com

SURAT KETERANGAN

Nomor : 421/ 061 / 11 SK. 03/ SMP Is/2017

Kepada Yth,
Ketua Jurusan Tarbiyah
Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Menanggapi Surat Ijin Pra Survey dengan nomor surat : sti.06/JST/PP.00.9/4087/2016 dari Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro.

Yang bertanda tangan dibawah ini Kepala SMP Islam Purbolinggo Kecamatan Purbolinggo Kabupaten Lampung Timur Propinsi Lampung, memberi ijin kepada:

Nama : **Arbain Dewi Anjarwati**
NPM : 13106627
Jurusan : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris

Telah diijinkan untuk melaksanakan Pra survey di kelas VII SMP Islam Purbolinggo dalam rangka menyusun skripsi dengan judul ***"Improving Reading Comprehension Ability by Using Peer Assisted Learning Strategy at the Seventh Grades of SMP Islam Purbolinggo"***.

Demikian surat ijin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wallahul Muwafiq Ilaa Aqamith Thariq

Wassalamu'alaikum Wr. Wb.

Purbolinggo, 31 Maret 2017
Kepala SMP Islam Purbolinggo

SUGIATI MURTI AH, S.Pd.PKn
NIP.





**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/4087/2016 Metro, 16 Desember 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah SMP Islam Purbolinggo
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Arbain Dewi Anjarwati
NPM : 13106627
Jurusan : Tarbiyah
Prodi : PBI
Judul : Improving Reading Comprehension Ability by Using Peer Assisted Learning Strategy at the Seventh Grades of SMP Islam Purbolinggo

Untuk melakukan **PRA SURVEY** di SMP Islam Purbolinggo.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan



Dr. Akla, M.Pd

NIP. 19691008 200003 2005



LEMBAGA PENDIDIKAN MA'ARIF NAHDLATUL ULAMA

SMP ISLAM PURBOLINGGO

LAMPUNG TIMUR

STATUS TERAKREDITASI B

Alamat : Jln. KH. Hasyim Asy'ari Taman Fajar Kee. Purbolinggo Lampung Timur Telp. (0725) 7631139 Kode Pos 34182

Website : www.smpislampurbolinggo.sch.id Email: smpislampbl@gmail.com

SURAT KETERANGAN

Nomor : 421/ 023 / 11 SK. 03/ SMP Is/2017

Kepada Yth,

Wakil Rektor Bidang Akademik dan Kelembagaan

Institut Agama Islam Negeri (IAIN) Metro

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Menanggapi Surat Ijin Research dengan nomor surat : B-3038/ln.28/R.1/TL.00/06/2017 dari Institut Agama Islam Negeri (IAIN) Metro.

Yang bertanda tangan dibawah ini Kepala SMP Islam Purbolinggo Kecamatan Purbolinggo Kabupaten Lampung Timur Propinsi Lampung, memberi ijin kepada:

Nama : **Arbain Dewi Anjarwati**
NPM : 13106627
Jurusan : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris

Telah diijinkan untuk melaksanakan Research di kelas VIII SMP Islam Purbolinggo dalam rangka menyusun skripsi dengan judul *"Improving Reading Comprehension Ability by Using Peer Assisted Learning Strategy (PALS) at the Seventh Grades of SMP Islam Purbolinggo in the Academic Year of 2017/2018"*.

Demikian surat ijin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wallahul Muwafiq Ilaa Aqamith Thariq

Wassalamu'alaikum Wr. Wb.

Purbolinggo, 5 September 2017

Kepala SMP Islam Purbolinggo



SUGIATI MURTIHAH, S.Pd.PK

NIP.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507 Faksimili (0725) 47296;
Website: www.metrouniv.ac.id e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3037/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **ARBAIN DEWI ANJARWATI**
NPM : 13106627
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP ISLAM PURBOLINGGO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING SKILL BY USING PEER ASSISTED LEARNING STRATEGY (PALS) AT THE SEVENTH GRADERS OF SMP ISLAM PURBOLINGGO IN THE ACADEMIC YEAR OF 2017/2018".
 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 : 16 Juni 2017

an Rector
Wakil Rector Bidang Akademik,

Dr. Subairi, S.Ag. MH
97210011999031003



Mengetahui,
Pejabat Setempat

Supriati Murti AH
Supriati Murti AH





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507. Faksimili (0725) 47296;
Website: www.metrouniv.ac.id, e-mail: iaimetro@metrouniv.ac.id

Nomor : B-3038/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP ISLAM
PURBOLINGGO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3037/In.28/R/TL.01/06/2017,
tanggal 16 Juni 2017 atas nama saudara:

Nama : **ARBAIN DEWI ANJARWATI**
NPM : 13106627
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP ISLAM PURBOLINGGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING SKILL BY USING PEER ASSISTED LEARNING STRATEGY (PALS) AT THE SEVENTH GRADERS OF SMP ISLAM PURBOLINGGO IN THE ACADEMIC YEAR OF 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag. MH
NIP. 197210011999031003





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.iaim@metrouniv.ac.id

Nomor : P.1462/In.28/FTIK/PP.00.9/06/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Dr. Mahrus As'ad, M.Ag
2. Sdri. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Arbain Dewi Anjarwati
NPM : 13106627
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Juni 2017
Ketua Jurusan TBI


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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Nomor : P-1353/In.28/S/OT.01/12/2017

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

Nama : ARBAIN DEWI ANJARWATI
NPM : 13106627
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106627.

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, 22 Desember 2017
Kepala Perpustakaan



Drs. Mokhtadi Sudin, M.Pd.
NIP: 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa,

Nama : ARBAIN DEWI ANJARWATI

NPM : 13106627

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Ethnography for Education

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
IAIN METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id


FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Arbain Dewi Anjarwati
NPM : 13106627

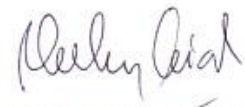
Jurusan : TBI
Semester/TA : IX

No.	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1.	Senin 13-11-2017	✓		- Revisi Abstrak - Revisi ch. I - II	Arbain
2.	Selasa 5-12-2017	✓		- Revisi object of the study - Skill apa saja yang harus dimiliki siswa kelas 8 sesuai silabus	Arbain
3.	Selasa 19-12-2017	✓		- Revisi problem of teaching reading skill menurut guru di Indonesia	Arbain
4.	Jumat 22-12-2017	✓		- Revisi acknowledgement - Revisi Bab V	Arbain
5.	Rabu 27-12-2017	✓		Revisi Skripsi Revisi Ringkasan	Arbain

Diketahui :
Ketua Jurusan TBI


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

Dosen Pembimbing I


Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
IAIN METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Arbain Dewi Anjarwati
NPM : 13106627

Jurusan : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1	Friday 15/12/17		✓	Revise chapter IV-V revise your abstract (make into bahasa) show the reading measurement etc	Arbain
2	Friday 22/Dec/17		✓	acc and continue to the first sponsor	Arbain

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Arbain Dewi Anjarwati
NPM : 13106627

Jurusan : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1.	Selasa, 12 September 2017	✓		Lebih ditekankan skill dalam reading apa yang akan dibahas.	<i>Arbain</i>
2.	Kamis, 14 September 2017	✓		Revisi soal	<i>Arbain</i>
3.	Senin, 18 September 2017	✓		Revisi skripsi dan operasional	<i>Arbain</i>

Diketahui :
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Nama : Arbain Dewi Anjarwati
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Jurusan : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1	Tuesday 12/09/17		✓	Acc Research Instrument	

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The researcher explained the material about descriptive text



The Students did the PALS treatment



The students did the Post Test 1



The Researcher conducted cycle II



The students did the Post Test II



CURRICULUM VITAE



The name of the writer is Arbain Dewi Anjarwati. She was born in Tanjung Inten, Purbolinggo, Lampung Timur on February 17, 1993. She is the fourth child of Mr. Supardi and Mrs. Sarinem.

She took her elementary school at SDN 3 Tanjung Inten, Purbolinggo, Lampung Timur and finished in 2005. Then she took her junior high school at SMPN 1 Purbolinggo and finished in 2008. Having graduated from junior high school, she continued her study on senior high school at SMAN 1 Purbolinggo and finished in 2011. She decided to have lecture in English major at IAIN Metro 2013.