



**THE EFFECT OF PEER ASSISTED LEARNING STRATEGY (PALS)
ON THE STUDENTS'S IN READING COMPREHENSION
AT MTS AL-WASHLIYAH 82 MEDAN.**

THESIS

*Submitted to the Tarbiyah Faculty UIN- SU Medan as a Partial Fulfillment of
the Requirement for the (Degree Of Sarjana Pendidikan)S-1 Program*

By:

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FACULTY OF TARBIYAH AND TEACHERS TRANING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
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2017

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Dengan Hormat

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya kecuali kutipan-kutipan di dalamnya yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 10 November 2017

Yang membuat pernyataan

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ABSTRACT

The Effect of Peer Assisted Learning Strategy on the Students' Reading Comprehension at MTs Al-Washliyah 82 Medan

Keywords: *Effect, Peer Assisted Learning Strategy (PALS), the Students' Reading Comprehension.*

The objective of this study is to identify the significantly effect on the students' achievement in reading comprehension by Peer Assisted Learning Strategy (PALS). This research is an experimental which was conducted at MTs Al-Washliyah 82 Medan, Indonesia. Academic year 2016/2017. The population of this research was the second grade which distributed into two classes with total 60 students. Experimental group consisted of 30 students and control group consist 30 students. The instruments for collecting data in this research was written test in form multiple choice test, consist of 30 questions. Pre-test and post-test were conducted in both, experimental and control group. The finding showed that the students who taught by Peer Assisted Learning Strategy (PALS) got higher score than those who taught by using conventional method. The result showed that there was significant effect of using Peer Assisted Learning Strategy (PALS) on the students' reading comprehension which was proven for the result of analysis, t_o was higher than $t_t(3.44 > 2.00)$ at $\alpha 0,05$, and df 58. It means the hypothesis alternative was accepted.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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this challenging study well. And also for the last prophet muhammad saw who has brought us from the darkness to the lightness knowledge.

This title of this minithesis is **"The Effect of Peer Assisted Learning Strategy on The Students' Reading Comprehension at MTs Al-Washliyah 82 Medan"**. Presented To **Faculty of Tarbiyah Science And Teachers Training Submitted To Partial Fulfillment of The Requirement For The Degree Of Scholar Of English Education**. The researcher realized that she would never finished writing this minithesis without helping of some people her sincere gratitude to;

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Overall, the writer hopes this theis can give a bit contribution to the language education, especially major of english, and further pedagogical research. May allah guides them always and give them all happiness through their life.

Medan, 29 Mei 2017

Mardhiyatul Hasanah Daulay

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CHAPTER I

INTRODUCTION

A. The Background of Study

The receptive written language skill is called reading. It is the skill of a reader or a group of readers to interpret information transferred by a writer.¹ Reading is the ability to draw meaning from the printed page and interpret this information appropriately.² Reading is act of one who reads.³ Reading is one of the skills of English language learning. Reading has many contributions to the students for improving their English as well as enriching their experiences and intellectual ability. By reading the students are able to gain information and to improve their knowledge. As a medium of commutation and tool of learning, reading serves an indispensable function in society. But it is not a sample job to do, because reading in-valves when we read a subject, perceiving when we want to understand materials and reacting when we want to know what our sample wants to do from the reading text.

The aim of the reading teaching is to develop the students reading skills so that the students can read English text effectively and efficiently. The students should have a particular purpose of their mind before they interact with the text. Many teachers have some difficulties in teaching reading to the students. To help the students to understand the text clearly, it is necessary to

¹ Sanggam Siahaan, (2008), *The English Paragraph*, Yogyakarta: Graha Ilmu, p. 3

² Sanggam siahaan, (2008), Kisno shinoda, *Generic text structure*, Yogyakarta: Graha Ilmu, p. 9

³ Summers Della, (1992), *Longman dictionary of English language and culture*, Longman : England, p.699

discover what particular weakness is contributing to their comprehension difficulties.

My observation of reading activities while the researcher was having experience of Field Experience Practical (Praktik Pengalaman Lapangan) at MTs Al-Washliyah 82 Medan, the researcher found that the students still had low ability in reading comprehension, they got it difficulties to understand information from the reading text even though they had read the text for many times, they did not know how to comprehend a text and to know main ideas in paragraph and they felt boring with their reading text. Therefore, reading is not so easy as some people think. Most people read a text without understanding some information. As the consequence, for them, reading is a task of little concentration. So, it is a problem for the teacher in teaching in the classroom.

In teaching learning process, the problem of teaching is not only the teaching material, but also the strategy of teaching. The teaching process will not give a good result if the way of teaching is not suitable to the students' condition. To solve the problem the teacher should make variation of the strategy to increase the students ability in learning reading skill. One of the alternative strategies is Peer Assisted Learning Strategy (PALS).

The peer assisted learning strategy is believed can activate the students to be good readers because peer assisted learning strategy is the strategy that include these activities: such as, reviewing information read, sequencing information, summarizing paragraph and pages, stating main idea in as few words as possible and predicting and checking outcome.

Based on the reason above, researcher consider that peer assisted learning strategy is a good strategy to improve the students reading comprehension in reading text with the title " The effect of Peer Assisted Learning Strategy on the Students's Reading Comprehension at MTs Al-Washliyah 82 Medan.

B. The Identification of Study

Based on the background above. The identification of study are as follows:

1. The students have been taught the reading comprehension of the text but they still got difficulties to understand the information from reading text.
2. The teacher has used strategies in teaching reading but the students feel boring and they become not active in the classroom.
3. The teacher has taught the students using many strategies but they still less interest in reading.
4. The teacher has used strategies in teaching reading but the students ability in reading comprehension is low.

C. The Limitation of Study

There are some levels of comprehension. They are literal, interpretative, critical comprehension, this study focused on literal comprehension. This research focused on identifying the effect of peer assisted learning strategy on the students' reading comprehension.

D. The Formulation of Study

Based on the background above, the research question of study in this research can be stated as follows:

1. Does the peer assisted learning strategy significantly effect the students' reading comprehension?

E. The Aim of the Study

Based on the background and the limitation of the research, the aim of this study as follows:

1. To investigate the significany increasing of the result of effects of peer assisted learning strategy on the students in reading comprehension.

F. The Significances of Study

The findings of this study are expected to have both theoretical and practical importance as a process and product especially the framework of reading.

1. Theoretically, the finding of the study is expected to:
 - a. Enrich the theories of reading.
 - b. Add the knowledge of strategy in teaching
 - c. Arrange the instrument of research
2. Practically, the finding of the study is expected to be useful for :
 - a. The principle of MTs Al-Washliyah 82 Medan it is good to motivate the teachers, especially English teacher to teach the students by using peer assisted learning strategy, because the strategy is effectively can increase the students' achievement in reading text.
 - b. The English teacher, it's suggested to use the peer assisted learning strategy as one alternative strategy to improve the students' ability at reading comprehension.

- c. The students of MTs Al-Washliyah 82 Medanit is expected to more reading comprehension by using peer assisted learning strategy so it can be easier for them to reading comprehension. By using this strategy, the students' can be more active during learning process.
- d. Other researcher, this research finding is the material which can be developed further and deeper by adding knowledge.
- e. Readers, this research can be read to enrich their knowledge about reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting the research, theories are needed to explained some concepts applies concerning into the research. The terms must be clarified to have some perspective of the implementation in the field. The following terms are used in this study are:

1. Reading Comprehension

Reading is one strand of literacy.⁴ Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes.⁵ Reading is the ability to draw meaning from the printed page and interpret this information appropriately. The reader tries to reconstruct the meaning that the writer states in the text. From the interaction perspective, it requires information from context and combine elements into anew whole in order to construct the meaning, to make sense out of text.⁶ The focus in reading on purpose is reading for meaning, or reading in order to use information and ideas.⁷ Two general approaches to improving student comprehension performance are recommended. One approach is to design carefully the comprehension materials from which students

⁴NCCA, (2012), *The reading Process*, PDST (Professional Development Service for Teaching), www.pdst.ie Accessed on 15th Dec 2016

⁵Danielle S, McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, Lawrence Erlbaum Associates, Inc, New Jersey, p.3

⁶ Saragih Mandra (2014), *Reading I*, Medan, p. 6

⁷Derliana Marbun, (2014), *Reading on Purpose*, Medan, p. 4

work. The other is to teach student strategies they would apply to a wide range of comprehension materials.⁸

From the above quotation, it can be understood that reading has some viewed points in common reason for reading, namely, reading for measure or enjoyment and reading for getting information or message. Al-quran also states the important of reading in some of its verses. One of them is surah Al-'alaq, verse 1-5 :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي
عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

It Means:

1. Read! In the Name of your Lord, Who has created (all that exists),
2. Has created man from a clot (a piece of thick coagulated blood).
3. Read! And your Lord is the Most Generous,
4. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)
5. Has taught man that which he knew not.⁹

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.¹⁰ When written messages are successfully understood, reading can be a wonderfully inspiring, enjoyable and transforming experience.¹¹ Reading comprehension is the ability to read text, process it, and understand its meaning. Reading comprehension is

⁸Douglas Carnine, (1990), *Direct Instruction reading second edition*, Merrill Publishing Company, p. 48

⁹www/Alquran/english-Trans

¹⁰William Grabe and Fredricka L. Stoller, (2002), *Teaching and Researching Reading*, Pearson Education, p. 29

¹¹Paula J. Clarke, (1988), *Developing reading comprehension*, USA: UK Copyright, p. 1

defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Reading comprehension is conceptualized as an interactive process requiring the dynamic combination or a reader's background knowledge with the information decoded from text.

According to Martin H manse in oxford learner's pocket dictionary states that comprehension is ability to understand.¹² The students ability to understand is the students power to get score based on the result of the test. Rosulullah said that as follow:

عن ابي هريرة رضي الله عنه قال : قال رسول الله صلي الله عليه و سلم : مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ (رواه مسلم)

It means :

"Abu Hurairah r.a reported Allah Messenger (May peace be upon him) as saying: He who treads the path in search of knowledge, Allah would make that path easy, leading to paradise for him. (HR. Muslim).

Based on the difinition above, the writer concluded that reading comprehension is a complex cognitive process of interacting between reader and text which monitoring interpretation or understanding to establish meaning from a text.

¹²Martin H.Manser, (2008), *Oxford Learners Pocket Dictionary*, Oxford University Press, p.83

a. Reading Comprehension Process

Reading comprehension process there are two fundamental components of reading comprehension process: lower-level processes and higher - level processes.¹³

1. Lower-level processes.

The most fundamental requirement for fluent reading comprehension is rapid and automatic word recognition or lexical access. In addition to word recognition, a fluent reader is able to take in and store words together so that basic grammatical information can be extracted a process known as syntactic parsing. A third basic process that starts up automatically as we begin any reading task is the process of combining word meaning and structural information into basic clause-level meaning units (semantic proposition formation). The three process discussed up to this point- lexical access or word recognition, syntactic parsing and semantic proposition formation- are typically seen as lower-level process that occur relatively automatically for the fluent reader when they are functioning well. They work together effortlessly in working memory, which is best understood as the network of information as related processes that are being used at a given moment (working memory activation).

2. Higher-level Process.

The most fundamental higher-level comprehension processes is the coordination of ideas from a text that represent the main point and supporting ideas to form a meaning representation of the text (a text model of reading comprehension, not to be

¹³William Grabe and Fredricka L. Stoller, (2002), *Teaching and Researching reading*, Pearson Education, , p. 20

confused with general models of reading, discussed later in the chapter). The situation model of reader interpretation accounts for how a reader can understand both what an author is trying to say (as the text model) and how the reader interprets that information for his or her own purposes (the situational model). This description of two higher-level processes reveals where background knowledge takes on the most importance and when inferencing abilities play a greater role in reading. Text-model and situational model construction require the abilities to oversee, or monitor, comprehension, use strategies as needed, reassess and reestablish goal, and repair comprehension problem. How such a monitor (executive control processing) might operate cognitively is not entirely clear.

b. Aspect of the Reading Comprehension

Aspects of the comprehension there are three aspects: comprehension units, processing skill, knowledge base, and strategic knowledge.¹⁴

1. Comprehension units

As readers become more proficient decoders, comprehension units should expand to phrases, sentences, short passages and longer passages.

2. Processing skills

These skills include identifying specific information, rapid decoding, summarizing, simplifying syntactic and semantic information, critical reading, and various study skills including dictionary skills, outlining, and skimming.

¹⁴Douglas Carrline, (1990), *Direct Instruction Reading Second edition*, London: Merrill Publishing company, p. 42

3. Knowledge Base

The knowledge base consist of several components such as : (1) avceptable word orderings (syntax), (2) word meanings (semantics), (3) factual information, (4) logic, (5) framework for incorporating new eperiences (schema).

4. Strategic Knowledge

Spesifically, after reading several sentences students would ask themselves. "Did I understand what I just read?" Students are then told to stop and reread the sentences if they didn't understand what was read or to continue reading if they did. While this self-appraisal strategy doesn't inform the reader of what "understanding" the text means, with adequate prompting and feedback from the teacher the students is alerted to the requierments of successful text comprehension. Students are also taught specific "fix-up" strategies tailored to text features such as difficult vocabulary, story grammar components, summarization, and so forth.

c. Purposeful of Reading Comprehension

Teachers must be certain to teach students the skills needed for reading with different purposes as well as how to read for different purposes. Some different purposes for reading include these:

1. To be able to identify and remember specific facts or a main idea.
2. To be able to follow instructions to reach a goal, assemble a bicycle.
3. To enjoy.
4. To be able to explain the content of a passage to someone else.
5. To be able to accommodate the content into the readers schema.
6. To critique the logic or data presented in a passage.

7. To edit a passage according to stylistic and organizational criteria.

8. To study according to an assignment or test requirements.

d. Levels of Reading Comprehension.

Thomas Barrett (Clymer, 1968) developed a simple three level taxonomy that is useful in understanding how readers comprehend:¹⁵

1. Literal Comprehension

The first level is literal or factual comprehension. This refers to the simple understanding of the information that is explicitly stated in the text. In the sentence, The dog chased the three children across the field, the literal comprehension involves knowing that it was a dog that was chasing, that the dog was chasing three children, and that the chase occurred in a field. Applying the definition of comprehension presented that literal comprehension is heavily reliant on the information presented in the text.

2. Inferential Comprehension

Inferential comprehension, refers to information that relies on information that is implied, or not explicitly stated in the text. In the sentence example, inferential comprehension allows the reader to infer or guess what kind of dog was chasing the children, if the dog was barking or not, the ages and gender of the children, and the nature of the field that the children and dog were crossing. These pieces of information were not explicitly stated in the text; however, the reader could call up his or her background knowledge about dogs chasing children to make reasonable

¹⁵ _____ *Reading Comprehension Definition Research and Consideration*, p. 26. ptgmedia.pearsoncmg.com, Accessed on 07 th December 2016

guesses about the scene. These are inferences that most readers can agree on. Most readers, for example, would agree that the dog was barking and that the children were running. From the definition of comprehension presented earlier, inferential comprehension can be seen as relying significantly on both the text and the reader.

3. Critical Comprehension

Critical or evaluative comprehension, involves the reader making judgments about various aspects of the text the literary quality of the text, the competency of the author, the right eousness of the characters and their actions, and so on. This level of comprehension obviously relies on the text, but to an even greater extent, it requires the reader to make personal judgments about the text.

All three levels of comprehension are important and need to be fostered. In the past, however, literal comprehension was the primary focus of instruction. Perhaps that is because literal comprehension is easier for a teacher to deal with the facts are indisputable, and questions that focus on literal comprehension are simple to develop and evaluate. Literal comprehension, however, requires little in the way of engaged thinking and problem solving on the part of the reader. It is the second and third levels of comprehension, inferential and critical, that challenge the reader to actively engage his or her background knowledge and reasoning skills to construct meaning that is not simply stated in the written text but meaning that can be discussed and debated.

2. Strategies in Teaching

According to *KBBI (Kamus Besar Bahasa Indonesia)* strategi adalah rancangan untuk mencapai target. Strategy is the plan to reach target.¹⁶ Strategy is one of the important way for the teacher to improving their ability in teaching their students, to make the students more active and easy to understand according to the teacher goals as good teacher. According some experts, there are some definition of strategy, some of them are as follows. According to A S Hornby in *Oxford advanced learners dictionary* states that strategy is a plan designed for a particular purpose.¹⁷ Agreed with the above opinion, Martin H Manser in *Oxford learners pocket* also mentioned that the strategy is plan intended to achieve a particular purpose.¹⁸

Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process. Skilled readers comprehend more successfully than less skilled readers because skilled readers use strategies such as activating background knowledge to comprehend text and to draw valid inferences about what they have read (Dickson, Simmons, & Kame'enui, 1998).¹⁹

From the quotation above, it can be conclude that the strategy is away to do something be successful. Strategy in teaching should be easy and enjoyable, so that the goals in learning can be achieved.

¹⁶Jusuf Udaya, Luky yunia Wennadi, Devi Angrahini Anni Lembana, (2013), *Manajemen Stratejik*, Yogyakarta: Grahan Ilmu, p.6

¹⁷ A S Hornby, (1995), *Oxford Advanced Learners Dictionary*, New York: Oxford University Press, p. 1179

¹⁸ Martin H.Manser, (2008), *Oxford Learners Pocket Dictionary*, New York: Oxford university press, p. 427

¹⁹Judy Willis, M. d, (2008), *Teaching to Brain the Read*, Alexandria, Virginia USA: Association for Supervision and Curriculum Development, p. 127. Bookfi.net

Allah said in the Holy Qur'an in surah An-Nahl in the 125th verse. It says:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ.

Meaning: *"invite (all) to the way of thy lord with wisdom and preaching; and argue with them in ways that are best and most gracious, for thy knowledge best, who have strayed from his path, and who receive guidance."*²⁰ (Q.S. An-Nahl: 125)

From the above verse, Allah asked the man to give the lesson by wisdom, wisdom means the way or strategy by right strategy, it can help the teacher to make teaching learning process run well. The teacher has to be patient in delivering the subject to the students, and however, the strategy that is used by the teachers depends on their skill. One should take a matter based on their professional on teach and they should teach what their own patiently.

a. Peer Assisted Learning Strategy as a Strategy

Before this strategy is discussed in details, it is necessary to ensure that PALS is a strategy, not an approach and not a technique. An approach is a set of correlative assumptions dealing with the nature of language and language learning. PALS is not approach because it is not a correlative assumptions dealing with the nature of language and language learning.

Method is quality of being well planned and organized.²¹ Methods is an overall plan for the orderly presentation of language material, not part which

²⁰ www/Alquran/english-Trans

contractdicts, and all of which is based - upon, the selected approach. PALS is also not method because it is not an overall plan for the orderly presentation of language material, that based selected approach.

A technique is implementational that which actually takes places in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well. PALS is not technique because it is not the implementation that must be consistent with a method, and therefore in harmony with approach.

The purposes of the PALS activities is to increase strategic reading behavior, reading fluency, and comprehension. The strategy included in these activities are cumulatively reviewing information read, sequencing information, summarizing paragraph and pages, stating main ideas in as few words as possible, and predicting and checking outcomes.

b. The Procedure of Peer Assisted Learning Strategy

They are three procedures in implementing peer assisted learning strategy. They are: partner reading with story retell, paragraph shrinking, and prediction relay.²²

1. Partner reading with story retell

Partner reading is a cooperative learning strategy in which two students work together to read an assigned text. During partner reading, each students read aloud for

²¹Martin H.Manser, (2003), *Oxford Learners Pocket Dictionary*, New York: Oxford University Press, P. 270

²²Deasy Christian, Sera, *Metode Peer Assisted Learning Strategy untuk Meningkatkan Kemampuan Membaca pada Anak*, p. 238, Accessed on 21th Oct 2016, PALS.pdf

one paragraph. The lower performing students read until finish the first paragraph. The lower performing read while the higher performing as a tutor. After one paragraph they switch the role then the higher performing reader read the first paragraph while the lower performing reader as a tutor.

2. Paragraph shrinking

Paragraph shrinking is the activity that allows each students to take turns reading, pausing, and summarizing the main points of each paragraph. Students provide each other with feedback as a way to monitor comprehension in paragraph shrinking the higher performing asks the reader to identify who (a) who or what the paragraph is mainly about and (b) the most important thing about the 'who' or 'what' then the reader must condense, or 'shrink' this information into 10 words or less. If the coach disagree with the readers answer, he/she will correct it by saying 'that's not quite 'right' then the higher performing tell about his/her idea. They will continue partner reading and retell till finish half of text.

3. Prediction Relay

The prediction relay is the activity that allows each students to (1) make prediction about the assigned text, (2) take turns reading for 5 minutes, (3) check their prediction, and (4) summarize the main points. This activity begins with stronger reader, each students complete step listed below and repeats the process until one paragraph elapsed, at which time the students switch the roles. The students begin in the text at the point at which they left off in paragraph shrinking. In the prediction relay, the students will do four step. First, the reader makes a prediction about what will happen on the text half page, second, the reader reads the half page

aloud while the tutor correct errors, the third, the reader confirms the prediction. The fourth, the reader identifies and summarizes the main idea of the half page in 10 words or less.

c. **Narrative Text**

Narration is tell a story.²³ Agreed with the above opinion, McGraw-Hill's book also mentioned that the narration it means simply to tell a story.²⁴ Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narration is a text containing five components i.e., orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertains people, and to deal with actual or various experience.²⁵

B. Conceptual Framework

Reading comprehension refers to the understanding the information presented in written form reading comprehension involves students prior knowledge, experience, and vocabulary. It can really helps students easily in getting information from reading text. In reading comprehension, that are three levels of reading comprehension. In order to help the students easy to comprehend the texts or let the students achieve better understanding in reading a text, it is necessary to find an effective strategy in teaching reading comprehension.

²³Martin H.Manser, (2008), *Oxford Learners Pocket Dictionary*, oxford university press, p. 284

²⁴McGraw-Hill, (2006), *Developing Critical Reading Skills*, New York: Higher Education, p.45

²⁵Sanggam Siahaan, Kisno Shinoda, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p. 73

There are many strategy than can used by the teacher in teaching. One of the is peer assisted learning strategy. Peer assisted learning strategy is the strategy that include these activities: comulatively reviewing information read, sequening information, summarizing paragraph and pages, striating main idea in as few words as possible and predicting and checking outcome.

Therefore, the teacher can apply this strategy to improve reading comprehension by sharing with partner. This strategy is expected to be able to energize the students motivation to be more interested in reading. It is also expected to improve their reading comprehension.

C. Related Studies

1. sri reni arbiyanti (2007). The Effect of Messenger Jigsaw as Pre-Text Reading Activity on Students' Ability in Comprehending Reading Text At Ar-Raudhatul Hasanah Boarding School Paya Bundung Medan North Sumatra. The population is the fourth class (teen year students (the first grade of senior high school) according to government curriculum) of raudhatul hasanah boarding school students. The member of students is 271 students. She took 69 students as sample by using cluster random sampling. By using "t" test formula in analyzing data, she got $t_o = 8,07$, where $df = n - 2 = 54 - 2 = 52$ and the df was refered to the " t_{table} " with a standard of significance $5\% = 2.01$. so the value of " t_{test} " was higher than "t" table ($8.07 > 2.01$). Also there were the differences between the experiment and the control groups. And the Mean of the experiment group was 68.46. After she looked attentively that hypothesis alternative of the result is accepted. It meant that there was a positive significance of

the effect of messenger jigsaw as pre-text reading activity on the students' ability in comprehending reading text.

2. Based on Sri Lis Sari Dewi, "The Effect of Using Library on The Students' Ability in Learning Reading Comprehension at SMU Swasta Sinar Husni On Jl. Helvetia. The objectives of the study are: 1. Find out the effect of use library in learning reading comprehension, 2. Find out influence of using library to students' achievement, and 3. Find out the difficulties, which faced by the students' in learning reading comprehension. The population of the research the second years students of the 2002/2003 academic year the consisted of about 250 students in five classes the sample was randomly taken from the population , based on the attendance list. Fifty students were as sample and they were considered representative of the whole population. The instrument of collecting data, the researcher divided into two groups. There are experimental group and control group. Both groups using pre test and post test.

The data were collected by giving essay that which consists of twenty items. The technique of analyzing data, the researcher wants to see whether there was a difference of achievement between the students by those activities. And the researcher applying the test and found that t – critical value is 3.1231. then it is consulted to the t -table of distribution aid in the degree of freedom (df) 48. But there is no df 48, so the closer value was taken 50 the line 50 shows that t -table 152, 01 for 5% and 2,68 for 1% so that null hypothesis.

3. Based on Nur Afiah Daulay, "The Effect of Extensive Reading on The Students Vocabulary Achievement at MAN 02 Model Medan". The objective of the

study is “to find out the effect of extensive reading on the students vocabulary. The population of the research was 2007/2008 eleven students of MAN 02 Model Medan, there were nine parallel classes with the total number of the students was 360 students. The sample was a small proportion selected for observation and analysis. The researcher took the sample is two classes, each classes onsisted of 40 students or 10,10%, so the sample of this research was 80 students or 20,20% from the population, and the researcher divided into two group. The first group was called experimental group. And the second group was called control group which didn’t received the treatment.

The instrument in research is a test that is vocabulary test. The data were collected by giving a multiple-choice, which consist of twenty-five items. Both groups are given pre test at the beginning pf the experimental process. And the post test is given at the end experimental; the experimental group teaching using extensive reading and the control group didn’t received the treatment. The technique of analyzing data, the researcher used a comparative analysis technique between two groups which compare the means by applying t-test. The researcher findings, the total score post test of the experimental group (2628) as higher that the total score post test of the control group (3024). It can be said that extensive reading gave positive effect on vocabulary achievement.

D. Hypothesis

The hypothesis of this study can be formulated as :

H_a : there is an significant effect of Peer Assisted Learning Strategy on the students in reading comprehension.

H_0 : there is no an significant effect of Peer Assisted Learning Strategy on the students reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. The Locations of Research

This research was conducted at MTs Al-Washliyah 82 Medan 2016/2017 academic year. Based on the observation that researcher conducted some reasons to do this research that is: the students still find it difficult to understand information from reading text even though they have read the text for many time. They don not know how to comprehend a text and they feel bored with their reading text.

This study was conducted by using experimental research design with pre-test and post-test design. The design was applied in order to investigate the effect of peer assisted learning strategy on students reading comprehension. This study deals with two groups, experimental group was taught by using peer assisted learning strategy and control group by using lecturer method. The research design can be Table as following:

Table 3.1.
Design of Research

Group	Pre-test	Treatment	Post-test
Experimental	√	Applying PALS	√
Control	√	Conventional method	√

B. Population and Sample

1. Population

According to Bret Hanlon and Bret Larget, population is all the individuals or units of interest.²⁶ The population of this research is the second year students of MTs Al-Washliyah 82 Medan 2016/2017 academic year, that consists of two classes. The total number of the students is 60 students. The real of all students of MTs Al-Washliyah 82 Medan can be seen as follows:

Table 3.2.
Total Number of Population

No	Classes	Male	Female	Total
1	VIII _A	18	12	30
2	VIII _B	23	7	30

2. Sampling

Bret Hanlon and Bret Larget states that sample is a subset of the individuals in a population.²⁷ The method of choosing a sample is an important factor in determining what use can be made.²⁸ The researcher two classes as sample in this research, they are VIII_A classes and VIII_B classes. The two classes consists of 30 students. The real sample of this research can be seen in the following table:

²⁶Bret Hanlon and Bret Larget, (2011), *Samples and Populations*, Madison : University of Wisconsin, [Http://www.Stat.Wisc.Edu/St571-1/03-Samples-4.Pdf](http://www.Stat.Wisc.Edu/St571-1/03-Samples-4.Pdf) P.7

²⁷*Ibid*

²⁸J. Wilfrid Dixon (1983), *Introduction To Statistical Analysis*, Library Of Congress Cataloging In Publication Data : America, p.41.

Table 3.3.
Sample of Research

No	Classes	Male	Female	Total
1	VIII _A	18	12	30
2	VIII _B	23	7	30

C. Operational Definitions of Variables

In this study, there are two variables, they are independent variable and dependent variable.

The independent variable is the implementation of peer assisted learning strategy in teaching reading comprehension, the peer assisted learning strategy is the strategy that used in teaching reading comprehension as variable X. In this case the researcher focused on the effect of peer assisted learning strategy on the students reading comprehension is as variable Y in this study.

D. The Validity and the Reability of the Test

The validity is the quality of a data gathering instrument that enables it uses to measure what is supposed to measure. Validity was defined as the extent to which an instrument measured what it claimed to measure. On this research, the written test in the form of descriptive paragraph by applying the Noting Interacting Summarizing and Prioritizing was the instrument to measure the content validity which corespon for curriculum. This study deals with content validity which relates to the representative of test.

A reliable test is consistent and dependable. If you give the same test to the same students or matched students on two different occasions, the test should yield similar

result. It means that the test is reliable. The test will show that the students' score is always consistent all the time, whenever they have test for now, tomorrow, and soon.

To achieve the reliability to the consistency of measurement, Kuder Richardson (KR20) as following :

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where :

R_{11} = all of test reliabilities

P = right answer

Q = wrong answer ($q = 1-p$)

$\sum pq$ = the result of match between p and q

N = total of item

S = deviation standard of test

The coefficient of (R) can be interpreted using this criteria as follow:

0,800-1,00 : very high

0,600-0,800 : high

0,400-0,600 : significant

0,200-0,400 : low

0,00-0,200 : very low

E. The Instrument of Collecting Data

The instrument which is used by the writer to collect the data is multiple choice tests. The test consists of 30 items to measure students reading comprehension. Each item of test consists of four options namely: a, b, c, and d. Researcher realize that multiple choice tests are the most widely used and highly regarded among the selection type of items for test development. The test could be designed to measure the recall understanding and applying of specific concepts or principle because the students can answer a large number of such question in short time a large sample of items can be incorporated in the test. They were used in pre-test and post-test instrument.

There were some reasons why researcher used multiple choices to measure students achievement in reading comprehension. First, is effective for measuring. Second is objective score which is quick, easy, and consistent. Third, it usually encourages the students to develop a comprehensive knowledge of specific facts and the ability to make fine discrimination among them.

1. The Procedure of Research

In this study, there are three procedures are hold to collect the data. They are representatively as follows:

1. Pre-test

Both experimental and control groups were given a pre-test before the presentation of the material. It is purposed to find out the homogeneity of samples and to know the mean score both of groups.

2. Treatment

After having the pre-test, the experimental groups were treated by using peer assisted learning strategy, while the control group was treated by conventional method.

Table 3.4.
Treatment for Experimental Group

Teachers Activities	Students Activities
1. Open the class by greeting the students and give the explanations what the class is going to do in this meeting.	1. Respond to the greeting and then listen to the teacher explanation.
2. The teacher divides the students into pair consisting of the students who higher performing reader and lowest performing reader based on the pre-test.	2. The students into pair consisting of the students who higher performing reader and lowest performing reader.
3. The teacher asked the students with lower performing read the first paragraph while the higher performing as a tutor and they switch the roles.	3. The students with lower performing read the first paragraph while the higher performing as a tutor and they switch the roles.
4. The teacher asked the students to discuss the main points of each paragraph.	4. The students to discuss the main points of each paragraph.
5. The teacher asked the students to identify what is the first paragraph mainly about and summarize the information into 10 words.	5. The students to identify what is the first paragraph mainly about and summarize the information.
6. The teacher asked the students to make	6. The students to make a prediction

a prediction about what will happen on the text half page.	about what will happen on the text half page.
7. The teacher asked the students to read the half page and the tutor corrects errors.	7. The students to read the half page and the tutor correct errors.
8. The teacher asked the students to confirm their prediction.	8. The students to confirm their prediction.
9. The teacher asked the students to identify and summarize the main idea of the half page in 10 words or less.	9. The students to identify and summarize the main idea of the half page.

Table 3.5.
Treatment in the Control Group

Teacher Activities	Students Activities
1. Teacher greets students (Good morning/ Good afternoon)	1. Students answer the teacher greetings.
2. The teacher asked a reading text for the students, explain the genre of the text and ask them to read the text	2. Students listen carefully to the teacher explanation carefully and then reading the text.
3. Teacher asked the students to find out the difficult words in the reading text and look for the meaning in the dictionary.	3. Students find out the difficult words in the reading text and look for the meaning in the dictionary.
4. Teacher asked the students to rewrite the text by their own words and ask some students to share their text to the class.	4. Students write the text in their own words and share the text to the class.

3. Post-test

After conducting the treatment, both of the group was tested by giving pots test. The post-test was exactly the same as pre-test. It was intended to find out the mean of experimental and control group.

F. Technique of Collecting Data

1. Scoring The Test

For scoring the test, the score ranging from 0-100 are use. The rule is by counting the correct answer by using this following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S =the score

R =the number of correct answer

N =the number of questions

G. Technique of Data Analysis

The find out the differences means of scores of the test between the experimental and control group, the researcher used the test formula.

To know the statistical hypothesis t, the researcher use the statistical analysis. The formulation of the “t” test is²⁹

²⁹ Anas Sudijono, (2011), *Pengantar Statistic Pendidikan*, Jakarta : Raja Grafindo Persada,p.314

$$\frac{M_1 - M_2}{\sqrt{\left[\frac{Mx^1 + Mx^2}{(N_1 + N_2) - 2} \right] \left[\frac{N_1 + N_2}{N_1 \cdot N_2} \right]}}$$

Where :

M_1 = the mean of experimental group

M_2 = the mean of Control Group

X_1 = the standard deviation of experimental group

X_2 = the standard deviation of control group

N_1 = the total number (sample) of experimental

N_2 = the total number (sample) of control group

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Description of Data

After conducted the researcher, the researcher got the data from the students' scores in pre-test and post-test from both experimental and control group. The test was the multiple choices which are consisted of 30 items. Each group was given a pre-test and pos-test. The students at experimental group were taught by using peer assisted learning strategy while the students at control group were taught by using conventional method. The population of this research was the students of MTs Al-Washliyah 82 Medan. The experimental group was VIII_A consisted of 30 students and the control group was VIII_B Experimental group consisted of 30 students.

a. The Effect of Peer Assisted Learning Strategy on the Students Reading Comprehension

The table shows The effect of peer assisted learning strategy on the Students Reading Comprehension on pre test and post test.

Table 4.1

Table Score of Pre-Test and Post-Test (Experimental Group)

No	Initial Name	Pretest	Post-Test
1	MS	70	100
2	RM	56	76

Table 4.1**Table Score of Pre-Test and Post-Test (Experimental Group)**

No	Initial Name	Pretest	Post-Test
3	AS	76	70
4	SA	50	76
5	TK	63	86
6	RAF	56	76
7	AS	40	76
8	MR	56	80
9	MS	60	76
10	WP	70	90
11	WF	56	80
12	HFD	53	76
13	FRP	56	76
14	MI	53	70
15	RP	76	90
16	MY	50	70
17	MF	66	86
18	AR	56	76
19	WRD	60	80
20	RR	46	76
21	AF	73	86
22	NB	60	86
23	SR	36	70
24	MH	73	80
25	MA	70	86
26	SA	40	70
27	WID	36	70
28	MR	45	70
29	ZFR	66	80
30	WK	56	76
	Total	1724	2360
	Mean	57.46	78.66

Based on the table above, the effect of peer assisted learning strategy on the students reading comprehension showed the lowest score of pre test was 36, the highest score of pre test was 76 and the average of pre test was 57.46. On the other hand the lowest score of post test was 70, the highest score of post test was 100 and the average of post test was 78.66. From the above description, it can be concluded that the students in the experiment could be categorized as clever because they were taught using peer assisted learning strategy most of them could answer the question well. In fact, when students were taught reading by using peer assisted learning strategy, they can ask some information from their reading text. Therefore, the score of the students in the post-test is better than in the pre-test. It proves that most of the students can increase their reading skill after they are taught by using peer assisted learning strategy in the class.

b. The Effect on the students reading comprehension by using conventional method

The table below shows the effect on the students reading comprehension by using conventional method in pre test and post test.

Table 4.2

Table Score of Pre-Test and Post Test (Control Group)

No	Initial Name	Pre-test	Post-Test
1	MR	46	70
2	MH	60	76

No	Initial Name	Pre-test	Post-Test
3	HA	50	70
4	NKP	60	80
5	PS	56	66
6	MRP	66	80
7	MR	70	80
8	MS	60	73
9	NSB	36	50
10	MB	36	56
11	MHK	50	66
12	NFD	53	66
13	RS	50	70
14	KNW	46	56
15	ML	50	76
16	LL	53	66
17	MR	56	73
18	MR	53	80
19	MSA	76	90
20	MG	70	83
21	MH	56	76
22	MTZ	33	50
23	MK	60	76
24	QA	46	66
25	MIA	50	76
26	SAH	63	80
27	MAR	50	66
28	MTG	40	60
29	MH	66	73
30	RAP	46	60
	Total	1607	2110
	Mean	53.56	69.53

Based on the table 4.2. above, the effect on the students reading comprehension by using conventional method showed the lowest score of pre test was 33, the highest score of pre test was 76 and the average of pre test was 53.56. Furthermore, the lowest score of post test was 50, the highest score of post test was 90, and the average of post test was 69.53.

Based on the result analysis, it can be concluded that teaching peer assisted learning strategy provide opportunities for students to practice all the English skill, mainly reading, with the teacher. Teacher has a role as a translator who guides the students in the early stages. It also gives a chance for the students to receive some corrections of their mistakes from their teacher. It means that the teacher must have a good consentration of the target language so that she can make necessary correction to the students mistakes. In addition, teaching by using English students book and dictionary can make students bored.

B. Data Analyzing

The data was taken from a computation result of the test is analyzed. It is aimed at finding out the significant effect of peer assisted learning strategy on the students reading comprehension

The analysis was conducted both to establish the reliability of the research instrument and to test the hypothesis. Each of these was presented as follows:

1. Reliability of the test

Before the data were collected, the reliability of the test was established to examine the hypothesis in order to answer the research problem. To obtain the reability of the test, the writer used the formula of Richard Kuderson 20 as follow :

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \frac{\sum pq}{n}}{S^2} \right)$$

$$r_{11} = \left(\frac{30}{30-1} \right) \left(\frac{4.81^2 - 11.21}{4.81^2} \right)$$

$$r_{11} = \left(\frac{30}{30-1} \right) \left(\frac{23.13 - 11.21}{23.13} \right)$$

$$r_{11} = \left(\frac{30}{29} \right) \left(\frac{11.92}{23.13} \right)$$

$$r_{11} = (1.03)(0.52)$$

$$r_{11} = 0.53$$

Where :

$$S = \frac{\sum x^2 - \left(\frac{\sum x}{n} \right)^2}{n}$$

$$S = \frac{16995 - \left(\frac{711}{30} \right)^2}{30}$$

$$S = \frac{16995 - \left(\frac{505521}{30} \right)}{30}$$

$$S = \frac{16995 - 16850.7}{30}$$

$$S = \frac{144.3}{30}$$

$$S = 4.81$$

The calculation shows that the coefficient of reliability of the Objective Test was 0.53. it means that the reliability of the test is significant, as following :

0.800-1.00 : very high

0.600-0.800 : high

0.400-0.600 : significant

0.200-0.400 : low

0.00-0.200 : very low

2. The validity of the test

Table 4.3

The Calculation of Validity of the Test

No	X	X ²	Y	Y ²	XY
1	70	4900	100	10000	7000
2	76	5776	76	5776	5776
3	70	4900	70	4900	4900
4	80	6400	76	5776	6080
5	66	4356	86	7396	5676
6	80	6400	76	5776	6080
7	80	6400	76	5776	6080
8	73	5329	80	6400	5840
9	50	2500	76	5776	3800
10	56	3136	90	8100	5040

11	66	4356	80	6400	5280
12	66	4356	76	5776	5016
13	70	4900	76	5776	5320
14	56	3136	70	4900	3920
15	76	5776	90	8100	6840
16	66	4356	70	4900	4620
17	73	5329	86	7396	6278
18	80	6400	76	5776	6080
19	90	8100	80	6400	7200
20	83	6889	76	5776	6308
21	76	5776	86	7396	6536
22	50	2500	86	7396	4300
23	76	5776	70	4900	5320
24	66	4356	80	6400	5280
25	76	5776	86	7396	6536
26	80	6400	70	4900	5600
27	66	4356	70	4900	4620
28	60	3600	70	4900	4200
29	73	5329	80	6400	5840
30	60	3600	76	5776	4560
	X = 2110	X² = 151164	Y = 2360	Y² = 187240	XY = 165926

Based on the table, it can be seen that :

$$\sum X = 2110 \quad \sum Y = 2360$$

$$\sum X^2 = 151164 \quad \sum Y^2 = 187240$$

$$\sum XY = 165926$$

Knowing the correlation between Experimental group and control group in post test applied by the statistical analysis of product moment correlation, as following :

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\} \{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(60)(165926) - (2110)(2360)}{\sqrt{\{60 \times 151164 - (2110)^2\} \{60 \times 187240 - (2360)^2\}}}$$

$$r_{xy} = \frac{9955560 - 4979600}{\sqrt{\{9069840 - 4452100\} \{11234400 - 5569600\}}}$$

$$r_{xy} = \frac{4975960}{\sqrt{(4617740)(5664800)}}$$

$$r_{xy} = \frac{4975960}{\sqrt{2.6158574e13}}$$

$$r_{xy} = \frac{6185800}{5114545.3}$$

$$r_{xy} = 0.97$$

The calculation shows that the coefficient of validity of the Objective Test was 0.97. it means that the validity of the test is very high, as following :

0.800-1.00 : very high

0.600-0.800 : high

0.400-0.600 : significant

0.200-0.400 : low

0.00-0.200 : very low

3. Data Analysis By Using T-Test Formula

Table 4.4.

Calculation of t-test (Experimental Group)

No	Initial Name	Pretest	Post-Test	Deviation X_2	Squared Deviation $(X_2)^2$
1	MS	70	100	30	900
2	RM	56	76	20	400
3	AS	76	70	6	36
4	SA	50	76	26	676
5	TK	63	86	23	529
6	RAF	56	76	20	400
7	AS	40	76	36	1296
8	MR	56	80	24	576
9	MS	60	76	16	256
10	WP	70	90	20	400
11	WF	56	80	24	576
12	HFD	53	76	23	529
13	FRP	56	76	20	400
14	MI	53	70	17	289
15	RP	76	90	14	196
16	MY	50	70	20	400
17	MF	66	86	20	400
18	AR	56	76	20	400
19	WRD	60	80	20	400
20	RR	46	76	30	900
21	AF	73	86	13	169
22	NB	60	86	26	676
23	SR	36	70	34	1156
24	MH	73	80	7	49
25	MA	70	86	16	256
26	SA	40	70	30	900
27	WID	36	70	34	1156
28	MR	45	70	35	1225
29	ZFR	66	80	14	196
30	WK	56	76	20	400
	Total	1724	2360	658	16142
	Mean	57.46	78.66	21.93	538.06

$$M_1 = \frac{\sum X_1}{N} = \frac{658}{30} = 21.93$$

$$X_1 = \sum X_1 - \frac{(\sum X_1)^2}{N}$$

$$X_1 = 16142 - \frac{(658)^2}{N}$$

$$X_1 = 16142 - \frac{432964}{30}$$

$$X_1 = 16142 - 14432.1$$

$$X_1 = 1709.9$$

Table 4.5.

Calculation of t-test Control Group

No	Initial Name	Pre-test	Post-Test	Deviation X_2	Squared Deviation $(X_2)^2$
1	MR	46	70	24	576
2	MH	60	76	16	256
3	HA	50	70	20	400
4	NKP	60	80	20	100
5	PS	56	66	10	100
6	MRP	66	80	16	256
7	MR	70	80	10	100
8	MS	60	73	13	169
9	NSB	36	50	14	196
10	MB	36	56	20	400
11	MHK	50	66	16	256
12	NFD	53	66	13	169
13	RS	50	70	20	400

14	KNW	46	56	10	100
15	ML	50	76	26	676
16	LL	53	66	13	169
17	MR	56	73	17	289
18	MR	53	80	27	729
19	MSA	76	90	14	196
20	MG	70	83	13	169
21	MH	56	76	20	400
22	MTZ	33	50	17	289
23	MK	60	76	16	256
24	QA	46	66	20	400
25	MIA	50	76	26	676
26	SAH	63	80	17	289
27	MAR	50	66	16	256
28	MTG	40	60	20	400
29	MH	66	73	7	49
30	RAP	46	60	14	196
Total	1607	2110	505	8917	
Mean	53,56	69.53	16.83	3259.7	

$$M_2 = \frac{\sum X^2}{N} = \frac{505}{30} = 16.83$$

$$X_2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$X_2 = 8917 - \frac{(505)^2}{N}$$

$$X_2 = 8917 - \frac{255025}{30}$$

$$X_2 = 8917 - 8500.8$$

$$X_2 = 416.2$$

From the data above, it is obtained that:

$$M_1 = 21.93 \qquad X_1 = 1845.2 \qquad N_1 = 30$$

$$M_2 = 16.83 \qquad X_2 = 416.2 \qquad N_2 = 30$$

Therefore, the calculation of t-observed is:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{MX_1 + MX_2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t = \frac{21.93 - 16.83}{\sqrt{\left(\frac{(184.2 + 416.2)}{30 + 30 - 2}\right) \left(\frac{30 + 30}{30 \cdot 30}\right)}}$$

$$t = \frac{5.1}{\sqrt{\left(\frac{(2126.1)}{58}\right) \left(\frac{60}{900}\right)}}$$

$$t = \frac{5.1}{\sqrt{(36.65)(0.06)}}$$

$$t = \frac{5.1}{\sqrt{2.199}}$$

$$t = \frac{5.1}{1.48}$$

$$t = 3.44$$

The calculation shows that the statistic data of both experimental and control group in pre-test and post-test. The result of calculation showed that t-observed is higher than t-table ($3.44 > 2.00$, $p = 0.05$). This means that the alternative Hypothesis (H_a) is accepted.

C. Testing hypothesis

The basic of testing hypothesis in this research were :

If $t_{\text{observed}} > t_{\text{table}}$, the hypothesis will be accepted.

If $t_{\text{observed}} < t_{\text{table}}$, the hypothesis will be rejected.

From the calculation above, it is found that $t_{(\text{observed})}$ is higher than $t_{(\text{table})}$ or can be seen as follows:

$$T_{\text{obs}} > t_{\text{table}} \quad (p = 0,05; df = 58)$$

$$3,44 > 2,00 \quad (p = 0,05; df = 58)$$

Thus, the alternative hypothesis (H_a) is accepted at the level of the significance 0,05 for two tailed test and the degree of freedom (df) 58, (Obtained from, $N_1 + N_2 - 2 = 30 + 30 - 2 = 58$). It means that ‘there are is a significant effect of peer assisted learning strategy on the Students Reading Comprehension’.

D. Discussion

There was a significant effect on students’ reading comprehension by peer assisted learning strategy. The students that were taught by peer assisted learning strategy in reading comprehension have higher score than were taught by conventional strategy. It was explained in Chapter II that peer assisted learning strategy is one of the most effective strategy in learning.

The peer assisted learning strategy significantly affects on the students reading comprehension, because t_{observed} was (3.44) is higher than the t_{table} df (58) at the

level of (0.05) was (2.00). It shows that $t\text{-observed} > t\text{-table}$ ($3.44 > 2.00$). This findings shows that hypothesis of the study is true. Therefore, can be concluded that the application of peer assisted learning strategy significantly affect of reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this study, it is concluded that the application of peer assisted learning strategy on the students reading comprehension at eighth grade Mts Al-Washliyah 82 Medan significantly affect on the students reading comprehension. This is supported by the data analysis result in which the t-observed 3.44 is higher than t-table 2.00 at the significant level of 0.05. It means that H_0 is rejected and H_a is accepted. . There is a significant effect of peer assisted learning strategy on the students reading comprehension.

B. Suggestion

Based on the conclusion above, the researcher gives her suggestion as following:

1. The principle of MTs Al-Washliyah 82 Medan it is good to motivate the teachers, especially English teacher to teach the students by using peer assisted learning strategy, because the strategy is effectively can increase the students' achievement in reading text.
2. English teachers are suggested to use peer assisted learning strategy in their teaching learning process in order to improve their students reading comprehension because this strategy is designed to relate the students to have good background knowledge in reading the text. So it can help the students to understand the story easily.

3. The students of MTs Al-Washliyah 82 Medan it is expected to more reading comprehension by using peer assisted learning strategy so it can be easier for them to reading comprehension. By using this strategy, the students' can be more active during learning process.
4. The researcher who are interested for further study related to this research should explore the knowledge to enlarge their understanding about how to improve reading comprehension and search another references.
5. Readers, this research can be read to enrich their knowledge about reading comprehension

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APPENDIX A

Lesson Plan

(Experimental Group)

School : MTs Al-Washliyah 82 Medan

Skill : Reading

Class/Semester : VIII

Time Allocations : 2 X 45 Minutes

I. Standard Competence:

Understanding the meaning of simple short essay in form of narrative in daily life context and to access knowledge.

II. Basic Competence:

Responding the meaning of simple short essay by using various written text accurately, fluently, and appropriately in the context of daily life.

III. Indicators:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

IV. Objects of Learning

After finishing the lessons, the students are supposed to be able to:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

V. Teaching Material

- ❖ English dictionary
- ❖ Researchers handout
- ❖ Copy of narrative text

A lion and a mouse

Once when a lion was asleep a little mouse began running up and down on his face, this soon wakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. “pardon, oh king,” cried the little mouse: “forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?” the lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometimes after the lion was caught in a net, and the hunters who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on. Just then the little mouse happened to pass by, and seeing the lion in the net he went up to him and soon gnawed away the ropes that bound the king of the beasts, and then she said, “Was I not right?”

VI. Teaching Method

Peer Assisted learning strategy (PALS)

VII. Teaching and Learning Activities

Teachers Activities	Students activities
<p>Opening (10 minutes)</p> <ul style="list-style-type: none"> • Teacher greets the students (Good morning/Good afternoon) • Teacher asks the students condition (How are you, How is your day) • Teacher gives the explanation about what is class going to do. 	<ul style="list-style-type: none"> • Students answer the teacher greeting (good morning/good afternoon) • Students tell their condition (fine, great, I am very happy, etc) • Students listen the teachers explanation.
<p>Main activities (75 munites)</p> <ul style="list-style-type: none"> • The teacher divides the students into pair consisting 	<ul style="list-style-type: none"> • the students into pair consisting of the students who

<p>of the students who higher performing reader and lowest performing reader based on the pre-test.</p> <ul style="list-style-type: none"> • Teacher explains about the (pals) • Teacher explains to the students about narrative text. • Teacher gives the copies of narrative text to the student • Teacher asks the students opinion about the title of the text • The teacher asks the students with higher performing read the first paragraph while the lower performing as a tutor. • The teacher asks the students to discuss the main points of each paragraph. • The teacher asks the students to identify what is the first paragraph • The teacher asks the students to make a prediction about what will happen on the text half page • The teacher asks the students to read the half page and the 	<p>higher performing reader and lowest performing reader</p> <ul style="list-style-type: none"> • students listen to the teacher explanation carefully. • Students take the copy of narrative text • Students give their opinion about the title • the students with higher performing read the first paragraph while the lower performing as a tutor. • the students ti discuss the main points of each paragraph. • the students to identify what is the first paragraph mainly about and summarize the information • the students to make a prediction about what will happen on the text half page • the students to read the half page and the tutor corrects
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<p>tutor corrects errors</p> <ul style="list-style-type: none"> • The teacher asks the students to confirm their prediction • The teacher asks the students to identify and summarize the main idea of the half page in 10 words or less. 	<p>errors</p> <ul style="list-style-type: none"> • the students to confirm their prediction • the students to identify and summarize the main idea of the half page
<p>Closing (5 minutes)</p> <ul style="list-style-type: none"> • Teacher together with the students conclude the material of the lesson 	<ul style="list-style-type: none"> • Students together with the teacher conclude the material of the lesson.

VIII. Assessment

Instrument : Test

Form : Multiple Choices

IX. Evaluation Rules

$$S = \frac{R}{N} \times 100$$

Note :

S = the score

R = the number of correct answer

N = the number of test items.

Lesson Plan

(Experimental Group)

School : Mts Al-Washliyah 82 Medan

Skill : Reading

Class/Semester : VIII

Time Allocations : 2 X 45 Minutes

I. Standard competence:

Understanding the meaning of simple short essay in form of narrative in daily life context and to access knowledge.

II. Basic competence:

Responding the meaning of simple short essay by using various written text accurately, fluently, and appropriately in the context of daily life.

III. Indicator:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

IV. Objective

After finishing the lessons, the students are supposed to be able to:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

V. Teaching material

- ❖ English dictionary
- ❖ Researchers handout
- ❖ Copy of narrative text

Hermit

Many years ago, there lived a hermit in a forest in Sumatra. He did not grow food but depended on the jungle fruit to survive. Soon, there was a drought, and all the plants and fruit trees in the jungle died.

The old man had nothing to eat now, so he turned to begging. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by and taking a pity on hermit gave him some “paddy” seeds.

Before the boatman went away, he said, “These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the “paddy” plants will turn into weeds.”

The old hermit worked hard to clear the land and sowed the seeds before the rain came. Strangely, after a short period of time, the “paddy” was ready for harvesting. The old man got a lot of rice from the harvest. After each harvest, the plants grew back again right away.

When the villagers heard about the hermit and his wonderful “paddy”, they flocked to his “paddy” field and took home as much “paddy” as they could.

One day, hermit became so tired of harvesting the “paddy then he shouted,” Oh, stop growing, you wretched thing!” As soon as he had said this, the “paddy” plants turned into weeds.

VI. Teaching method

Peer Assisted learning strategy (PALS)

VII. Teaching and learning activities

Teachers Activities	Students activities
<p>Opening (10 minutes)</p> <ul style="list-style-type: none"> • Teacher greets the students (Good morning/Good afternoon) • Teacher asks the students condition (How are you, How is your day) • Teacher gives the explanation about what is class going to do. 	<ul style="list-style-type: none"> • Students answer the teacher greeting (good morning/good afternoon) • Students tell their condition (fine, great, I am very happy, etc) • Students listen the teachers explanation.
<p>Main activities (75 munites)</p> <ul style="list-style-type: none"> • The teacher divides the students into pair consisting of the students who higher performing reader and lowest performing reader based on the pre-test. • Teacher explains about the (pals) • Teacher explains to the students about narrative text. • Teacher gives the copies of narrative text to the student • Teacher asks the students opinion about the title of the text • The teacher asks the students 	<ul style="list-style-type: none"> • the students into pair consisting of the students who higher performing reader and lowest performing reader • students listen to the teacher explanation carefully. • Students take the copy of narrative text • Students give their opinion about the title • the students with higher performing read the first paragraph while the lower

<p>with higher performing read the first paragraph while the lower performing as a tutor.</p> <ul style="list-style-type: none"> • The teacher asks the students to discuss the main points of each paragraph. • The teacher asks the students to identify what is the first paragraph • The teacher asks the students to make a prediction about what will happen on the text half page • The teacher asks the students to read the half page and the tutor corrects errors • The teacher asks the students to confirm their prediction • The teacher asks the students to identify and summarize the main idea of the half page in 10 words or less. 	<p>performing as a tutor.</p> <ul style="list-style-type: none"> • the students to discuss the main points of each paragraph. • the students to identify what is the first paragraph mainly about and summarize the information • the students to make a prediction about what will happen on the text half page • the students to read the half page and the tutor corrects errors • the students to confirm their prediction • the students to identify and summarize the main idea of the half page
<p>Closing (5 minutes)</p> <ul style="list-style-type: none"> • Teacher together with the students conclude the material of the lesson 	<ul style="list-style-type: none"> • Students together with the teacher conclude the material of the lesson.

VIII. Assessment

Instrument : Test

Form : Multiple Choices

IX. Evaluation Rules

$$S = \frac{R}{N} \times 100$$

Note:

S = the score

R = the number of correct answer

N = the number of test items.

Lesson Plan

(Experimental Group)

School : Mts Al-Washliyah 82 Medan

Skill : Reading

Class/Semester : VIII

Time Allocations : 2 X 45 Minutes

I. Standard competence:

Understanding the meaning of simple short essay in form of narrative in daily life context and to access knowledge.

II. Basic competence:

Responding the meaning of simple short essay by using various written text accurately, fluently, and appropriately in the context of daily life.

III. Indicator:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

IV. Objective

After finishing the lessons, the students are supposed to be able to:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

V. Teaching material

- English dictionary
- Researchers handout
- Copy of narrative text

A farmer and a Box

Once time, there was a poor farmer. He lived with his wife. One day, he dug up his field and found a big box. He then kept it in their house. One sunny morning, his wife dropped an apple in the box. Suddenly, the box begun filled with apples. No matter how many apples were taken out, more apples took place in the box.

One day, the framer dropped a gold coin into that box. At once, apples disappeared and the box begun filled up with gold coins. Soon the farmer became rich.

Having heard that his son got rich, the framer's father visited the couple. His father was not very strong. He could not go out to work anymore. So the farmer asked his old father to help him take the gold coins out of the box.

His father worked hard, took the gold coins out of the box. When he told that he was very tired and wanted to have a rest, the farmer shouted at him; "Why are you so lazy? Why can't you work harder?. The old man said nothing and continued to work. Suddenly the old man fell into the box, he died. At once the gold coins disappeared and the box begun filled up with dead men.

The framer had to pull out and burried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before.

VI. Teaching method

Peer Assisted learning strategy (PALS)

VII. Teaching and learning activities

Teachers Activities	Students activities
<p>Opening (10 minutes)</p> <ul style="list-style-type: none"> • Teacher greets the students (Good morning/Good afternoon) • Teacher asks the students condition (How are you, How is your 	<ul style="list-style-type: none"> • Students answer the teacher greeting (good morning/good afternoon) • Students tell their condition

<p>day)</p> <ul style="list-style-type: none"> • Teacher gives the explanation about what is class going to do. 	<p>(fine, great, I am very happy, etc)</p> <ul style="list-style-type: none"> • Students listen the teachers explanation.
<p>Main activities (75 munites)</p> <ul style="list-style-type: none"> • The teacher divides the students into pair consisting of the students who higher performing reader and lowest performing reader based on the pre-test. • Teacher explains about the (pals) • Teacher explains to the students about narrative text. • Teacher gives the copies of narrative text to the student • Teacher asks the students opinion about the title of the text • The teacher asks the students with higher performing read the first paragraph while the lower performing as a tutor. • The teacher asks the students ti discuss the main points of each paragraph. • The teacher asks the students to identify what is the first paragraph • The teacher asks the students to make a prediction about what will happen on the text half page 	<ul style="list-style-type: none"> • the students into pair consisting of the students who higher performing reader and lowest performing reader • students listen to the teacher explanation carefully. • Students take the copy of narrative text • Students give their opinion about the title • the students with higher performing read the first paragraph while the lower performing as a tutor. • the students ti discuss the main points of each paragraph. • the students to identify what is the first paragraph mainly about and summarize the information • the students to make a prediction about what will happen on

<ul style="list-style-type: none"> • The teacher asks the students to read the half page and the tutor corrects errors • The teacher asks the students to confirm their prediction • The teacher asks the students to identify and summarize the main idea of the half page in 10 words or less. 	<p>the text half page</p> <ul style="list-style-type: none"> • the students to read the half page and the tutor corrects errors • the students to confirm their prediction • the students to identify and summarize the main idea of the half page
<p>Closing (5 minutes)</p> <ul style="list-style-type: none"> • Teacher together with the students conclude the material of the lesson 	<ul style="list-style-type: none"> • Students together with the teacher conclude the material of the lesson.

VIII. Assessment

Instrument : Test

Form : Multiple Choices

IX. Evaluation Rules

$$S = \frac{R}{N} \times 100$$

Note :

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APPENDIX B

Lesson Plan

(Control Group)

School : MTs Al-Washliyah 82 Medan

Skill : Reading

Class/Semester : VIII

Time Allocations : 2 X 45 Minutes

I. Standard Competence:

Understanding the meaning of simple short essay in form of narrative in daily life context and to access knowledge.

Basic Competence:

Responding the meaning of simple short essay by using various written text accurately, fluently, and appropriately in the context of daily life.

II. Indicators:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

III. Objects of Learning

After finishing the lessons, the students are supposed to be able to:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

IV. Teaching Material

- ❖ English dictionary
- ❖ Researchers handout
- ❖ Copy of narrative text.

A lion and a mouse

Once when a lion was asleep a little mouse began running up and down on his face, this soon wakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. “pardon, oh king,” cried the little mouse: “forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?” the lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometimes after the lion was caught in a net, and the hunters who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on. Just then the little mouse happened to pass by, and seeing the lion in the net he went up to him and soon gnawed away the ropes that bound the king of the beasts, and then she said, “Was I not right?”

V. Teaching Method

Peer Assisted learning strategy (PALS)

VI. Teaching and Learning Activities

Teachers Activities	Students activities
<p>Opening (10 minutes)</p> <ul style="list-style-type: none"> • Teacher greets the students (Good morning/Good afternoon) • Teacher asks the students condition (How are you, How is your day) • Teacher gives the explanation about what is class going to do. 	<ul style="list-style-type: none"> • Students answer the teacher greeting (good morning/good afternoon) • Students tell their condition (fine, great, I am very happy, etc) • Students listen the teachers explanation.
<p>Main activities (75 munites)</p> <ul style="list-style-type: none"> • The teacher divides the 	<ul style="list-style-type: none"> • the students into pair

<p>students into pair consisting of the students who higher performing reader and lowest performing reader based on the pre-test.</p> <ul style="list-style-type: none"> • Teacher explains about the (pals) • Teacher explains to the students about narrative text. • Teacher gives the copies of narrative text to the student • Teacher asks the students opinion about the title of the text • The teacher asks the students with higher performing read the first paragraph while the lower performing as a tutor. • The teacher asks the students to discuss the main points of each paragraph. • The teacher asks the students to identify what is the first paragraph • The teacher asks the students to make a prediction about what will happen on the text half page • The teacher asks the students 	<p>consisting of the students who higher performing reader and lowest performing reader</p> <ul style="list-style-type: none"> • students listen to the teacher explanation carefully. • Students take the copy of narrative text • Students give their opinion about the title • the students with higher performing read the first paragraph while the lower performing as a tutor. • the students ti discuss the main points of each paragraph. • the students to identify what is the first paragraph mainly about and summarize the information • the students to make a prediction about what will happen on the text half page • the students to read the half
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<p>to read the half page and the tutor corrects errors</p> <ul style="list-style-type: none"> • The teacher asks the students to confirm their prediction • The teacher asks the students to identify and summarize the main idea of the half page in 10 words or less. 	<p>page and the tutor corrects errors</p> <ul style="list-style-type: none"> • the students to confirm their prediction • the students to identify and summarize the main idea of the half page
<p>Closing (5 minutes)</p> <ul style="list-style-type: none"> • Teacher together with the students conclude the material of the lesson 	<ul style="list-style-type: none"> • Students together with the teacher conclude the material of the lesson.

VII. Assessment

Instrument : Test

Form : Multiple Choices

VIII. Evaluation Rules

$$S = \frac{R}{N} \times 100$$

Note :

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R = the number of correct answer

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Lesson Plan

(Control Group)

School : Mts Al-Washliyah 82 Medan

Skill : Reading

Class/Semester : VIII

Time Allocations : 2 X 45 Minutes

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Hermit

Many years ago, there lived a hermit in a forest in Sumatra. He did not grow food but depended on the jungle fruit to survive. Soon, there was a drought, and all the plants and fruit trees in the jungle died.

The old man had nothing to eat now, so he turned to begging. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by and taking a pity on hermit gave him some “paddy” seeds.

Before the boatman went away, he said, “These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the “paddy” plants will turn into weeds.”

The old hermit worked hard to clear the land and sowed the seeds before the rain came. Strangely, after a short period of time, the “paddy” was ready for harvesting. The old man got a lot of rice from the harvest. After each harvest, the plants grew back again right away.

When the villagers heard about the hermit and his wonderful “paddy”, they flocked to his “paddy” field and took home as much “paddy” as they could.

One day, hermit became so tired of harvesting the “paddy then he shouted,” Oh, stop growing, you wretched thing!” As soon as he had said this, the “paddy” plants turned into weeds.

VI. Teaching method

Peer Assisted learning strategy (PALS)

VII. Teaching and learning activities

Teachers Activities	Students activities
<p>Opening (10 minutes)</p> <ul style="list-style-type: none"> • Teacher greets the students (Good morning/Good afternoon) • Teacher asks the students condition (How are you, How is your day) • Teacher gives the explanation about what is class going to do. 	<ul style="list-style-type: none"> • Students answer the teacher greeting (good morning/good afternoon) • Students tell their condition (fine, great, I am very happy, etc) • Students listen the teachers explanation.
<p>Main activities (75 munites)</p> <ul style="list-style-type: none"> • The teacher divides the students into pair consisting of the students who higher performing reader and lowest performing reader based on the pre-test. • Teacher explains about the (pals) • Teacher explains to the students about narrative text. • Teacher gives the copies of narrative text to the student • Teacher asks the students opinion about the title of the text • The teacher asks the students 	<ul style="list-style-type: none"> • the students into pair consisting of the students who higher performing reader and lowest performing reader • students listen to the teacher explanation carefully. • Students take the copy of narrative text • Students give their opinion about the title • the students with higher performing read the first paragraph while the lower

<p>with higher performing read the first paragraph while the lower performing as a tutor.</p> <ul style="list-style-type: none"> • The teacher asks the students to discuss the main points of each paragraph. • The teacher asks the students to identify what is the first paragraph • The teacher asks the students to make a prediction about what will happen on the text half page • The teacher asks the students to read the half page and the tutor corrects errors • The teacher asks the students to confirm their prediction • The teacher asks the students to identify and summarize the main idea of the half page in 10 words or less. 	<p>performing as a tutor.</p> <ul style="list-style-type: none"> • the students to discuss the main points of each paragraph. • the students to identify what is the first paragraph mainly about and summarize the information • the students to make a prediction about what will happen on the text half page • the students to read the half page and the tutor corrects errors • the students to confirm their prediction • the students to identify and summarize the main idea of the half page
<p>Closing (5 minutes)</p> <ul style="list-style-type: none"> • Teacher together with the students conclude the material of the lesson 	<ul style="list-style-type: none"> • Students together with the teacher conclude the material of the lesson.

VIII. Assessment

Instrument : Test

Form : Multiple Choices

IX. Evaluation Rules

$$S = \frac{R}{N} \times 100$$

Note:

S = the score

R = the number of correct answer

N = the number of test items.

Lesson Plan

(Control Group)

School : Mts Al-Washliyah 82 Medan

Skill : Reading

Class/Semester : VIII

Time Allocations : 2 X 45 Minutes

I. Standard competence:

Understanding the meaning of simple short essay in form of narrative in daily life context and to access knowledge.

II. Basic competence:

Responding the meaning of simple short essay by using various written text accurately, fluently, and appropriately in the context of daily life.

III. Indicator:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

IV. Objective

After finishing the lessons, the students are supposed to be able to:

- Identify the generic structure of narrative text
- Identify the main ideas and supporting details of the text
- Understand the context of the text

V. Teaching material

- English dictionary

- Researchers handout
- Copy of narrative text

A farmer and a Box

Once time, there was a poor farmer. He lived with his wife. One day, he dug up his field and found a big box. He then kept it in their house. One sunny morning, his wife dropped an apple in the box. Suddenly, the box begun filled with apples. No matter how many apples were taken out, more apples took place in the box.

One day, the framer dropped a gold coin into that box. At once, apples disappeared and the box begun filled up with gold coins. Soon the farmer became rich.

Having heard that his son got rich, the framer's father visited the couple. His father was not very strong. He could not go out to work anymore. So the farmer asked his old father to help him take the gold coins out of the box.

His father worked hard, took the gold coins out of the box. When he told that he was very tired and wanted to have a rest, the farmer shouted at him; "Why are you so lazy? Why can't you work harder?. The old man said nothing and continued to work. Suddenly the old man fell into the box, he died. At once the gold coins disappeared and the box begun filled up with dead men.

The framer had to pull out and burried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before.

VI. Teaching method

Peer Assisted learning strategy (PALS)

VII. Teaching and learning activities

Teachers Activities	Students activities
Opening (10 minutes)	
<ul style="list-style-type: none"> • Teacher greets the students 	<ul style="list-style-type: none"> • Students answer the teacher

<p>(Good morning/Good afternoon)</p> <ul style="list-style-type: none"> • Teacher asks the students condition (How are you, How is your day) • Teacher gives the explanation about what is class going to do. 	<p>greeting (good morning/good afternoon)</p> <ul style="list-style-type: none"> • Students tell their condition (fine, great, I am very happy, etc) • Students listen the teachers explanation.
<p>Main activities (75 munites)</p> <ul style="list-style-type: none"> • The teacher divides the students into pair consisting of the students who higher performing reader and lowest performing reader based on the pre-test. • Teacher explains about the (pals) • Teacher explains to the students about narrative text. • Teacher gives the copies of narrative text to the student • Teacher asks the students opinion about the title of the text • The teacher asks the students with higher performing read the first paragraph while the lower performing as a tutor. • The teacher asks the students ti discuss the main points of each paragraph. • The teacher asks the students to identify what is the first paragraph 	<ul style="list-style-type: none"> • the students into pair consisting of the students who higher performing reader and lowest performing reader • students listen to the teacher explanation carefully. • Students take the copy of narrative text • Students give their opinion about the title • the students with higher performing read the first paragraph while the lower performing as a tutor. • the students ti discuss the main points of each paragraph. • the students to identify what is the first paragraph mainly about and

<ul style="list-style-type: none"> • The teacher asks the students to make a prediction about what will happen on the text half page • The teacher asks the students to read the half page and the tutor corrects errors • The teacher asks the students to confirm their prediction • The teacher asks the students to identify and summarize the main idea of the half page in 10 words or less. 	<p>summarize the information</p> <ul style="list-style-type: none"> • the students to make a prediction about what will happen on the text half page • the students to read the half page and the tutor corrects errors • the students to confirm their prediction • the students to identify and summarize the main idea of the half page
<p>Closing (5 minutes)</p> <ul style="list-style-type: none"> • Teacher together with the students conclude the material of the lesson 	<ul style="list-style-type: none"> • Students together with the teacher conclude the material of the lesson.

VIII. Assessment

Instrument : Test

Form : Multiple Choices

IX. Evaluation Rules

$$S = \frac{R}{N} \times 100$$

Note :

S = the score

R = the number of correct answer

N = the number of test items.

Appendix C: Reading Comprehension Test Pre-test and Post-test items

Text A for question number 1 through 10

Cinderella

Cinderella is a young woman living with her stepmother and two step sister. She works as a servant for them and caters to their every need. She does all the cooking and the cleaning, and is treated like a servant. The step sisters are very mean. When the prince of the village sends out invitations to a ball held in his honor to all the villagers, Cinderella begs to go but her step mother will not let her.

The night of the ball arrives, and the sisters and mother laugh and leave. Cinderella cries and wishes she could attend also. At that moment her fairy god mother appears and uses her magic so that Cinderella can attend, giving her a dress, glass slippers, and turning a pumpkin into a carriage. She also informs Cinderella that this spell will only last until midnight.

Cinderella goes off into the ball, and while she is there she attracts quite a bit of attention especially from the prince. The two dance all night, till Cinderella hears the clock chime. She remembers what her god mother said, and dashes off, leaving only a slipper behind. The prince desperate to find this mystery woman has his assistant go to all the women of the village to find its owner.

Just when all hope is gone the assistant tries the slipper on the step sisters and despite a hard effort the shoe does not fit. Cinderella then tries on the shoes and it fits perfectly shocking everyone, especially her step sisters and evil step mother. Cinderella marries her prince charming and lives happily ever after.

1. What is the title of the story above?

a. Pinocchio

c. Cinderella

- b. sleeping beauty
- d. snow white

2. With whom Cinderella lived?

- a. her husband
- c. her children
- b. her step mother and sister
- d. her grandparents

3. There were activities that always done by Cinderella, Except:

- a. preparing the food
- c. scrubbing the floor
- b. shopping
- d. cleaning the pot and pan

4. What the characteristics of Cinderella?

- a. kind and polite
- c. arrogant
- b. conceited
- d. greedy

5. What was going to do by the prince if he could find the girl who wore the glass slippers?

- a. he would be angry with her
- b. he would marry her
- c. he would give her money
- d. he would introduce his self

6. What kind of party that would be held in the palace?

- a. ball party
- c. wedding party
- b. birthday party
- d. born and party

7. These are the magic that got by Cinderella, except:

- a. turning a pumpkin into a carriage

- b. changed mice into a coachman and two footmen
 - c. giving Cinderella a beautiful dress
 - d. making a cake for Cinderella
8. What was happened when cinderella's step sister tried the glass slipper?
- a. the slipper was too small for them
 - b. the slipper was fit for them
 - c. the slipper was too big for them
 - d. the slipper wasn't suitable for them
9. What message which was said to Cinderella?
- a. Cinderella could go home as long as she wanted
 - b. Cinderella must go home until last midnight
 - c. Cinderella could live in the palace
 - d. Cinderella could play with her friend before going home
10. What is the genre of the text above?
- a. narrative text
 - b. expository text
 - c. procedure text
 - d. spoof text

Text b for question number 11 through 20

A Poor Boy

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman

opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked, "How much do owe you?". "You don't owe me anything," she replied, "Mother has taught us never to accept pay for a kindness." He said, "Then u thank you from my heart." As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from. he went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman. After a long struggle, the woman could be

cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed," thank you God, that your love has spread abroad through human hearts and hands.

11. What can we learn after reading the story above?

- a. Kindness won't be forgotten.
- b. Poverty is the source of misery.
- c. Help is needed to be successful.
- d. Health is important in life

12. What did the poor boy ask when he met the woman?

- a. Some food.
- b. A glass of water.
- c. A large of milk.

d. Health is important in life.

13. What did the woman think when she met the poor boy?

a. he was very naughty

c. he was handsome

b. he must be hungry

d. he was kind

14. What did the woman give to the poor boy?

a. some food

c. a large glass of milk

b. a glass of water

d. a little money

15. What did the poor boy decide before visiting the woman's house?

a. he would continue his study

b. he would move to other country

c. he wouldn't continue his study

d. he wouldn't do anything

16. What did the poor boy decide after visiting the woman's house?

a. he would continue his study

b. he would move to other country

c. he wouldn't continue his study

d. he wouldn't do anything

17. What was the boy going to be in the future?

a. he was going to be a police

b. he was going to be a teacher

c. he was going to be a doctor

d. he was going to be a pilot

18. What was happened with the woman later?

a. she got the disease

c. she passed away

b. she moved to another town

d. she got an accident

19. What did the poor do when the recognized the woman who got disease?

a. he talked to the woman

b. he visited the woman's house like in the last

c. he listened the woman

d. he tried to save the woman's life and then paid the bill

20. What is the main idea of paragraph two?

a. The poor boy asked the woman for food.

b. The woman came to the town where the boy lived.

c. The poor boy cured the woman and repaid her kindness.

d. The woman gave a large glass of milk to the poor boy.

Text C for question number 21 through 25

Mount bromo

Once upon a time on mount bromo, east java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. every time they prayed to the gods, asking for a child.

One day, there was a loud voice in the sky when they were praying. “you are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children”, said the voice.

“whatever you ask, my lord”, the couple answered, “we will do it”,

“you must sacrifice you first son for the gods”.

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named kesuma. The couple loved kesuma very much. The wife gave birth to eleven more children after kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn’t sacrifice their beloved son, kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, kesuma couldn’t let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. “I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods,” then he jumped into the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

21. What does the first paragraph talk about?

- a. the earthquakes and thunders in the sky
- b. the voice in the sky
- c. the condition of the volcano on one day

d. the condition of Kesuma's family

22. What problem was faced by Kesuma's parents?

- a. they couldn't get a baby after getting married for a long time
- b. they couldn't bring their children to the God's to be sacrificed
- c. the villagers would force them to sacrifice themselves
- d. they asked other people to give them a baby

23. How was the couple's effort to get a baby?

- a. they took another baby from other parents
- b. they meditated and prayed to their God's
- c. they gave sacrifices to the God
- d. they asked other people to give them a baby

24. How was Kesuma's personal characteristic?

- a. melancholic
- b. heroic
- c. fearful
- d. shameful

25. What lesson can we get from the story?

- a. Kesuma is very brave
- b. Kesuma's parents loved him very much
- c. everyone must keep his promise
- d. promise must be said clearly

Text D for question number 26 through 30

Lion and little mouse

Once when a lion was asleep a little mouse began running up and down on his face; this soon wakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "pardon. O king," cried the little mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" the lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometime after the lion was caught in a net, and the hunters who desired to carry him alive to the king. Tied him to a tree while they went in search of a wagon to carry him on. Just then the little mouse happened to pass by, and seeing the lion in the net he went up to him and soon gnawed away the ropes that bound the lion of the beasts, and then she said, " was I not right?"

26. What the problem did the little mouse have?

- a. he was trapped in a net
- b. the lion caught him
- c. he was caught by hunters
- d. he didn't have food

27. What problem did the lion have?

- a. the mouse awakened him
- b. he was killed by some hunters
- c. he was caught in a net
- d. the mouse gnawed the ropes

28. How does the mouse feel when he was caught by the lion?

- a. he felt very afraid
- b. he felt guilty

c. he was complaining about it

d. he was very angry to himself

29. "... and opened his big jaws to swallow him. What does the underlined word refer to?

a. the lion

c. the mouse

b. the hunter

d. the King

30. Which the following statement is true according to the text?

a. the lion was killed by the hunter

b. the lion was saved by the mouse

c. the lion gnawed the net

d. the mouse forgot his promise

Appendix D: Key Answer

THEY KEY ANSWER OF THE READING TEST

1. C	16. A
2. B	17. C
3. B	18. A
4. A	19. D
5. B	20. C
6. A	21. D
7. D	22. A
8. D	23. B
9. B	24. B
10. A	25. C
11. A	26. B
12. B	27. C
13. B	28. A
14. C	29. C
15. C	30. B

APPENDIX E

<u>Students' Name For Data Analysis</u>	<u>Initial Name</u>
1. MUHAMMAD SIDDIQ	=MS
2. RIZKI MAULANA	=RM
3. ANDI SAPUTRA	=AS
4. SYAFRINAH AISYAH	=SA
5. TANTI KHAIRANI SRG	=TK
6. RIKI ARDI FAUZI	=RAF
7. ASNITA SARI	=AS
8. M. RIFAI	=MR
9. M. SAUKANI	=MS
10. WINDA PRATIWI	=WP
11. WILDANI FITRI	=WF
12. HAFIZUDDIN	=HFZ
13. FAHRIL RAMA PUTRA	=FRP
14. M. IHSAN	=MI
15. RABIATUL PUTRI	=RP
16. MHD. YUSUF	=MY
17. M. FADLAN	=MF
18. ABDUL RAHMAN	=AR
19. WIRANDA	=WRD
20. RISKY RAMADHAN	=RR
21. AHMAD FAUZAN	=AF
22. NABILA	=NB
23. SRI RAHAYU	=SR
24. MHD HANAFI	=MH
25. MUHAMMAD ARIF	=MA
26. SITI AISYAH	=SA
27. WULANDARI	=WLD
28. M. RAFIQ	=MR
29. ZULFIKRI	=ZFK
30. WITA KHAIRANI	=WK

Students' Name for Data Analysis

Initial Name

1. MHD. RAFIQ	=MR
2. MUHAMMAD HAFIZ	=MH
3. HARDIYAN ASSAKHIYU	=HA
4. NUR KHAIRUNNISA PUTRI	=NKP
5. FADIL SALIM	=FS
6. MHD. RISKY PRATAMA	=MRP
7. MUHAMMAD REZA	=MR
8. M. SYARIF	=MS
9. NURUL SALSA BILLA	=NSB
10. M. BASRI	=MB
11. M. HARSHA KHADAFI	=MHK
12. NANDA FITRA DARMA	=NFD
13. RIFAN SYAHPUTRA	=RS
14. KURNIAWAN	=KNW
15. M. LAHAMUDDIN	=ML
16. LIJAMAY LINDA	=LL
17. M. RIZQI	=MRI
18. M. RAZIQ	=MRA
19. MHD. SYAHRI AKBAR	=MSA
20. MAHDA GUNTARA	=MG
21. MUTIA HANDAYANI	=MH
22. MUMTAZIYAH	=MTZ
23. MUHAMMAD KHOIRI	=MK
24. QURRATA AINI	=QA
25. M. IMAM ASRI	=MIA
26. SRI AMAL HABIBI HRP	=SAH
27. M. ANGGA RIZKI	=MAR
28. MHD. TEGAR GURNING	=MTG
29. MAHMUDA HR	=MH
30. RIKA ARDHANA POHAN	=RAP

Appendix F

DOCUMENTATIONS



The researcher took permission to Headmaster for doing the observation and research at VIII MTs Al-Washliyah 82 Medan



The students of experimental group when they did the pre test



The students of control group when they did the pre test



The students of experimental group who was taught using Peer Assisted Learning Strategy (PALS)



The students of control group who was taught using conventional Method



The students of experimental group Peer Assisted Learning Strategy (PALS)

when they did the post test



The students of control group (conventional Method) when they did the post test



The researcher took permission to finishing the observation and research at VIII MTs Al-Washliyah 82 Medan