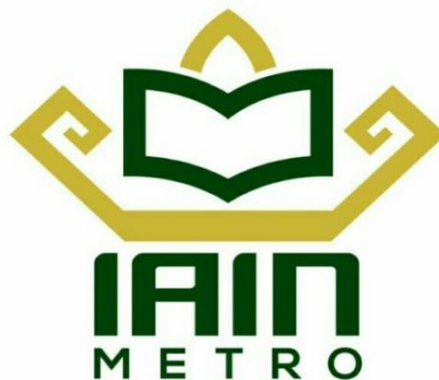


AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING
COMPREHENSION BY USING PEER ASSISTED LEARNING
STRATEGIES (PALS) AT SEVENTH GRADE OF SMPN 4
MESUJI**

**BY
JIHAN LESTARI
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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN OF METRO
2023**

**IMPROVING STUDENTS' READING COMPREHENSION
BY USING PEER ASSISTED LEARNING STRATEGIES (PALS)
AT SEVENTH GRADE OF SMPN 4 MESUJIIN
THE ACADEMIC YEAR OF 2022/2023**

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

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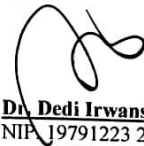
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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Assalamualaikum Wr. Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: "IMPROVING THE STUDENTS' READING COMPREHENSION BY USING PEER ASSISTED LEARNING STRATEGIES (PALS) AT SEVENTH GRADE OF SMPN 4 MESUJI" Written by Jihan Lestari, Student Number 1901050020, English Education Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 26th, 2023 at 13.00– 15.00 p.m

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**IMPROVING
THE STUDENTS' READING COMPREHENSION BY USING PEER
ASSISTED LEARNING STRATEGIES (PALS) AT SEVENTH GRADE OF
SMPN 4 MESUJI IN THE ACADEMIC YEAR OF 2022/2023**

ABSTRACT

**BY
JIHAN LESTARI**

The purpose of the research is to show that the use of peer assisted learning strategy (PALS) can improve students' reading comprehension at seventh grade of SMPN 4 Mesuji in the Academic Year of 2022/2023. 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 type 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 comprehension. In collecting the data, the researcher used test, observation, documentation and field note. This research was conducted for 4 weeks, with 3 meetings each cycle.

The Result of this research shows that PALS can improve the reading comprehension at the seventh graders of SMPN 4 Mesuji. It can be proved by the students' average score from pre-test to post test. The average score in pre-test was 62.67 and in post-test was 68.67 became 78.67. It means that the using of PALS in reading especially descriptive text can improve the students' reading comprehension of seventh grade at SMPN 4 Mesuji.

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

**MENINGKATKAN
PEMAHAMAN MEMBACA SISWA DENGAN MENGGUNAKAN
STRATEGI PEMBELAJARAN BERBANTU TEMAN (PALS) KELAS VII
SMPN 4 MESUJI TAHUN PELAJARAN 2022/2023**

ABSTRAK

**OLEH
JIHAN LESTARI**

Tujuan penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi pembelajaran berbantuan teman sebaya (PALS) dapat meningkatkan pemahaman membaca siswa kelas tujuh SMPN 4 Mesuji Tahun Pelajaran 2022/2023. Masalah dari penelitian ini adalah siswa memiliki motivasi yang rendah untuk belajar bahasa Inggris terutama dalam membaca, mereka mengalami kesulitan untuk memahami gagasan utama dan informasi dari teks, dan mereka juga tidak tertarik dengan strategi pembelajaran di kelas. Penggunaan PALS membuat siswa lebih aktif karena mereka bekerja berpasangan.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Obyek penelitian ini adalah pemahaman membaca siswa. Dalam pengumpulan data, peneliti menggunakan tes, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan selama 4 minggu, dengan 3 kali pertemuan setiap siklusnya.

Hasil penelitian menunjukkan bahwa PALS dapat meningkatkan kemampuan membaca pemahaman siswa kelas tujuh SMPN 4 Mesuji. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre-test hingga post test. Nilai rata-rata pada pre-test adalah 62,67 dan pada post-test adalah 68,67 menjadi 78,67. Artinya, penggunaan PALS dalam membaca khususnya teks deskriptif dapat meningkatkan pemahaman membaca siswa pada kelas tujuh di SMPN 4 Mesuji.

Kata kunci: Penelitian Tindakan Kelas (PTK), Strategi Pembelajaran Berbantuan Teman Sebaya (PALS), dan Keterampilan Membaca.

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Metro, Juni 2023

Yang membuat pernyataan



Jihan Lestari
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Jihan Lestari

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

Metro, June 2023

The Researcher,



Jihan Lestari

St. ID. 1901050022

MOTTO

وَأَرَىٰ أَسْمَعُ مَعَكُمْ إِنِّي نَحَافًا لَا قَالَ

“[Allah] said, “Don’t worry too much. Indeed, I am with you both; I listen
and I see” (Q.S. Thaha: 46)

“Everyone have the same opportunities, not everyone have the same capabilities
to deal with it”

(Writer)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. My beloved parents, Mr. Samsi and Mrs. Ecin Quroesin who always educate me in doing good things. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. May Allah blest both of them.
2. My lovely brother, sister and nephews who are giving me their love and their support through everything.
3. My best friends who always on my side in every situation. Specially, Kurniatul Chasanah, Nurul Isnaini, Marsela Febrianti, and Restina Damayanti. And also all my classmate.
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5. My Sponsor, Mr. Dr. Dedi Irwansyah, M.Hum thanks for guiding me.
6. My beloved Almamater of State Institute for Islamic Studies of Metro.

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Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

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The researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, June 2023
The Researcher



Jihan Lestari
1901050020

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CHAPTER I

INTRODUCTION

A. Background

English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As on international language used many purpose of people activities. English is used in both formal and information education either as second or foreign language. English as language consists of four skills, namely, listening, speaking, reading and writing. These four skills are usually considered as integral system because they support each other.

Reading is one of the important skills that should be mastered by the student. Reading is a complex process in which the reader uses mental content to obtain the meaning of materials, and the understanding of skill is an ability to increase the quality of reading process.¹ It would need to get information and message from the text. If a student has a strong desire or high motivation and skill in reading the text, it would be easy. There is some skills that the students should improve when they are learning English, like listening, speaking, reading, writing and grammar. Reading is an important skill for English language learners.² There is some reason for that, first, with reading the students or learners can enhance their knowledge and can give them a lot of information in general. Second, with reading also leaners can master their

¹ Nuttal, Cristian, *Teaching Reading Skills in Foreign Language*, London; Cristian Nutta, 1982, 50-51

² Nunan, D. 1998. *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publisher, 15-18

others ability in language skills such as speaking, listening and writing. In other hands, reading is not always about academic its can be entertainment as well, not every read is for academics purpose, with reading learners can refresh their mind by reading something fun and entertaining.

Leaners a reading can be bored and reading is very crucial for the learns. Reading is a boring specter for school-age children. Book now days replaced by gadgets that they cannot remove, even though the Minister of Education previously required schools to read every day for 15 minutes.³ Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress on other, if they have a good ability in reading, they will have a better chance to success in their study.

In school base of the Curriculum for the seventh grade of Junior High School, there are some materials which had been designed to help the students to have good reading comprehension. The students have to learn about some types of reading text and understand well what they read. The texts consist of report, narrative, analytical exposition, spoof and analytical hortatory.

The Seventh Grade of SMPN 4 Mesuji, the students are also prepared to have good reading comprehension. However, it is not easy to help the students because it needs consistent practice to become a good reader. In the Seventh Grade of SMPN 4 Mesuji, the students also got difficulties in reading,

³ Alamsyah, I. E. (2015). Mendikbud: *Siswa Wajib Baca Buku 15 Menit Sebelum Belajar*. Republika, 67

especially in comprehending reading texts. So, it was clear that the students had problem in comprehending reading texts. Then, there were also some factors that made the students got difficulties in comprehending reading texts. The factors were found by the teacher when she interviewed the students. The first factor that influenced the students' ability in comprehending reading texts because reading was not students' interesting activity.

The students said that they did not like reading because it was boring that could make them getting sleepy when they were reading. They liked better listening to their teachers' explanation than reading. So, it influenced the students' reading comprehension. The second factor was the teaching and learning process that they had in the class could not help them to comprehend reading text well even the teacher had tried to apply some strategies, the students said that they needed new activity that could improve their reading comprehension. The last, the students' lack of strategy in reading also was the factor that influenced students' reading comprehension. Due to the limitation of reading strategy, they did not know how to solve some problems they found during the reading comprehension process. The students liked to stop their reading activity when they got problem. So, it made them get problem in comprehending the reading text.

Table 1
The percentage of the result test of Reading Skill
at the Seventh Grades of SMPN 4 Mesuji

No.	Student's Score	Category	Number of Student	Percentage
1.	≥ 75	Passed	7	23.33%
2.	≤ 74	Failed	23	76.67%
Total			30	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 of English subject in SMPN 4 Mesuji was 75. It could be seen that only 7 students passed the test and 27 students are failed because they were not reach the standard mastery criteria. 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.

Based on the problems above, it was important for the researcher to help the students to improve their reading comprehension. The researcher tried to apply a strategy; it was called Peer-Assisted Learning Strategy (PALS). It was expected to improve the students' reading comprehension because the students had different activities during their reading class.

PALS is a strategy which could be applied in reading class.⁴ During the application of PALS, the students developed their reading comprehension through active help and support from their companions. The procedures in PALS consisted of partner reading with retell, paragraph shrinking, and prediction relay. In other word, PALS is a method that was applied by the teacher in the reading class.⁵

The reasons for choosing PALS is to improve the students' reading comprehension were that it provided more focus on individual student needs rather than a teacher directs activity that might address the needs for a few students. In addition, PALS involves all the students in tasks that they could perform successfully, increases their opportunity to read, practiced basic skill, provides positive and productive peer interaction, created opportunity for lower functioning students to assume integral role in a valued activity, motivate students to do better in reading, helps teachers accommodate academic diversity.

So, the implementation of PALS is expected to give great contribution to the students. Based on the explanation above, the researcher applied PALS to improve students' reading comprehension. The title of this research is "Improving the Students' Reading Comprehension by Using Peer Assisted Learning Strategies (PALS) at Seventh Grade of SMPN 4 Mesuji".

⁴ Nobel, M. M. 2005. *"Effects of Classwide Peer Tutoring on the Acquisition, Maintenance, and Generalization of Science Vocabulary Words for Seventh Grade Students with Learning Disabilities and/ or Low Achievement"*. Unpublished Dissertation. Ohio: the Ohio State University.

⁵ Kistono, Ismukoco, Esti, T.A., and Albert, T. 2007. *The Bridge English Competence*. Jakarta: Ghalia Indonesia Kristen, 51.

B. Problem Identification

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

1. Many students have low motivation that causes they were not interested and lazy to read.
2. Many students are lacked of mastering the vocabularies.
3. The students have low in reading skill.
4. The students found it difficult to comprehend in finding detail information of the text.

C. The Limitation and Formulation of the Problem

1. The Limitation of the Problem

To make it deeper the problems will be limited in the implementation of using PALS in teaching Reading through PALS in the seventh grade of SMPN 4 Mesuji and the student's improvement in learning reading use Peer-Assisted Learning Strategy (PALS).

2. The Formulation of the Problem

In line with the background of the study, the writer formulates the research question as follows: "Improving Students' Reading Comprehension by Using Peer Assisted Learning Strategies (PALS) at Seventh Grade of SMPN 4 Mesuji".

D. Significance of the Study

The results of this study are expected to provide useful information for: First, for students, will give an input to the students, so they can improve

their Reading ability. Second, for English Teachers, it gives the alternative solution in teaching reading skill. Third, for institution of SMPN 4 Mesuji, it can be beneficial regarding to improve the education quality.

E. Prior Research

This research was done in the line with some prior research. The first prior research was conducted by Sulastami, Pahamzah, Baratayaomi, and Syafriza (2018). This research is aimed to describing the process of teaching reading comprehension and identifying whether Peer Assisted Learning Strategies (PALS) can improve students' reading comprehension at the tenth grade of SMA Negeri 6 Kota Serang. The subject of this research was 30 students in Class X IPS 2.

While doing Classroom Action Research (CAR), the researcher was helped by the English teacher as collaborator to observing the research and to know the process of teaching reading comprehension through PALS. The significant improvement of reading comprehension showed from result of pre-test and post-test. The Minimal Mastery Criteria (MMC) score in SMAN 6 Kota Serang in English subject was 75. In the pre-test the average score of students' was 45.6 and there were only 2 students (6.7%) who passed MMC. In the post-test of cycle I, the average score of students' was 69.57 with 12 students (40%) who passed the KKM. The average score of students' post-test II was 83.3 and there were 26 Students (86.6%) who passed MMC. In

conclusion, the student's reading comprehension was improved and the students were able to comprehend the text through PALS.⁶

The second prior research was conducted by Anjarwati, the research was at 2018. The research was about how PALS could improve students reading skills. Anjarwati was using Classroom Action Research (CAR) method and the research conducted among the eight graders of SMP Islam Purbolinggo in The Academic Year of 2017/2018.

The research that previously did by Anjarwati found that there was improvement in the students' reading skill by using of 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 minimum mastery criteria. It was clear that Peer Assisted Learning Strategy (PALS) could be used to improve the students' reading skill.⁷

This research is different from the two previous researches such as different background, problem identification, location in the research, in the case of study, focused on reading skill comprehension and how PALS can help the problem that students have.

⁶ J. Pahamzah, dkk., "*Improving Students' Reading Comprehension By Using Peer Assisted Learning Strategies (Pals) In Efl Context.*" (Sultan Ageng Tirtayasa University: ISSN:2549-4287 Vol.2 No.2 May 2018)

⁷ Anjarwati D. Urbain, Skripsi: "*Improving Reading Skill By Using Of Peer Assisted Learning Strategy (Pals) Among The Eighth Graders Of Smp Islam Purbolinggo*" (Metro: IAIN, 2018).

CHAPTER II

LITERATURE REVIEW

A. The Nature of Reading

Reading is a complex process of getting meaning from the text through comprehension. From this comprehension will help the readers to grasp the meaning of the text.¹ From that explanation in reading process students should understand what they read and better if they get the information in detail from what they read.

People need to gain information and knowledge in society. Therefore, reading plays a significant role in their lives. Through reading, people can get information, enjoyment or even problem solution. The basic level in reading is identifying of words. From the basic identification of the individual letters and how these form an exact word, to what each word means—not just on an individual level, but also as part of a text.²

Reading is regarded as one of basic skills in English which is very important to develop and build students' knowledge and it is helpful to understand various written materials or textbooks. Meanwhile, Feng Liu said Reading skills can be described as “cognitive abilities that a person can use when interacting with texts”.³ Reading activity can be difficult because based on the explanation that reading is using cognitive abilities.

¹ Fauzaih et. Al: *Teaching Reading Comprehension on Narrative Text through Context Literacy Strategy*. Tanjungpura University. 6(8). 2016: 2.

² Alipongo, J. Reading Joulmal :*Its Benefits for Extensive Reading*. International Journal of Humalities and Social Science. 3(12), 2013: 73.

³Feng Liu, “Reading Abilities and Strategies: A Short Introduction,” *International Education Studies* 3, no.3 (2010): 153.

In Other hand, Comprehension is the process of deriving meaning from connects text.⁴ Comprehending means the readers actively use their thinking to engage with the text to construct the meaning. Comprehension is the goal of both reading and listening. Successful comprehension enables readers to acquire information, to experience and be aware of other worlds, to communicate successfully and to achieve academic success.

Reading comprehension is reading with knowing, absorbing, and understanding. Reading comprehension is the process by understanding the texts that students read. Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to new form of input (text).⁵ Unlike listening comprehension, reading comprehension is not something for brains evolved. The oral comprehension seems to develop “naturally” with minimum deliberate intervention, reading comprehension is more challenging and requires deliberate instruction. Reading comprehension is the process of constructing meaning by coordinating a number of difficult processes that consist of word reading, word and world knowledge, and fluency.⁶

⁴ Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. I., *Teaching Reading*. Belgium: International Academy of Education. 2003, 14.

⁵ Kirby, Jonhn. *Reading Comprehension : Its Nature and Development*. Faculty of Aducation, Queen’s University. 21 (2). 2007. 2-3.

⁶ Klingner, J. K., Vaughn, S., & Boardman, A.. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York, NY: The Guilford Press. 2007.

B. The Technique of Reading

1. Scanning or up-down technique

Scanning is very fast reading. Scanning means skipping over many words and focusing in the important information. Looking for some information as quickly as possible. Scanning is important especially for improving reading comprehension. Many students try to read every word when trying to read some texts, so the student read very slowly. The students are not need to read every word. If student learn to scan, students can learn to read and understand faster. Scanning is to read a text quickly in order to locate a specific item of information.⁷

The scanning used to discover certain details that student need. Scanning is strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text a requiring rapid identification of relevant bits of information.⁸ Scanning is the search more focus. So, scanning is to read quickly in order to locate specific information such as to find a particular date, number, name and so on. The other readers must start to read at the top of the page and then move the eyes quickly to the bottom.

2. Skimming or bottom-up technique

Skimming is the most basic types of reading. Skimming is taking the most important information from the page without reading all the words. Skimming the text can be very helpful when the readers could get

⁷ Harmer, Jeremy. *How to Teach English*. New York: Person Longman. 2007, 288.

⁸ Brown, H. Douglas. *Teaching by principles : An interactive approach to language pedagogy*, San Fransisco: Adison Wesley Longman. 2000, 209.

the gist of what is being written about, without all the details. When the readers skim certain page, they look for and apprehend upon words that appear to give the main meaning.⁹ Readers also skim when time is short or when they need to understand the general ideas but not the particulars of certain article or book. Skimming takes the notion of passing by some words to another level. In the act of skimming, the readers focus only on the substantial ideas and skip over the insignificant, marginal, and negligible parts.

There are object is to familiarize you as quickly as possible with the material to be read. Skimming activity, readers should be careful with the keyword or phrases which can cover all the material. The reader should go through passage and readers usually search for general ideas of the text or passage.¹⁰ Skimming is helpful when you want to find out quickly about the writer.

3. Mixed

There is the other technique which using the scanning and skimming in the same time which called as mixed. Mixed technique is more useful when readers are trying to do the reading comprehension or the readers are trying to understand text in details. The readers using mixed when they are doing assessment or test, sometimes readers using mixed when they need find information when read text about knowledge or text in general.

⁹ Mendel, Gideon, Dzhangal. London: *GOST Books* ISBN: 978-1-910401.15-6, 2017.

¹⁰ *Ibid.* 289.

C. Peer Assisted Learning Strategy (PALS)

1. What is PALS?

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 PALS in any area of the curriculum, in a way which integrates with and complements direct teaching by professionals.¹¹ PALS for reading is a structured, peer-mediated reading activity appropriate for students in preschool through grade 6 and high school.

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.¹² PALS not require special reading material. Teachers may use library books or short stories. Peer tutoring is characterized by specific role taking. In other words, someone fulfill the role of tutor while another or others take the role of tutee.¹³

Based on all of statements above, the researcher 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

¹¹ Keith J. Topping, *Peer Assisted Learning*, Scotland: Brookline Book, 2001.

¹² Fuchs, Mathers and Martinez, “The Effect Peer-Assisted Learning Straregy Implementattion to Enhance English Reading Comprehension” . *The 5th Burapha University Internatinal Conference*, (Burapha University: BUU 2016, HOU-083-37, p.568.

¹³ Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education*, (Newyork: Routlege Falmer, 2001), p.4

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. How to Use PALS in the Classroom

PALS is 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.¹⁴ The teacher 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 implement PALS.¹⁵ There are three activities in PALS session, such as:¹⁶

- 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 seconds 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 the main idea.

¹⁴ 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.

¹⁵ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technology*, (New York: Lawrence Erlbaum Associates, 2007), p. 184.

¹⁶ *Ibid*, p. 184-185

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. The extends Paragraph Shrinking to larger chunks of text and requires students to formulate and check prediction about what will be learned on the next half-page; reads the half-page aloud while the tutor while the tutor corrects errors, the prediction and summarizes the main idea. After 5 minutes, students switch roles.

3. 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:¹⁷

- 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.

¹⁷ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technology*, p. 184.

- 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.
- 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.¹⁸

4. The Weakness of Peer Assisted Learning Strategy (PALS)

There are some weaknesses of peer assisted learning strategy, that could be the disadvantage of PALS, and the weaknesses such as:¹⁹

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

¹⁸ *Ibid*, 185.92

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, (London: Longman, 2001), p. 116.

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

D. Reading Assessment

Reading assessment is important to measuring how success the process of improving reading comprehension. There are two popular comprehension taxonomies used for education purpose, they are Bloom Taxonomy and Barrett's Taxonomy.

Barrett's Taxonomy is a taxonomy made by Thomas C. Barrett in 1968; it is used for reading. Barrett's taxonomy is representative of a comprehension taxonomy that can be used when developing instructional activities, identifying questions and specifying reading comprehension instruction. It consists of four levels such as: (1) Literal comprehension; (2) reorganization; (3) inferential; (4) evaluation; and (5) appreciation.²⁰ These levels are divided based on their difficulties.

There are the measurements of reading comprehension such as: (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; (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

²⁰Aqeel, M. Y., & Farrah, M. A.. *Eighth Grade Textbook Reading Comprehension Questions and Barrett's Taxonomy: Teachers' Perspectives at Hebron District, Palestine*. Hebron University Research Journal, 2019, 230- 231.

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.²¹

E. Action Hypothesis

In this research, the researcher has a hypothesis as temporary answer toward some problem get occurs in this research. The hypothesis of this research is "There is improvement on students reading comprehension by using peer-assisted learning strategies of seventh grade at SMPN 4 Mesuji.

²¹ *Ibid.* 240

CHAPTER III

RESEARCH METHOD

A. Setting and Subject of The Study

This research is Classroom Action Research (CAR) and the research conducted among the seventh grade of SMPN 4 Mesuji in The Academic Year of 2022/2023. SMPN 4 Mesuji is located on Gedung Boga, Way serdang, Mesuji.

The subject of the study is 30 students of class VII B. 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' reading skill.

B. Object of the Study

The Object of the study is the students' reading Comprehension. The teacher or researcher had to choose the material appropriately to teach reading skill in the classroom. The students practice 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.¹ Action research was a term which

¹ James Schreiber and Kimberly Asner-Self, *Educational Research*, (USA: Wiley, 2011), p.19.

refers to a practical way of looking at your own work to check that it is as you would like it to be.² Furthermore, action research was about improving practice rather than producing knowledge.³ 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.⁴ It means the researcher would conduct the research together with friend. In doing classroom action research, the researcher would ask as an English Teacher for 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 comprehension. 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:

² Jean McNiff, *Action Research for Professional Development: Concise advice for new and experienced action researchers*. (UK, Dorset: September Books, 2010), p. 8.

³ Jean, McNiff, *et.al. You and Your Action Research Project*. (USA and Canada: Taylor & Francis e-Library, 2002). p. 10.

⁴ 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:

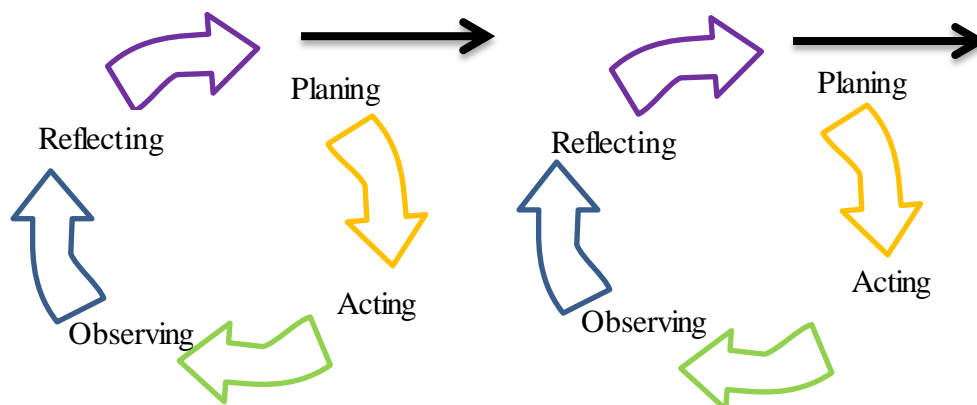


Figure 1

Spiral Classroom Action Research

Jean McNiff's Model.⁵

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

1. Cycle I

a. Planning

In this research, the researcher was conducted some plans, such as : 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; and 5) Making test which used in pre-test and post-test.

⁵ *Ibid*, p.41

b. Acting

In this action, the researcher did pre-test, treatment and post-test to the students. This action was 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.⁶

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 have 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.⁷

2. Cycle II

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.

⁶ *Ibid*, p.52

⁷ Jean McNiff., *Action Research for Professional Development: Concise advice for new and experienced action researchers*. (UK, Dorset: September Books, 2010), p. 18.

b. Acting

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

c. Observing

The collaborator was observed and collected the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which was conducted and identified the result of observation in the learning process and compared the score of pre-test and post-test.⁸

D. Data Collection Techniques

To collect the data, the researcher was 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 was divided into two parts as follows:

⁸ *Ibid*, p.50

a. Pre-test

The pre-test was 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 was given in the last meeting after doing the treatments to find out whether the treatment will give 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.⁹

⁹ *Ibid*, p.140.

3. Documentation

Documents are a readily accessible source of data in action research as many already exist in the institutional system. Documents will be accumulated during the course of an enquiry can illuminate numerous aspects of practice. 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 SMPN 4 Mesuji.

4. Field Note

The researcher used field notes in this study to focus on a specific issue or teaching behavior over time. In addition, the researcher collected field notes on the classroom setting, classroom management, classroom interaction between instructor and students or students with students and so on.

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:¹⁰

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

Note:

$$\bar{X} = \text{Mean}$$

¹⁰ Donald Ary, et. al., *Introduction to research in Education: 8th Edition*, (Canada: Wadsworth, Cengage Learning, 2010), p. 108.

Σ = Sum of

X = Raw Score

N = Number of Cases

Furthermore, to know the result, the researcher was compared between pre-test and post-test. The result matched by minimum standard criteria at the school at least 75. If from the cycle I, there are some students are not successful so the researcher will 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 did not continued to other cycle.

F. Indicator of Success

The indicators of success this study emphasized on the reading comprehension process and the 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; and b) The students follow 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; and b) 80% of students can achieve the grade 75 in minimum standard criteria.¹¹

¹¹ *Ibid*, p. 201

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of The Research Setting

SMPN 4 Mesuji is located at Simpang D Street, Bhakti, Gedung Boga, Way Serdang, Mesuji, Lampung. This school located in the strategies place and reachable for students around Way Serdang. So, it gets a lot of students every new academic year.

This school established on October, 10th 1998 by the first headmaster Roli, it was called SMPN 2 Way Serdang and since 2018 it becomes SMPN 4 Mesuji. Since SMPN 4 Mesuji established, it has been leaded by several principles, and now Mr. Sutoyo is the principles since 2020.

Furthermore, SMPN 4 Mesuji has over 203 male students and 224 female students with 14 group class. The school time has 5 days a week start from 07.15 a.m to 03.00 p.m each day. This middle school applying full days school and 2013 curriculum. Also the number of teachers and official employers are 28 teachers and 8 official employees.

Furthermore, the solidarity of SMPN 4 Mesuji is built around by its vision and mission which are totally the strength and the lead to carry the system out. The vision of this junior high school is “the superior in the academic and non-academic based on faith, religious and piety”.

The mission that generated in this school as follows: a) Increased students’ achievement in the academic also non-academic., b) Cultivating religious behavior in the various aspects of life at school., c) Increasing the

nationalism of the school members., d) Improving a clean, healthy, beautiful, safe and comfortable school environment.

SMPN 4 Mesuji in the academic year of 2022/2023 has some facilities for study needs, this school has 15 classrooms with good condition, 1 headmasters' room, 2 teachers' offices, 2 administrations' room, 2 libraries, 1 mosque, 4 teachers' restroom, 4 students' restroom, 5 canteens, and 3 parking Area which is 2 students' parking Area and 1 teachers' parking area. Furthermore, all the facilities are in good condition.

In this research, the researcher as an English teacher and the English teacher in seventh grade class A as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

B. Cycle One

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 Thursday, May 18th , 2023. 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

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 2
The Pre-Test Score

NO.	NAME	PRE-TEST
1.	AP	60
2.	AS	65
3.	ANA	70
4.	ASD	75
5.	BEIT	60
6.	DP	80
7.	DI	75
8.	DHF	60
9.	FAKS	65
10.	FAP	75
11.	FRR	65
12.	GS	50
13.	GAPK	70
14.	IGP	60
15.	KPD	55
16.	KA	75
17.	MR	80
18.	NPR	60
19.	NNNF	65
20.	NPAN	45
21.	NWPS	50
22.	RSM	60
23.	RBP	40
24.	RA	60
25.	RK	75
26.	SFY	55
27.	TBS	55
28.	VRA	50
29.	WCA	60
30.	WR	65
Total Score		1875
Average Score		62.67
Highest Score		80
Lowest Score		40

Table 3
Students' Mark of Pre-Test of Reading Skill

No.	Student's Score	Category	Number of Student	Percentage
1.	≥ 75	Passed	7	23.33%
2.	≤ 74	Failed	23	76.67%
Total			30	100%

Based on the table, it could be analyzed that there were 7 students (23.33%) who passed the pre-test and 23 students (76.67%) who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 80. It means that the students did not fulfill the minimum standard in Seventh grade at SMPN 4 Mesuji and the students' reading skill was low. Besides, from the result of pre-test, the researcher got the average score 60. So, it was the reason why the researcher used Peer Assisted Learning Strategy to improve the students' reading skill.

The second meeting was treatment. The researcher conducted the treatment on Monday, May 22nd, 2023, in this meeting, the researcher as an English teacher and the English teacher 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 Thursday, Mei 25th, 2023. 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 4
Post Test 1 Score

NO.	NAME	Post Test 1
1.	AP	65
2.	AS	75
3.	ANA	80
4.	ASD	75
5.	BEIT	65
6.	DP	80
7.	DI	75
8.	DHF	60
9.	FAKS	75
10.	FAP	75
11.	FRR	70
12.	GS	65
13.	GAPK	75
14.	IGP	80
15.	KPD	55
16.	KA	75
17.	MR	80
18.	NPR	60
19.	NNNF	65
20.	NPAN	60
21.	NWPS	60
22.	RSM	70
23.	RBP	55
24.	RA	60
25.	RK	80
26.	SFY	60
27.	TBS	65
28.	VRA	65
29.	WCA	60
30.	WR	75
Total Score		2060
Average Score		68.67
Highest Score		80
Lowest Score		55

Table 5
Students' Mark on Post Test 1 of Reading Skill

No.	Student's Score	Category	Number of Student	Percentage
1.	≥ 75	Passed	14	46.67%
2.	≤ 74	Failed	16	53.33%
Total			30	100%

Based on the table, it could be analyzed that there were 14 students (46.67%) who passed the post-test 1 and 16 students (53.33%) who failed the post-test 1. The lowest score in post-test 1 was 55 and the highest score was 80. The score that students had from pre-test to post-test 1 increase 23.34%. It means that in cycle 1 the students' achievement improved 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 6
The Students' Activities in Cycle 1

No.	Students' Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	15	50%
2	The students ask/answer questions	14	46.67%
3	The students were active in group	13	43.33%
4	The students able do the task	16	53.33%
Total Students		30	

The table showed that not all the students' active in learning process. There were 15 students (50%) who gave attention to the teacher explanation, 14 students (46.67%) The students ask and answer questions, 13 students (43.33%) who active in a group or pair and 16 students (53,33%) 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 53.33% The students able do the task <53.33%.

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 (MMC). It could be seen from the result of pretest 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.

The 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 7
Students' score at Pre-Test and Post-Test I

No	Name	Pre-test Score	Post-Test I Score	Increasing	Increasing Percentage	Explanation
1.	AP	60	65	5	8.33	Improved
2.	AS	65	75	10	15.38	Improved
3.	ANA	70	80	10	14.29	Improved
4.	ASD	75	75	0	0.00	Constant
5.	BEIT	60	65	5	8.33	Improved
6.	DP	80	80	0	0.00	Constant
7.	DI	75	75	0	0.00	Constant
8.	DHF	60	60	0	0.00	Constant
9.	FAKS	65	75	10	16.12	Improved
10.	FAP	75	75	0	0.00	Constant
11.	FRR	65	70	5	7.69	Improved
12.	GS	50	65	15	30	Improved
13.	GAPK	70	75	5	7.14	Improved
14.	IGP	60	80	20	33.33	Improved
15.	KPD	55	55	0	0.00	Constant
16.	KA	75	75	0	0.00	Constant
17.	MR	80	80	0	0.00	Constant
18.	NPR	60	60	0	0.00	Constant
19.	NNNF	65	65	0	0.00	Constant
20.	NPAN	45	60	25	55.55	Improved
21.	NWPS	50	60	10	20	Improved
22.	RSM	60	70	10	16.66	Improved
23.	RBP	40	55	15	37.5	Improved
24.	RA	60	60	0	0.00	Constant
25.	RK	75	80	5	6.66	Improved
26.	SFY	55	60	5	9.1	Improved
27.	TBS	55	65	10	18.18	Improved
28.	VRA	50	65	15	30	Improved
29.	WCA	60	60	0	0.00	Constant
30.	WR	65	75	10	15.38	Improved
Total		1875	2060			

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 62.67 and post-test I 68.67. Although there was

improving of the students' achievement, cycle I was not successful yet because only 14 students (46.67%) 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.

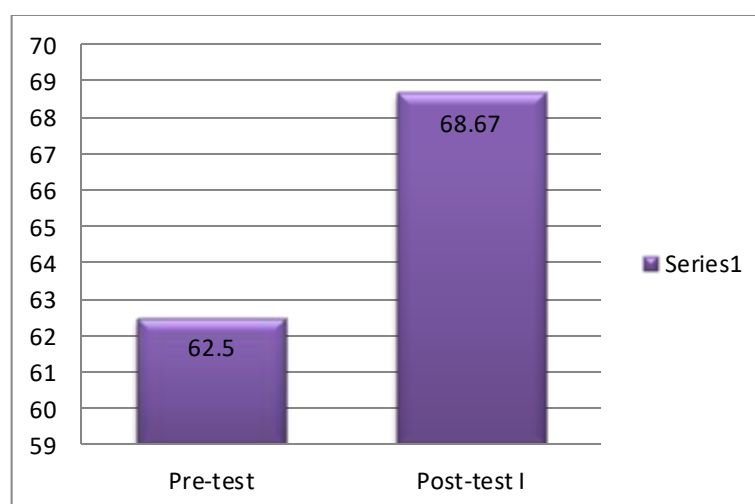


Figure 2
Graph of the Result of Pre-test and Post-test I

C. 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 Monday May 29th, 2023 and Thursday June 1th, 2023. 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 Terrifying Headmaster ” 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, June 2nd, 2023. 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 8
Post-Test II

NO.	NAME	Post Test II
1.	AP	85
2.	AS	85
3.	ANA	80
4.	ASD	90
5.	BEIT	80
6.	DP	90
7.	DI	90
8.	DHF	75
9.	FAKS	85
10.	FAP	85
11.	FRR	75
12.	GS	80
13.	GAPK	85
14.	IGP	85
15.	KPD	70
16.	KA	85
17.	MR	85
18.	NPR	70
19.	NNNF	75
20.	NPAN	75
21.	NWPS	60
22.	RSM	85
23.	RBP	60
24.	RA	75
25.	RK	85
26.	SFY	75
27.	TBS	75
28.	VRA	75
29.	WCA	65
30.	WR	80
Total Score		2360
Average Score		78.67
Highest Score		90
Lowest Score		60

Table 9
Students' Mark on Post Test II of Reading Skill

No.	Student's Score	Category	Number of Student	Percentage
1.	≥ 75	Passed	25	83.33%
2.	≤ 74	Failed	5	16.67%
Total			30	100%

Based on the table above, it could be seen that the students' average score in post-test II was 78.67. The highest score was 90 and the lowest score was 60. According to minimum mastery criteria (MMC), 83.33% 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 10
The Students' Activities in Cycle II

No.	Students' Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	25	83.33%
2	The students ask/answer questions	23	76.67%
3	The students were active in group	24	80%
4	The students able do the task	25	83.33%
Total Students		30	

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 (83.33%) and the students able to do the task (83.33%), the second-high percentage was active in group (80%), and the third was the students ask/answer the question (76.67%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the fourth students' activity got percentage $\geq 60\%$.

4. Reflecting

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 posttest II could be seen on the table below:

Table 11
Students' score at Post-Test I and Post-Test II

No.	Name	Post-test I Score	Post-test I Score	Note
1	AP	65	85	Improved
2	AS	75	85	Improved
3	ANA	80	80	Improved
4	ASD	75	85	Improved
5	BEIT	65	80	Improved
6	DP	80	90	Improved
7	DI	75	90	Improved
8	DHF	60	75	Improved
9	FAKS	75	85	Improved
10	FAP	75	85	Improved
11	FRR	70	75	Improved
12	GS	65	80	Improved
13	GAPK	75	85	Improved
14	IGP	80	85	Improved
15	KPD	55	70	Improved
16	KA	75	85	Improved
17	MR	80	85	Improved
18	NPR	60	70	Improved
19	NNNF	65	75	Improved
20	NPAN	60	75	Improved
21	NWPS	60	60	Constant
22	RSM	70	85	Improved
23	RBP	55	60	Improved
24	RA	60	75	Improved
25	RK	80	85	Improved
26	SFY	60	75	Improved
27	TBS	65	75	Improved
28	VRA	65	75	Improved
29	WCA	60	65	Improved
30	WR	75	80	Improved
Total		2060	2360	
Average		68.67	78.67	

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 68.67 became 78.67 in post-test II. In the cycle II, most of the students could develop their reading skill. It means that cycle II was successful.

D. Comparison Post Test 1 and Post Test 2

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

Table 12
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	Increasing	Increasing Percentage	Remarks
1.	AP	65	85	20	30.76	Improved
2.	AS	75	85	10	13.33	Improved
3.	ANA	80	80	0	0.00	Improved
4.	ASD	75	90	15	20	Constant
5.	BEIT	65	80	15	23.07	Improved
6.	DP	80	90	10	12.5	Constant
7.	DI	75	90	15	20	Constant
8.	DHF	60	75	15	25	Constant
9.	FAKS	75	85	10	13.33	Improved
10.	FAP	75	85	10	13.33	Constant
11.	FRR	70	75	5	7.14	Improved
12.	GS	65	80	15	23.07	Improved
13.	GAPK	75	85	10	13.33	Improved
14.	IGP	80	85	15	18.75	Improved
15.	KPD	55	70	15	27.27	Constant
16.	KA	75	85	10	13.33	Constant
17.	MR	80	85	5	6.25	Constant
18.	NPR	60	70	10	16.66	Constant
19.	NNNF	65	75	10	15.38	Constant
20.	NPAN	60	75	15	25	Improved
21.	NWPS	60	60	0	0.00	Improved
22.	RSM	70	85	15	21.42	Improved
23.	RBP	55	60	5	9.09	Improved
24.	RA	60	75	15	25	Constant
25.	RK	80	85	5	6.25	Improved
26.	SFY	60	75	15	25	Improved
27.	TBS	65	75	10	15.38	Improved
28.	VRA	65	75	10	15.38	Improved
29.	WCA	60	65	5	8.33	Constant
30.	WR	75	80	5	6.67	Improved
Total		2060	2360			

Based on the table of the comparison between students' result score in post-test I and post-test II, there are 25 students (83.33%) 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. The comparison between Post-test I and between Post-test II can be seen in the graph below:

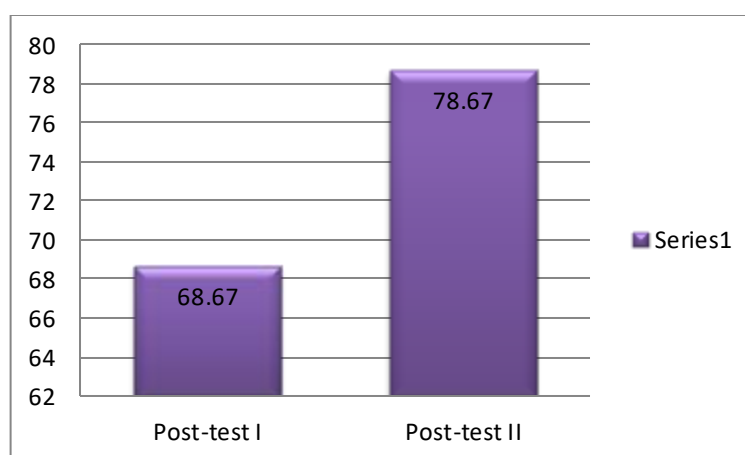


Figure 3
Graph of the Comparison of Post-test I and Post-test II

Table 13
The Comparison 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	50%	25	83.33%	33.33%
2.	The students ask/answer questions	14	46.67%	23	76.67%	30%
3.	The students were active in group	13	43.33%	24	80%	36.67%
4.	The students able do the task	16	53.33%	25	83.33%	30%

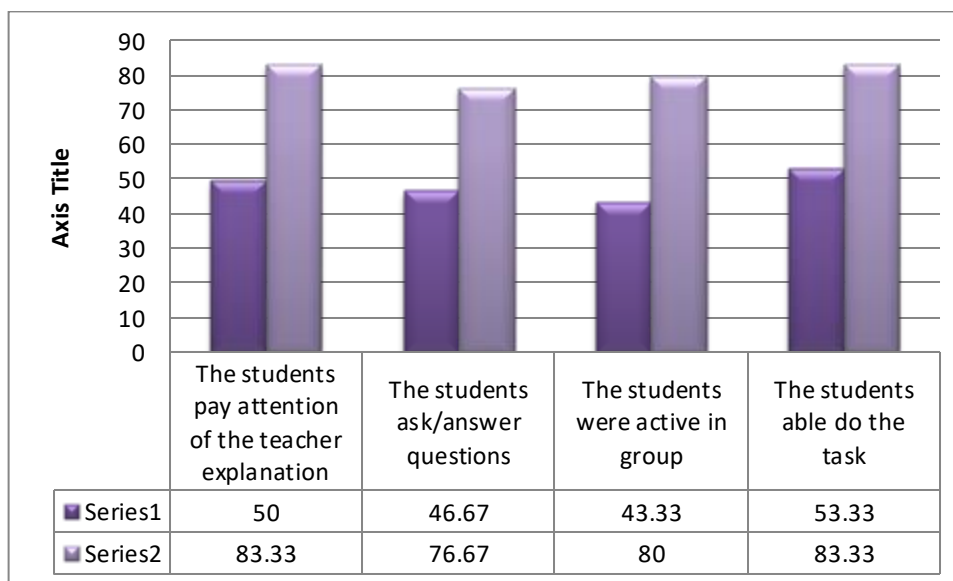


Figure 4

Graph of Students' Comparison of Learning Activities in Cycle I and Cycle II

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

1. The Students Pay Attention to the Teachers' Explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 50% and in cycle II 83.33%, it improved 33.33%.

2. 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 30%, from cycle I 46.67% and cycle II 76.67%.

3. Students were Active in Group

The students who had activated in a group or pairs also improved.

From cycle I 43.33% and cycle II 80%, so it improved 36.67%.

4. 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 53.33% and cycle II 83.33%, it improved 30%.

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.

E. Discussion

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 7 students (23.33%) who passed the pre-test and 23 students (76.67%) who failed the pretest. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 80.

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 14 students (46.67%) students passed the post-test I

and 16 (53.33%) who failed the post-test I. The lowest score was 55, the highest score was 80, and the average score was 68.67.

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 62.5 and post-test I 68.67. Although there was improving of the students' achievement, cycle I was not successfully yet because only 14 students (46.67%) 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.

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 9 students (46.67%) 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 25 students (83.33%) passed the test because they got score ≥ 75 . In this post-test, the lowest score was 60, the highest score was 90, and the average score was 78.67.

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 68.67 and 78.67, then the increasing score was 10. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 75 were 7, 14 and 25 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.

The students' learning activities data was gotten from the whole students' learning activities on observation sheet, such as, the students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 50% and in cycle II 83.33%, it improved 33.33%.

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 30%, from cycle I 46.67% and cycle II 76.67%.

The students who had activated in a group or pairs also improved. From cycle I 43.33% and cycle II 80%, so it improved 36.67%. The students who had done the task were improved. It could be seen on the cycle I 53.33% and cycle II 83.33%, it improved 30%.

Therefore, 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.

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 seventh graders of SMPN 4 Mesuji. It was supported by the improvement of the students' average score from pre-test 62.67 to post-test I 68.67 became 78.67 in post-test II. In cycle 1, there were 14 students passed the test. Moreover, in cycle II there were 25 students who got score ≥ 75 . It means that the result of cycle II had already reached the indicator of success that was 83.33% students fulfill the minimum mastery criteria. It was clear that Peer Assisted Learning Strategy (PALS) could be used to improve the students' reading skill.

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 is given by the teacher and improve their knowledge especially in reading skill.
2. The students are suggested to enrich 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 motivate 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 that the headmaster 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 SMP

Nama Sekolah : SMPN 4 Mesuji

Mata Pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Semester : 2 (Dua)


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 Pokok	Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recountpendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> • Undangan contoh : Dandi, Please come to our meeting Day : Saturday Date:March 1st,2008 Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary • Pesan singkat Lia, I'm out for shopping your 	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek 2. Mendengark	<ul style="list-style-type: none"> • Membaca dengan nyaring dan bermakna teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks fungsional pendek 	<ul style="list-style-type: none"> • Tes Lisan <ul style="list-style-type: none"> - membaca nyaring - <i>Read the text aloud and clearly.</i> • Tes tertulis 1. Melengkapi 	6 JP	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Bendabenda sekitar

<p>1. Teks fungsional pendek</p> <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 <p>4. Ungkapan baku</p> <ul style="list-style-type: none"> - Don't be late! - Don't miss it! <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount</p>	<p>meal is in refrigerator Mom</p> <p>2. Teks esei berbentuk descriptif dan recount</p>	<p>undangan yang dibacakan oleh guru/teman</p> <p>3. membaca nyaring teks fungsioanl 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</p>	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek 	<ul style="list-style-type: none"> - Complete the test using correct words 2. Pilihan ganda - Choose the correct answer 		
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	<p>pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan” /pesan pendek</p>	<p>1. Menjawab mau tau pertanyaan tentang:</p> <ul style="list-style-type: none"> - Makna gagasan - Makna tekstual dalam teks - descriptive dan recount - Langkah retorika teks descriptive dan recount - Tujuan komunikatif teks descriptive dan recount - Ciri kebahasaan teks descriptive dan recount - Membaca nyaring teks descriptive dan recount. 			
	<p>1. Teks tulis berbentuk descriptive dan recount</p> <ul style="list-style-type: none"> • Makna gagasan • Makna tekstual dalam teks descriptive dan recount <p>2. Langkah retorika teks descriptive dan recount</p> <p>3. Tujuan komunikatif teks descriptive dan recount</p> <p>4. Ciri kebahasaan teks descriptive dan recount</p>	<p>1. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks descriptive/r eco unt</p> <p>3. Membaca teks descriptive/r eco unt</p> <p>4. Menjawab</p>			

		<p>pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks descriptive / recount</p> <p>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</p> <p>7. Membaca nyaring dan bermakna teks descriptive / recount</p>				
<p> Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (respect) Tekun (diligence)</p>						

Mengetahui.

Guru Bahasa Inggris



Nurmala Dewi, S.Pd

NIP.1987030520192007

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Jihan Lestari

NPM.1901050020

LESSON PLAN

Satuan Pendidikan : SMPN 4 Mesuji
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/ (2)
Skill : Reading (Membaca)
Alokasi Waktu : 2 x 45 menit
Jumlah Pertemuan : 2 (2 x 45 menit)/pertemuan ke-1.

A. Kompetensi Inti

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

B. Kompetensi Dasar

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

C. 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.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

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

E. Materi Ajar

- Teks fungsional sangat sederhana berbentuk descriptive.

F. Alokasi Waktu

- 45 menit

G. 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*

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal

1. Membuka pembelajaran dengan salam dan berdoa bersama.
2. Peneliti melakukan Absen kehadiran siswa.
3. Peneliti memberikan siswa untuk mengingat materi *Reading* yang pernah dipelajari dikelas.
4. Siswa diajak melihat teks fungsional sangat sederhana yang diberikan oleh peneliti.
5. Siswa diberikan penjelasan mengenai metode PALS dan langkah-langkahnya.

Kegiatan Inti

1. Peneliti melakukan test secara singkat dengan membaca teks pendek berupa *descriptive text* untuk memmentukan kelompok pasangan siswa.
2. 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*
3. Setelah membaca secara bergantian, siswa diminta untuk melanjutkan ke tahap "*retelling*", yakni menceritakan secara singkat apa yang telah dibacanya, secara bergantian.
4. 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.
5. 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.

I. Sumber Belajar

- Contoh Teks Sederhana

J. Penilaian

1. Teknik
 - o Tes unjuk kerja
2. Bentuk

- Tes Reading Skill
3. Instrument
- Terlampir

Mengetahui.

Guru Bahasa Inggris



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LESSON PLAN

Satuan Pendidikan	: SMPN 4 Mesuji
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/ (2)
Skill	: Reading (Membaca)
Alokasi Waktu	: 2 x 45 menit
Jumlah Pertemuan	: 2 (2 x 30 menit)/pertemuan ke-2.

A. Kompetensi Inti

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

B. 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.

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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.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

3. Mengidentifikasi berbagai informasi yang terkandung dalam teks fungsional sangat sederhana.

4. Merespon makna yang ada dalam teks fungsional sangat sederhana.

E. Materi Ajar

- Teks fungsional sangat sederhana berbentuk descriptive.

F. Alokasi Waktu

- 45 menit

G. 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*

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal

6. Membuka pembelajaran dengan salam dan berdoa bersama.
7. Peneliti melakukan Absen kehadiran siswa.
8. Peneliti memberikan siswa untuk mengingat materi *Reading* yang pernah dipelajari dikelas.
9. Siswa diajak melihat teks fungsional sangat sederhana yang diberikan oleh peneliti.
10. Siswa diberikan penjelasan mengenai metode PALS dan langkahlangkahnya.

Kegiatan Inti

6. Peneliti melakukan test secara singkat dengan membaca teks pendek berupa *descriptive text* untuk memnentukan kelompok pasangan siswa.
7. 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*
8. Setelah membaca secara bergantian, siswa diminta untuk melanjutkan ke tahap "*retelling*", yakni menceritakan secara singkat apa yang telah dibacanya, secara bergantian.
9. 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.
10. 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

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.

I. Sumber Belajar

- Contoh Teks Sederhana

J. Penilaian

- Teknik
 - Tes unjuk kerja
- Bentuk
 - Tes Reading Skill
- Instrument
 - Terlampir

Mengetahui.

Guru Bahasa Inggris



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NPM.1901050020

Name :

Class :

Pretest Test

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.

Sources: <https://englishadmin.com/2016/02/7-cotoh-descriptive-text>

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 spectators
 - c. The referee
 - d. The coach
4. Which of these persons stay inside the field during a football match?
 - a. The referee
 - b. The spectators
 - c. The coach
 - 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 cannot 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.

Sources : <http://eprints.uny.ac.id/23129/1/Thesis.pdf>

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 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.

Sources : <http://eprints.uny.ac.id/23129/1/Thesis.pdf>

- 11. 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
- 12. 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
- 13. "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
- 14. 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
- 15. 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

Fill in the blank with the right answers!

Pulau Seribu is an archipelago located 45 km from the capital city of (16)... where there are 110 islands. Each island offers a different (17)...such as white sand beaches, coral reefs and small (18)....

In the Thousand Islands you can enjoy (19)...and sunset views with a different atmosphere. Various types of marine (20).... can also be done such as snorkeling, diving and others..

Sources : <https://mamikos.com/info/contoh-descriptive-text-singkat-pljr/>

Answer Key:

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

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. There are six classrooms such as one teachers' office, one library, one headmasters' 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 have laboratory to have the science experiments. If I feel hungry, I usually go to canteen to buy some snacks.

Sources : <http://eprints.uny.ac.id/23129/1/Thesis.pdf>

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.

Sources : <http://eprints.uny.ac.id/23129/1/Thesis.pdf>

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.

Sources : <http://eprints.uny.ac.id/23129/1/Thesis.pdf>

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 13

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.

Sources : <http://eprints.uny.ac.id/23129/1/Thesis.pdf>

11. " ... 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.
12. 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.
13. 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 14 and 15!

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.

Sources : <http://eprints.uny.ac.id/23129/1/Thesis.pdf>

14. The writer got the pet from
- a. his neighbor
 - b. a pet shop
 - c. his friend
 - d. his mother
15. What is the text about....
- a. My lovely dog
 - b. My best friend
 - c. My pet shop
 - d. My neighbor's pet

Fill in the blank with the right answers!

Two weeks ago, I and my family were in my grandpa's hometown. it is our annual agenda every (16)...in the end of Semester. Unfortunately, it was (17)... season

The rains happened almost every day there. We had no enough time to visit some tourism places there because of the rain. We had no enough sunlight even to dry up our (18)...As a result, we just stayed at home almost all day long. Seeing the condition, we decided to make an interesting activity indoor to spend the holiday together. The activity we chose that day was making funny (19)... directed by me. Finishing the videos, we edited them and made them uploaded in youtube.

By doing this, we could kill our boredom of (20)... at home because of the rain and made a creative activity instead.

Sources : <https://www.merdeka.com/trending/5-contoh-recount-text>

Answer Key

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

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.

Sources : <https://repository.metrouniv.ac.id/id/eprint/2526/1/SKRIPSI>

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. 107 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.

Sources : <https://repository.metrouniv.ac.id/id/eprint/2526/1/SKRIPSI>

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.

Sources : <https://repository.metrouniv.ac.id/id/eprint/2526/1/SKRIPSI>

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. In front of the room
 - d. Behind of the room
8. "He dries each finger separately...."
The underlined word has similar meaning to...
 - a. Wash
 - b. Fol
 - 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.

Sources : <https://repository.metrouniv.ac.id/id/eprint/2526/1/SKRIPSI>

9. What does the text mainly talk about?
 - a. Doraemon
 - b. Fujiko Fujio
 - c. Robotic cat
 - 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 20!

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.

Sources : <https://repository.metrouniv.ac.id/id/eprint/2526/1/SKRIPSI>

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
 - c. 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 that 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. Peter's 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 what he wants
- b. He always asks
- c. He is lazy
- d. He is diligent

Answer key :

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

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:

1. Knowledge of word meaning
2. Ability to select the appropriate meaning for a word or phrase in the light of its particular contextual setting.
3. Ability to select the main thought of a passage.
4. Ability to answer question that are specific answered in a passage.
5. Ability to answer questions that are answered but not in the words in which the question is asked.
6. Ability to draw inferences from a passage about its contents.
7. Ability to recognize the literary devices used in a passage and to determine its tone and mood.
8. Ability to determine a writer's purpose, intent, and point of view, i.e., to draw inferences about a writer.

Field Note of Learning Activities in the Classroom

School Name : SMPN 4 Mesuji
Day and Date : Thursday, May 18th 2023
Meeting : First Meeting
Time : 90 minutes

Interval	Activities
07.30-08.00	Before researcher start the research in that class, the collaborator and the researcher enter the class after that we prayed together. The collaborator was introduced the researcher to the students and explain about the research and all the activities.
08.00-08.45	<ul style="list-style-type: none">• The researcher was given ice breaking time before started the class• The researcher was explained about what the activities for today.• The research giving student knowledge that today is will be pre-test.• The researcher giving the students little explanation about descriptive text.
08.45-09.00	<ul style="list-style-type: none">• The researcher was given the student the pre-test paper.• The students were doing the pre-test.
09.00-09.30	<ul style="list-style-type: none">• The student collecting the answer sheet• The researcher was giving the reflection of today activities•
Reflection	For the pre-test at the first meeting, it was just 7 out of 30 students who passed the test or 23.22%

Mengetahui,
Guru Bahasa Inggris



Nurmal Dewi, S.Pd
NIP.1987030520192007

Researcher



Jihan Lestari
NPM.1901050020

Field Note of Learning Activities in the Classroom

School Name : SMPN 4 Mesuji
 Day and Date : Monday, May 22nd 2023
 Meeting : Second Meeting
 Time : 90 minutes

Interval	Activities
07.30-08.00	The researcher as an English teacher and the English teacher as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students.
08.00-08.15	<ul style="list-style-type: none"> • Before start the class the researcher was giving ice breaking to the students.
08.15-09.15	<ul style="list-style-type: none"> • The researcher asked to the students about descriptive text. • The researcher explained about definition, generic structure, social function and language feature of descriptive text. • The researcher gave some texts about descriptive text. • 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. • Then the students should discuss and answer the questions below the text. • 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.
09.15-09.30	<ul style="list-style-type: none"> • 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.
Reflection	At the second meeting in the first cycle which was a first treatment of PALS in the class haven't done yet. So will continued next meeting

English Teacher

Researcher

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Jihan Lestari
NPM.1901050020

Field Note of Learning Activities in the Classroom

School Name : SMPN 4 Mesuji
Day and Date : Thursday, May 25th 2023
Meeting : third Meeting
Time : 90 minutes

Interval	Activities
07.30-08.00	The researcher as an English teacher and the English teacher as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students.
08.00-08.15	<ul style="list-style-type: none">• Before start the class the researcher was giving ice breaking to the students.
08.15-08.30	<ul style="list-style-type: none">• The researcher was reviewed from the last meeting to students.• The students continued presented the result of discussion in front of the class.
08.30-09.30	<ul style="list-style-type: none">• After did a treatment, the researcher gave post-test to the students.• The researcher gave 20 multiple choices to students.• The students did the post-test 1.• 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.
Reflection	Based on the final result of the cycle one of the third meeting and based on the result of observation and discussion with collaborator, it turns out the activities carried out in the cycle one was not successful, therefore the research was continued in the next cycle two.

Mengetahui.
Guru Bahasa Inggris



Nurmala Dewi, S.Pd
NIP.1987030520192007

Researcher



Jihan Lestari
NPM.1901050020

Field Note of Learning Activities in the Classroom

School Name : SMPN 4 Mesuji
Day and Date : Thursday, May 25th 2023
Meeting : third Meeting
Time : 90 minutes

Interval	Activities
07.30-08.00	The researcher as an English teacher and the English teacher as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students.
08.00-08.15	<ul style="list-style-type: none">• Before start the class the researcher was giving ice breaking to the students.
08.15-08.30	<ul style="list-style-type: none">• The researcher was reviewed from the last meeting to students.• The students continued presented the result of discussion in front of the class.
08.30-09.30	<ul style="list-style-type: none">• After did a treatment, the researcher gave post-test to the students.• The researcher gave 20 multiple choices to students.• The students did the post-test 1.• 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.
Reflection	Based on the final result of the cycle one of the third meeting and based on the result of observation and discussion with collaborator, it turns out the activities carried out in the cycle one was not successful, therefore the research was continued in the next cycle two.

Mengetahui.

Guru Bahasa Inggris



Nurmala Dewi, S.Pd

NIP.1987030520192007

Researcher



Jihan Lestari

NPM.1901050020

Field Note of Learning Activities in the Classroom

School Name : SMPN 4 Mesuji
 Day and Date : Monday, May 29th 2023
 Meeting : Fourth Meeting
 Time : 90 minutes

Interval	Activities
07.30-08.00	The researcher as an English teacher and the English teacher as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students.
08.00-08.15	<ul style="list-style-type: none"> • Before start the class the researcher was giving ice breaking to the students.
08.15-08.45	<ul style="list-style-type: none"> • The researcher was reviewed 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.
08.45-09.30	<ul style="list-style-type: none"> • The teacher divided the students in pairs as in previous cycle based on their score in reading in post-test I. • The students discussed the text about “My Terrifying Headmaster” • 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. • 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.
Reflection	Based on the results of the end of cycle one and based on the results of observations and discussions with collaborators, it turns out that the activities carried out in cycle II, the first meeting, began to show good results. But not enough.

Mengetahui.

Guru Bahasa Inggris



Nurmala Dewi, S.Pd

NIP.1987030520192007

Researcher



Jihan Lestari

NPM.1901050020

Field Note of Learning Activities in the Classroom

School Name : SMPN 4 Mesuji
Day and Date : Monday, May 29th 2023
Meeting : Fifth Meeting
Time : 90 minutes

Interval	Activities
07.30-08.00	The researcher as an English teacher and the English teacher as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students.
08.00-08.15	<ul style="list-style-type: none">• Before start the class the researcher was giving ice breaking to the students.
08.15-08.45	<ul style="list-style-type: none">• The researcher was reviewed 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.
08.45-09.30	<ul style="list-style-type: none">• The teacher divided the students in pairs as in previous cycle based on their score in reading in post-test I.• The students discussed the text about “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.• 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.
Reflection	Based on the results of the end of cycle one and based on the results of observations and discussions with collaborators, it turns out that the activities carried out in cycle II, the first meeting, began to show good result but we have to do the post-test II.

Mengetahui.

Guru Bahasa Inggris



Nurmala Dewi, S.Pd

NIP.1987030520192007

Researcher



Jihan Lestari

NPM.1901050020

Field Note of Learning Activities in the Classroom

School Name : SMPN 4 Mesuji
Day and Date : Thursday, May 18th 2023
Meeting : Sixth Meeting
Time : 90 minutes

Interval	Activities
07.30-08.00	The researcher as an English teacher and the English teacher as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students.
08.00-08.45	<ul style="list-style-type: none">• The researcher was given ice breaking time before started the class• The researcher was explained about what the activities for today.• The research giving student knowledge that today is will be post-test II.• The researcher giving the students little review about the material.
08.45-09.00	<ul style="list-style-type: none">• The researcher was given the student 20 multiple choices question.• The students were doing the post-test II.
09.00-09.30	<ul style="list-style-type: none">• The student collecting the answer sheet• The researcher was giving the reflection of today activities• And close the close with pray together.
Reflection	Based on the results of the end of cycle II and based on the results of observations and discussions with collaborators, it turns out that the activities carried out in cycle II of the first, second and third meetings have shown very good results. Therefore, the research was not continued to the next cycle.

Mengetahui.
Guru Bahasa Inggris



Nurmala Dewi, S.Pd

NIP.1987030520192007

Researcher



Jihan Lestari

NPM.1901050020

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

No.	Name	Pre-test	Post-test I Score	Post-test I Score
1	AP	60	65	85
2	AS	65	75	85
3	ANA	70	80	80
4	ASD	75	75	85
5	BEIT	60	65	80
6	DP	80	80	90
7	DI	75	75	90
8	DHF	60	60	75
9	FAKS	65	75	85
10	FAP	75	75	85
11	FRR	65	70	75
12	GS	50	65	80
13	GAPK	70	75	85
14	IGP	60	80	85
15	KPD	55	55	70
16	KA	75	75	85
17	MR	80	80	85
18	NPR	60	60	70
19	NNNF	65	65	75
20	NPAN	45	60	75
21	NWPS	50	60	60
22	RSM	60	70	85
23	RBP	40	55	60
24	RA	60	60	75
25	RK	75	80	85
26	SFY	55	60	75
27	TBS	55	65	75
28	VRA	50	65	75
29	WCA	60	60	65
30	WR	65	75	80
Total		1875	2060	2360
Average		62.67	68.67	78.67

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE I

School : SMPN 4 Mesuji

Class/Semester : VI/2

Subject : English

No.	Name	The Aspect of Observation			
		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	AP	√	√	√	√
2	AS				
3	ANA	√	√		√
4	ASD				
5	BEIT	√	√	√	
6	DP	√	√	√	√
7	DI	√	√		√
8	DHF				
9	FAKS				√
10	FAP	√	√		√
11	FRR		√	√	
12	GS				√
13	GAPK	√	√		√
14	IGP				√
15	KPD	√		√	
16	KA		√	√	√
17	MR				√
18	NPR	√	√		
19	NNNF	√	√	√	√
20	NPAN	√			
21	NWPS				
22	RSM	√	√	√	√
23	RBP				
24	RA				
25	RK	√			√
26	SFY	√	√	√	√
27	TBS				
28	VRA				
29	WCA				
30	WR	√	√		√
Total		15	14	13	16

Note :

Percentage of students' activities :

1. The students pay attention of teacher's explanation= 50%
2. The students ask/answer question= 14.67%
3. The students were active in group= 43.33%
4. The students able do the task= 53.33%

Mengetahui.

Guru Bahasa Inggris



Nurmala Dewi, S.Pd

NIP.1987030520192007

Researcher



Jihan Lestari

NPM.1901050020

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE II

School : SMPN 4 Mesuji

Class/Semester : VI/2

Subject : English

No.	Name	The Aspect of Observation			
		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	AP	√	√	√	√
2	AS	√	√	√	√
3	ANA	√	√	√	√
4	ASD	√	√	√	√
5	BEIT	√	√	√	√
6	DP	√	√	√	√
7	DI	√	√	√	√
8	DHF	√			√
9	FAKS	√	√	√	√
10	FAP	√		√	√
11	FRR	√	√	√	√
12	GS	√	√	√	√
13	GAPK	√	√	√	√
14	IGP	√	√	√	√
15	KPD				
16	KA	√	√	√	√
17	MR	√	√	√	√
18	NPR				
19	NNNF	√	√	√	√
20	NPAN	√	√	√	√
21	NWPS				
22	RSM	√	√	√	√
23	RBP				
24	RA	√	√	√	√
25	RK	√	√	√	√
26	SFY	√	√	√	√
27	TBS	√	√	√	√
28	VRA	√	√	√	√
29	WCA				
30	WR	√	√	√	√
Total		25	23	24	25

Note :

Percentage of students' activities :

1. The students pay attention of teacher's explanation= 83.33%
2. The students ask/answer question= 76.67%
3. The students were active in group= 80%
4. The students able do the task= 83.33%

Mengetahui.

Guru Bahasa Inggris



Nurmala Dewi, S.Pd

NIP.1987030520192007

Reseachner



Jihan Lestari

NPM.1901050020

The researcher explained the material about descriptive text



The students were doing the PALS treatment



The students were doing the Post-test I



The Research was conducting Cycle II



The Students were doing the Post Test II





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KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	28/03 2023		Chapter III please review accordingly	
	29/03 2023		I need to see the whole document tomorrow 29/03/2023	
	29/03 2023		Chapter III OK	

Mengetahui
Ketua Jurusan TBI,

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	31/03/2023		Proposal A@@ ==	

Mengetahui
Ketua Jurusan TBI,

Andianto, M.Pd.
NIP. 19871102 201503 1 004


Dosen Pembimbing,

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VI

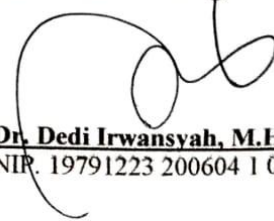
No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	05/12 / 2022		<ul style="list-style-type: none"> - Mechanical aspects - Paragraphs - Make I need to see the prior research. 	
	09/12 / 2022.		<ul style="list-style-type: none"> - Title: add "the" - Mechanical - Tenses - Aeronim - Study point: the difference of your research in comparison with previous research. 	

Mengetahui,
Ketua Jurusan TBI



Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,



Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001




**KEMENTERIAN AGAMA
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VI

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	04/01 2023 —		Chapter I has been revised accordingly	
	16/03/2023		please continue to chapter II	
			Chapter II 'bilangem kata you dan we" - let me see Chapter III & References.	

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN PROPOSAL
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Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	31/03/2022		Proposal A@@ ==	

Mengetahui
Ketua Jurusan TBI,

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing,

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001



KEMENTERIAN AGAMA
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Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iaimetro@metrouniv.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	09/06/ 2023		Please revise the in accordance with the suggestion	
	13/06 2023	09.40	Chapter IV has been revised accordingly	
	13/06 2023	15.50	Chapter V has been read References A@@ for Muayyad	

Mengetahui
Ketua Jurusan TBI,


Andiarto, M.Pd.
NIP. 19871102 201503 1 004


Dosen Pembimbing,


Dr. Dedi Irawansyah, M.Hum
NIP. 19791223 200604 1 001

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VI

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	05/12 / 2022		<ul style="list-style-type: none"> - Mechanical aspects - Paragraphs - Make I need to see the prior research. 	
	09/12 / 2022.		<ul style="list-style-type: none"> - Title: add "the" - Mechanical - Tenses - Acronim - Study point: the difference of your research in comparison with previous research. 	

Mengetahui,
Ketua Jurusan TBI


Andjanto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VI

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	05/01/2023		<ol style="list-style-type: none">1. The Nature of Ready<ul style="list-style-type: none">• 5 paragraph2. Ready Techniques<ul style="list-style-type: none">- Bottom up - scanning- Top-down - skimming- Mixed3. PALS Strategy<ul style="list-style-type: none">• Apa . PALS (2 paragraph)• How to Use PALS in the classroomStep 1. —Step 2. —4. Ready Assessment.<ul style="list-style-type: none">• Bloom's Taxonomy• Barret's Taxonomy	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004



Dosen Pembimbing,

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001


**KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Jihan Lestari
NPM : 1901050020


Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	28/03 2023		Chapter III please review accordingly	
	29/03 2023		I need to see the whole document tomorrow 29/03/2023	
			Chapter III ok.	

Mengetahui
Ketua Jurusan TBI,


Andianto, M.Pd.
NIP. 19871102 201503 1 004


Dosen Pembimbing,


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001


**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Jihan Lestari
NPM : 1901050020

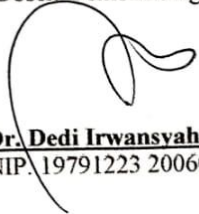
Jurusan : TBI
Semester : VI

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	05/01/2023		1. The Nature of Reading • 5 paragraphs 2. Reading Techniques - Bottom up - scanning - Top-down - Skimming - Mixed - 3. PALS Strategy • Apa PALS (2 paragraph) • How to Use PALS in the classroom Step 1. — } detail Step 2. — } 4. Reading Assessment. • Bloom's Taxonomy • Barret's Taxonomy.	

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing.


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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KARTU KONSULTASI BIMBINGAN SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VIII

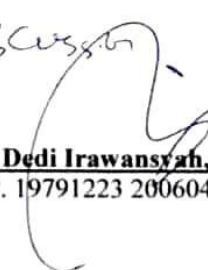
No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	06/06/ 2023		A. Research Setly Description (5 paragraphs) B. Cycle One 1. Planing 2. Achung → Jua best 1 3. Oopang 4. Refleksi C. Cycle Two 1. P 2. A 3. O 4. R	Figure → di base Table → di atas (Dgn garis)

Mengetahui
Ketua Jurusan TBI,


Andianto, M.Pd.
NIP. 19851102 201503 1 004

D. Comparison the best 1 and
Dosen Pembimbing, Post len

E. Discussion


Dr. Dedi Irawansyah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Jihan Lestari
NPM : 1901050020

Jurusan : TBI
Semester : VI

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	12/05/2022		<ul style="list-style-type: none">- A researcher should know the meaning of every single word of the text s/he uses.- Mechanics,- Make sure to insert the source of the text.- When you come back, I will be asking the meaning of every word.	
	15/05/2023		<p>Research Instrument A@@</p>	

Mengetahui,
Ketua Jurusan TBI

Andi Antu, M.Pd.
NIP. 19871022015031004

*You might now
collect your
research data*

Dosen Pembimbing,

Dr. Dedi Arwansyah, M.Hum.
NIP. 197912232006041001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kola Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3227/In.28/D.1/TL.01/06/2023

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

Nama : **JIHAN LESTARI**
NPM : 1901050020
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 4 MESUJI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING COMPREHENSION BY USING PEER ASSISTED LEARNING STRATEGIES (PALS) AT SEVENTH GRADE OF SMPN 4 MESUJI".
 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 : 14 Juni 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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-775/ln.28/S/U.1/OT.01/06/2023**

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

Nama : JIHAN LESTARI
NPM : 1901050020
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901050020

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Juni 2023
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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iainmetro@metrouniv.ac.id


SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Jihan Lestari
NPM : 1901050020
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2023
Ketua Jurusan TBI


Andianto, M.Pd

NIP. 19871102201503 1 004



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3793/In.28/J/TL.01/08/2022
Lampiran :-
Perihal **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMP NEGERI 4 MESUJI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudaraberkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **JIHAN LESTARI**
NPM : 1901050020
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS' READING COMPREHENSION BY
USING PEER ASSISTED LEARNING STRATEGIES (PALS)
AT SEVEN GRADE OF SMPN 4 MESUJI**

untuk melakukan prasurvey di SMP NEGERI 4 MESUJI, dalam rangkameyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 Agustus 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



PEMERINTAH KABUPATEN MESUJI
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 MESUJI

Alamat : Jl. Simpang D Desa Gedung Boga Kec. Way Serdang Kab. Mesuji
NPSN : 10808404 / e-mail : smpnegeri4mesuji@gmail.com



Gedung Boga, 18 Agustus 2022

Nomor : 421/220/III.I.3/SMPN4-MSJ/MSJ/2022
Lampiran : -
Perihal : Izin Melaksanakan Pra Penelitian

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro
di tempat

Dengan hormat,
Yang bertanda tangan di bawah ini :

Nama : SUTOYO, S.Pd., MM.
NIP : 19721203 201101 1 001
Pangkat / Gol. : Penata TK. I / III.d
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 4 Mesuji Kecamatan Way Serdang Kabupaten Mesuji

Menerangkan bahwa :

Nama : Jihan Lestari
NPM : 1901050020
Prodi : Tadris Bahasa Inggris

Telah kami setuju untuk melaksanakan Prasurvey di SMP Negeri 4 Mesuji Kecamatan Way Serdang Kabupaten Mesuji sebagai syarat penyelesaian study.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terimakasih.



Hormat kami,
Kepala SMP N 4 Mesuji

SUTOYO, S.Pd., M.M.
19721203 201101 1 001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3226/In.28/D.1/TL.00/06/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 4 MESUJI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3227/In.28/D.1/TL.01/06/2023, tanggal 14 Juni 2023 atas nama saudara:

Nama : **JIHAN LESTARI**
NPM : 1901050020
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 4 MESUJI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING COMPREHENSION BY USING PEER ASSISTED LEARNING STRATEGIES (PALS) AT SEVENTH GRADE OF SMPN 4 MESUJI".

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 Juni 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN MESUJI
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 MESUJI

Alamat : Jl. Simpang D Desa Gedung Boga Kec. Way Serdang Kab. Mesuji
NPSN : 10808404 / e-mail : smpnegeri4mesuji@gmail.com



Gedung Boga, 23 Mei 2022

Nomor : 421/058/III.I.3/SMPN4-MSJ/MSJ/2023
Lampiran : -
Perihal : Izin Melaksanakan Penelitian

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro
di tempat

Dengan hormat,
Yang bertanda tangan di bawah ini :

Nama : SUTOYO, S.Pd., MM.
NIP : 19721203 201101 1 001
Pangkat / Gol. : Pembina / IV.a
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 4 Mesuji Kecamatan Way Serdang Kabupaten Mesuji

Menerangkan bahwa :

Nama : Jihan Lestari
NPM : 1901050020
Prodi : Tadris Bahasa Inggris

Telah kami setujui untuk melaksanakan Penelitian di SMP Negeri 4 Mesuji Kecamatan Way Serdang Kabupaten Mesuji sebagai syarat penyelesaian study.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.



IMPROVING THE STUDENTS' READING COMPREHENSION BY USING PEER ASSISTED LEARNING STRATEGIES (PALS) AT SEVENTH GRADE OF SMPN 4 MESUJI

by Jihan Lestari 1901050020

Submission date: 16-Jun-2023 12:03PM (UTC+0700)

Submission ID: 2117105630

File name: 146._Jihan_Lestari_1901050020.docx (181.54K)

Word count: 9945

Character count: 55008



IMPROVING THE STUDENTS' READING COMPREHENSION BY USING PEER ASSISTED LEARNING STRATEGIES (PALS) AT SEVENTH GRADE OF SMPN 4 MESUJI

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CURRICULLUME VITAE



Jihan Lestari is the third daughter of a couple Samsi and Ecin, have a big brother and a big sister. Born at September 3rd 2000 in small village call Gedung Sri Mulyo, Mesuji. She went to elementary school at SDN 03 Rejomulyo which now call SDN 12 Mesuji, then registered at SMPN 4 Mesuji to finish her Middle school. The high school that she went still in Mesuji it was at SMAN 2 Way Serdang, even she spent her study at Mesuji she still got many achievement such as first winner at sains olimpiade and some more in the non academic, she was love doing a lot of activities. She joined some of student organisations. She finished her high school at 2019 and continued her study at Institut Agama Islam Negeri Metro for college.