THE EFFECT OF PEER ASSISTED LEARNING STRATEGY ON THE STUDENTS' READING COMPREHENSION AT MADRASAH TSANAWIYAH ISLAMIYAH MEDAN

A SKRIPSI

Submitted to Tarbiyah and Teacher Training Faculty of State Islamic University North Sumatra Medan as a Partial Fulfillment of the Requirement for Degree of Sarjana Pendidikan

By

MEGAWATI SUGIONO PUTRI
(34.15.4.130)

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN
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2019

Nomor : Istimewa   Medan, 20 Mei 2019

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Perihal : Skripsi   Bapak Dekan Fakultas Ilmu

        a.n. **Megawati Sugiono Putri**   Tarbiyah dan Keguruan UIN
                                                      Sumatera Utara

                                                      Di _

                                                       Medan

Assalamu'alaikum Wr. Wb.

Dengan Hormat

      Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari:

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      Judul   **: THE EFFECT OF PEER ASSISTED LEARNING STRATEGY ON THE STUDENTS' READING COMPREHENSION AT MTS ISLAMIYAH MEDAN.**

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

Wassalamu'alaikum Wr. Wb.

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ABSTRACT

The Effect of Peer Assisted Learning Strategy on the Students' Reading Comprehension at MTs Islamiyah 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 Islamiyah Medan, Indonesia. Academic year 2018/2019. The population of this research was the first grade which distributed into two classes with total 60 students. Experimental group consisted of 30 students and control group consisted 30 students. The instruments for collecting data in this research was written test in form multiple choice test, consist of 20 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 teacher centered learning strategy. 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_0 was higher than t_t (15.6 > 2.00) at α 0.05, and df 58. It means the hypothesis alternative was accepted.

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This title of this minithesis is "**The Effect of Peer Assisted Learning Strategy on The Students' Reading Comprehension at MTs Islamiyah 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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15. And for readers that still doing research, The researcher just hope you all enjoy this time. You are not late, you are on time. The most important is not about the time, but the knowledge you get from this process. Once again, the researcher hope you all always have the great spirit to do your research and finish it.

Overall, the researcher hopes this thesis 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, 20 May 2019

Megawati Sugiono Putri

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CHAPTER I

INTRODUCTION

A. The Background of Study

One of the language skills that must be learned at any level of education is reading. Reading has a significant place in learning English. Reading is important because it can help the students to gain information such as general knowledge or the subject of school. Reading as one of the basic language skills has an important role in widening knowledge to access information and make meaning.

In the reading skills, the students are expected to be knowledgeable and familiar with the teacher's explantion in the context. It means that the students are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is why the purpose of reading is to get some information from the text.

The goal of reading is comprehension. To comprehend the text, the student must be able to decode or recognize words and access text integration processes to construct meaning and retain the content of the words. It is clear that in a reading process, the students need to comprehend the reading material or text that they read. Thus, in reading process, a comprehension of the content of the reading material or text becomes a crucial thing as well as the final stage that should be gained by the student as the essence of reading activity.

As one of the language skills, reading is taught at school and it is supported by Curriculum 2013 (K13). Curriculum 2013 is a kind of curriculum

concept that focuses on the students during the teaching and learning process. Madrasah Tsanawiyah Islamiyah Medan is one example of the schools which uses Curriculum 2013 as its guidance in teaching and learning process. In Madrasah Tsanawiyah Islamiyah Medan, reading is taught to all grades. According to syllabus at the seventh grade, the students must comprehend the text, especially descriptive text.

Based on the writer's preliminary research at Madrasah Tsanawiyah Islamiyah Medan, the teacher used a modeling technique in teaching reading. In teaching process, the teacher gave a type of text and read that whole text first. Then, the teacher explained the purpose of text. Next, the teacher asked the students to reread the text individually. Finally, at post-activity, the students were asked to answer the questions based on the text given.

Based on the observation, the writer found some of the students still could not answer the questions correctly. The students still got many difficulties in reading activity and their difficulty in comprehending an English text made them slower in doing task given by their teacher. Furthermore, some of the students could not reach the minimum standard of score in doing the reading assessment.

The students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students take too much time in comprehending the text.
2. Some of the students get difficulty to find the meaning of unfamiliar word.

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. Related to the reality that the students reading comprehension is low, the researcher offers one of the strategies which is appropriate in comprehending reading text.

Strategies have an important role in teaching and learning process which is used by the teachers who would like to be successful, especially English teacher. The effective strategy creates a good result in teaching and learning process and absolutely we can attract the students' attention. To improve the students' reading comprehension skill, teacher has to use a startegy to teach reading subject.

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

The researchers at Peabody College of Vanderbilt University developed and validated Peabody PALS for use in reading at the upper elementary grades. They utilized the basic classroom structure of Class Wide Peer Tutoring (CWPT) and expanded it to engage students in strategic reading activities.[1] This theory

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[1] Richard E. Regelski, Jr. (2016). *The Effectiveness Of Peer-Assisted Learning Strategies On Reading Comprehension For Students With Autism Spectrum Disorder.* University of Pittsburgh. P 20

strives for the interdependence of individuals and society and each creates and is created by the interaction of the two. The social nature of learning would be manifested as a collaboration of learners with the teacher providing guidance and not the fountain of all knowledge. The PALS program follows a combined effort for dealing with the individual or group dilemma through peer tutoring, which is in line with curriculum three as explained in the previous paragraph.

Several studies have been conducted to examine the efficacy and effectiveness of the PALS program. Current research supports the benefits of PALS as a supplementary program for reading within the school and studies follow to evidence the research regarding reading achievement in correlation with PALS. By using this strategy, the current research shows the good improvement of students' reading comprehension.

Based on the reason above, researcher considers that peer assisted learning strategy is a good strategy to improve the students reading comprehension. Therefore, the writer is interested in carrying the research entitled : " The effect of Peer Assisted Learning Strategy on the Students' Reading Comprehension at Madrasah Tsanawiyah Islamiyah 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 strategy in teaching reading but the students are still not active in the classroom as expected in the Curriculum 2013.

3. The teacher has used strategy in teaching reading but the students ability in reading comprehension is low.

C. The Limitation of Study

From the identification of the problem, the writer focused the research on any significant effect of using Peer Assisted Learning Strategy on the students' reading comprehension.

D. The Formulation of Study

The research question of study in this research can be stated as follows:

" What is the effect of peer assisted learning strategy on the students' reading comprehension? "

E. The Aim of The Study

Based on the formulation of the study, the aim of this study is:

To investigate the significany effects of peer assisted learning strategy on the students' reading comprehension.

F. The Significance 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 English teachers of Madrasah Tsanawiyah Islamiyah Medan can use the peer assisted learning strategy as one alternative strategy to improve the students' ability at reading comprehension.

b. The students of Madrasah Tsanawiyah Islamiyah Medan, it is excepted to improve their reading comprehension by using peer assisted learning strategy. By using this strategy, the students' can be more active during the learning process.

c. Other researcher, this research finding is the material which can be develoved further and deeper.

d. 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 explain 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:

A.1 Reading

A.1.1 Definition of Reading

According to the National Council of Teachers of English (NCTE) Commission on Reading, reading is a complex, purposeful, social and cognitive process in which readers simultaneously uses their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning.[2]

Reading is very important skill that we have to learn. We can enlarge our knowledge by reading. The readers need to be able to figure out the author's purpose presenting the material, comprehending some valuable information stated in the passage inrelation to comprehending the overall content of reading materials. Reading is about understanding written texts. It is a complex activity that involves both perception and thought.[3]

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[2] Randi Stone. (2009) *Best Practices for Teaching Reading*. California: Corwin Press, p.85

[3] Elizabeth S.Pang, et al.(2003).*Teaching Reading, Switzerland: International Academy of Education*.p.6

The definition of reading above can be concluded that reading is one of skills in English that needed in the process to interpretation of graphic symbols and written symbols. We can give respond about the content of reading materials we has read, we also can get the message from the reading materials.

A.1.2 The Purpose of Reading

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. Grabe and Stoller, states that there are some purpose of reading, they are reading to search for Simple Information and Reading to Skim [4].

a) Reading to search for Simple Information and Reading to Skim

Reading to search for simple information is a common reading ability. It used so often reading tasks that probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim (i.e. sampling segments of the text for a general understanding is a common part of many reading tasks and a useful skill in its own right.

b) Reading to Learn from Texts

Reading to learn in usually carried out at a reading rate somewhat slower than general reading comprehension. In additional, it makes stronger internecine

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[4] William Grabe, and F.L. Stoller, (2002), *Teaching and Researching Reading*, Harlow: Pearson Education Limited, P. 13

demands that general comprehension to connect text information with background knowledge.

c) Reading to Integrate information, Write and Critique Texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restricting of a rhetorical frame to accommodate information from multiple sources.

These skills inevitably require critical evaluation of the information read so that the reader can decide what information to integrate for the readers' goal. In this respect, both reading to write and reading to analyze text may be task variants of reading to integrate information. Both require abilities to compose, select, and analyze information from a text.

d) Reading for General Comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited time constraints.

A.2 Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers intend to have connection to the material that they read. Of course, the process of reading comprehension is also complex and it takes time for a reader to acquire the meaning of a reading material. Snow defined reading comprehension

as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[5]

Moreover, Linda and Carla stated that comprehending involves interpreting and syntetizing ideas in waysthat influence the reader's mind.[6] Reading comprehension can be defined as an active thinking process through which a reader intentionally contructs meaning to form a depper understanding of concepts and information presented in a text.

Reading comprehension is an extraordinary achievement 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.[7] When written messages are successfully understood, reading can be a wonderfully inspiring, enjoyable and transforming experience.

Reading comprehension is defined as the level of understanding of a text. 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.

Al-quran also states the important of reading in some of its verses. One of them is surah Al-'alaq, verse 1-5 :

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[5] Karen Tankersley.(2003) *The Threads of Reading: Strategies for Literacy Development*. Alexandria: Association of Supervision and Curriculum Development,p. 108

[6] Linda J. Dorn and Carla Soffos.(2005).*Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland: Stenhouse Publisher, p. 14

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

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى

عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

Meaning:

"Read in the name of loard who has created (all exist). He has created man from a clot (a piece of thick coagulated blood). Read! and your lord is the most generous. Who has thought (the writing) by pen. He has tought man that which he didn't know"[8]

So, from the verse, we know that human ability can be influenced by reading. In the other words, students do not only read text, but also understand the information from reading text. In reading, students are expected to be knowledgeable information from the text.

According to Martin H manser in oxford learner's pocket dictionary states that comprehension is ability to understand.[9] The students ability to understand is the students power to get score based on the result of the test. Rosulullah said that as follow:

مَنْ سَلَكَ طَرِيْقًا يَلْتَمِسُ فِيْهِ عِلْمًا سَهَّلَ اللهُ بِهِ طَرِيْقًا اِلَى الْجَنَّةِ

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[8]Tim Penerjemah Al-Qur'an Terjemah Indonesia Inggris. (2008). *Al-Qur'an Terjemah Indonesia Inggris*. Solo; Al-Qur'an Qamari. P. 1304.

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

It means :

From Abi Hurairoh RA said: "who did the way in looking for knowledge, Allah will give easier way to the heaven" (HR. Muslim) [10]

Based on description of reading comprehension above, it is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not. Therefore, reading comprehension can be concluded as a complex process in which a reader tries to reconstruct a message encoded by a writer. In other words, it is an interaction between the reader and the writer. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension, Comprehension is influenced by the reader's individual attitudes, interest, expectation, skills and prior knowledge as well.

A.2.1 Reading Comprehension Process

Reading comprehension process there are two fundamental components of reading comprehension process: lower-level processes and higher - level processes.[11]

    a.   Lower-level processes

The most fundamental requirement for fluent reading comprehension is rapid and automatic word recognition or lexical access. In addition to word

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[10]Fuad Baqi,(2004) *Kumpulan hadits ShahihBukhari Muslim*, no. 2682. P.987

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

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.

b. 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 confused with general models of reading, discussed later in the chapter). This discription of two higher-level processes reveals where beckground 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.

A.2.2 Aspect of Reading Comprehension

There are three aspect of the comprehension, they are : comprehension units, processing skill, knowledge base, and strategic knowledge.[12]

a. Comprehension units

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

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[12] Douglas Carrline, (1990*), Direct Instruction Reading Second edition*, London: Merril Publishing company, p. 42

b. Processing skills

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

c. Knowledge Base

The knowledge base consist of several components such as :

(1) acceptable word orderings (syntax),

(2) word meanings (semantics),

(3) factual information,

(4) logic,

(5) framework for incorporating new ecperiences (schema).

d. Strategic Knowledge

Spesifically, after reading text students would ask themselves whether they understand or not what they read. Then, students are 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.

A.2.3 Purpose of Reading Comprehension

Teachers must have to teach students the skills that are 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 accroding to an assigment or test requirements.

A.2.4 Level of Reading Comprehension

Thomas Barrett developed a simple three level taxonomy that is useful in understanding how readers comprehend, they are literal comprehension, inferential comprehension, and critical comprehension. [13]

a. 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.

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[13] Barrett, Thomas Reading Comprehension Definition Research and Consideration, p. 26. ptgmedia.pearsoncmg.com, Accessed on 30 January 2019

b. Inferential Comprehension

Inferential comprehension, refers to information that relies on information that is implied, or not explicitly stated in the text. The piece of information were not explicitly stated in the text; however, the reader could call up his or her background knowledge of the text. These are inferences that most readers can agree on.

c. 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 indisput able, 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.

A.3 Teaching Reading

To get information from text, it's needed an activity called by reading. In general form, reading is an activity to understand what the writer conveys to the reader. H. Dougle stated that in foreign language learning, reading is likewise a skill that teacher simply expect learner to acquire.[14] The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the studentsunderstand the text.

The following principles can guide the design and practice of a reading Programmed. For another list of principles are Meaning-focused Input, Meaning-focused Output, Fluency Development.[15]

   a. Meaning-focused Input

   a) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts,and reading to write.

   b) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at arange of levels, particularly extensive reading of graded readers.

   c) Reading should be used as a way of developing language proficiency.

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[14] H. Dougle Brown. (1994). *Language Assessment: Principle and Classroom Practices.* United States ofAmerica; Longman. Page 185

[15] Nation, I.S.P. (2009). Teaching ESL/ EFL Reading and Writing. New York: Rutledge. [Electronic Book]. p. 6

b. Meaning-focused Output

Reading should be related to other language skills. The course should involve listening speaking and writing activities related to the reading.

c. Fluency Development

a) Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.

b) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture. These are not usually found at school.

c) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

A.3.1 Strategy 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 improve their ability in teaching

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

their students, to make the students more active and easy to understand according to the teacher goals as good teacher. According to Martin H Manse in Oxford learners pocket, strategy is plan intended to achieve a particular purpose.[17]

Strategy to build comprehension are available to increase neural efficiency at each step of the comprehension process. From the quotation above, it can be concluded 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.

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

$$ ٱدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ ۖ وَجَٰدِلْهُم بِٱلَّتِى هِىَ $$

$$ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعْلَمُ بِٱلْمُهْتَدِينَ ﴿١٢٥﴾ $$

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."*[18] (Q.S. An-Nahl: 125).

From the above verse, Allah asked the man to give the lesson by wisdom, wisdom means the may or strategy by right strategy, it can help the teacher to make teaching learning process run well. The teacher has to be patient in

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

[18] www/Alquran/english-Trans

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.3.2 Peer Assisted Learning Strategy (PALS)

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.[19] Methods is an overall plan for the orderly presentation of language material, not part which 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.

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[19] Martin H.Manser, (2008), *Oxford Learners Pocket Dictionary*, New York: Oxford University Press, P. 270

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.

A.3.2.1 The Procedure of PALS

They are three procedures in implementing peer assisted learning strategy. They are: partner reading with story retell, paragraph shrinking, and prediction relay.[20]

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 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

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[20] Deasy Christian, Sera, *Metode Peer Assisted Learning Strategy untuk Meningkatkan Kemampuan Membaca pada Anak*, p. 238, Accessed on 2th Feb 2019, PALS.pdf

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 disagress 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 avtivity 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 some words.

A.4 Descriptive Text

A.4.1 Definition of Descriptive Text

Descriptive text is text about characteristic features of a particular thing. According to Oshima and Hogue, descriptive text appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds.[21] In additon, the reader can imagine the object, place, or person in his or her mind.

The generic structure of a descriptive text are as follows:

(1) identification: an introduction to the subject of the description;

(2) description of features: describe the characteristic features of the subject.

While the language features of a descriptive text are follows:

(1) use of particular nouns;

(2) use of detailed noun groups to provide information about the subject;

(3) use of a variety of types of adjectives;

(4) use of relating verbs to provide information about the subject;

(5) use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings;

(6) use of action verbs to describe the subject's behavior;

(7) use of adverbials to provide more information about this behavior;

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[21] Oshima, A. & Hogue, A. (1997). *Introduction to Academic Writing (2nd Edition)*. New York: Addison Wesley Longman, Inc.

(8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

A.4.2 The Purpose of Descripive Text

Although it can serve a variety of purposes, description is most often expressive, so the purposes of descriptive text are :

a. To describe person, thing or place in specific.

b. To describe a particular person, thing or place.

A.4.3 Type of Descriptive Text

It normally takes on three types, they are:

a) Description of people
b) Description of places
c) Description of things

B. Conceptual Framework

Reading comprehension refers to the understanding of the information presented in written form reading comprehension involves students prior knowledge, experience, and vocabulary. It can really help students easily in getting information from reading text. In reading comprehension, there are three levels of reading comprehension. In order to help the students easy in comprehending 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.

There are many strategy that can used by the teacher in teaching. One of them 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 to = 8,07, where df = n − 2 = 54 − 2 = 52 and the df was refered to the "ttable" with a standard of sicnificance 5% = 2.01. so the value of "ttest" 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. 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 : Peer Assisted Learning Strategy affect on improving the students in reading comprehension.

H_0 : Peer Assisted Learning Strategy doesn't affect on the students reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. The Location of Research

This research was conducted at Madrasah Tsanawiyah Islamiyah Medan 2018/2019 academic year. Based on the observation, the reason to do this research was the students still felt difficult to understand information from reading text even though they had read the text for many time and they did not know how to comprehend a text and they felt bored with what they read.

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 the students' reading comprehension. This study deals with two groups, experimental group was taught by using Peer Assisted Learning Strategy (PALS) and control group by applying Teacher Centered Learning. The research design can be seen as following:

Table 3.1.

Design of research

Group	Pre-test	Treatment	Post-test
Experimental	√	Applying PALS	√
Control	√	Applying Teacher Centered Learning	√

B. Population and Sample

1. Population

According to Bret Hanlon and Bret Larget, population is all the individuals or units of interest.[22] The population of this research is the first year students of Madrasah Tsanawiyah Islamiyah Medan 2018/2019 academic year, consists of two classes. The total number of the students is 60 students. The real of all students of Madrasah Tsanawiyah Islamiyah Medan can be seen as follows:

Table 3.2.

Total Number of Population

No	Class	Male	Female	Total
1	VII_1	14	16	30
2	VII_2	15	20	30

2. Sample

Bret Hanlon and Bret Larget states that sample is a subset of the individuals in a population.[23] The method of choosing a sample is an important factor in determining what use can be made.[24] The researcher chose two classes as sample in this research, they are VII_1 class and VII_2 class. The real sample of this research can be seen in the following table:

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

[23] *Ibid*

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

Table 3.3.

Sample of Research

No	Class	Group	Male	Female	Total
1	VII$_1$	Experimental Group	14	16	30
2	VII$_2$	Control Group	10	20	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 Instrument of Collecting Data

The instrument which is used by the writer to collect the data is multiple choice tests. The test consists of 20 items to measure students reading comprehension. Each item of test consits 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, it is effective for measuring. Second, it 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:

a. Pre-test

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

b. Treatment

After having the pre-test, the experimental group was 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 divided the students into pair consisting of the students who higher performing reader and lowest performing reader based on the pre-test.	2. The students came 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 peeforming 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 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 some words.	5. The students identified what is the first paragraph mainly about and summarize the information.

Teacher Activities	Students Activities
6. The teacher asked the students to make a prediction about what will happen on the text half page.	6. The students made a prediction 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 read the half page and the tutor correct errors.
8. The teacher asked the students to confirm their prediction.	8. The students confirmed their prediction.
9. The teacher asked the students to identify and summarize the main idea of the half page in some words.	9. The students identified and summarize the main idea of the half page.

Table 3.5.

Treatment in the Control Group

Teacher Activities	Students Activities
1. Teacher greet students	1. Students answer the teacher greeting.
2. 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.

c. 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.

E. 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:

$$S = \frac{R}{N} \text{ x } 100$$

Where:

S   =the score

R   =the number of correct answer

N   =the number of questions

F. The validity 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, 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 reabilities

p = right answer

p = 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 interpretes 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

G. Technique of Data Analysis

To 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 is[25]

$$t = \frac{M1 - M2}{\sqrt{\left(\frac{X1 + X2}{N1 + N2 - 2}\right)\left(\frac{N1 + N2}{N1.N2}\right)}}$$

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

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

CHAPTER IV

RESEARCH FINDINGS

A. **Research Findings**

A.1 **The Description of Data**

After doing the research, 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 20 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 teacher centered learning method. The population of this research was the students of MTs Islamiyah Medan. The experimental group was VII_1 consisted of 30 students and the control group was VII_2 Experimental group consisted of 30 students.

A.1.1 **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	Pre-test	Post-test
1	AM	65	75
2	ARS	60	80
3	AAS	60	85
4	AN	65	95
5	ANH	45	75
6	ANA	60	80
7	BP	65	85
8	CAP	65	95
9	CA	55	80
10	DP	70	95
11	DE	40	70
12	FA	55	80
13	GP	65	90
14	HA	55	75
15	KN	40	65
16	KPL	60	85
17	MAK	65	85
18	MIF	70	100
19	MAA	65	90
20	MDA	75	95
21	NA	60	90
22	NAZ	55	75
23	RN	35	70
24	RA	55	75
25	SN	60	95
26	SW	55	80
27	TAS	70	100
28	USP	45	75
29	YAM	65	85
30	IN	55	80
	Total	1755	2505
	Mean	58.5	83.5

Based on the table above, it showed the lowest score of pre test was 35, the highest score of pre test was 75 and the average of pre test was 58.5. On the other hand, the lowest score of post test was 65, the highest score of post test was 100 and the average of post test was 83.5.

From the description above, it can be concluded that the students in the experimental classgot the improvement of using the peer assisted learning strategy In fact, when students were taught reading by using peer assisted learning strategy, they can get some information from what they read. 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.

A.1.2 The Effect On The Students Reading Comprehension By Using Teacher Learning Centered 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	AR	70	70
2	AES	65	70
3	AZ	70	70
4	ARH	55	65
5	AK	65	75
6	ARN	65	70
7	BMH	60	60
8	CR	60	65

No	Initial Name	Pre-test	Post-test
9	DPR	55	50
10	DFW	60	55
11	DPS	55	60
12	DF	50	60
13	FS	55	60
14	FP	65	70
15	GDP	60	60
16	HS	60	65
17	MN	70	75
18	MI	70	75
19	MKW	60	60
20	MA	55	65
21	NZH	60	70
22	NK	45	55
23	RA	60	75
24	RAN	55	60
25	RMF	65	65
26	RAA	65	65
27	SA	60	65
28	SN	65	70
29	SNA	55	55
30	ZFP	55	75
	Total	1810	1955
	Mean	60.3	65.16

Based on the table 4.2. above, it showed the lowest score of pre test was 45, the highest score of pre test was 70 and the average of pre test was 60.3. Furthermore, the lowest score of post test was 50, the highest score of post test was 75, and the average of post test was 65.16.

Based on the result analysis, it can be concluded that using the teacher learning centered didn't make any improvement or effect to the students' reading comprehension. Teaching reading by using 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

B. Data Analysis

The data was taken from a computation result of the test that was analyzed. It's aimed to find 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. 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	75	5625	5250
2	70	4900	80	6400	5600
3	70	4900	85	7225	5950
4	65	4225	95	9025	6175
5	75	5625	75	5625	5625
6	70	4900	80	6400	5600
7	60	3600	85	7225	5100
8	65	4225	95	9025	6175
9	50	2500	80	6400	4000
10	55	3025	95	9025	5225
11	60	3600	70	4900	4200

12	60	3600	80	6400	4800
13	60	3600	90	8100	5400
14	70	4900	75	5625	5250
15	60	3600	65	4225	3900
16	65	4225	85	7225	5525
17	75	5625	85	7225	6375
18	75	5625	100	10000	7500
19	60	3600	90	8100	5400
20	65	4225	95	9025	6175
21	70	4900	90	8100	6300
22	55	3025	75	5625	4125
23	75	5625	70	4900	5250
24	60	3600	75	5625	4500
25	65	4225	95	9025	6175
26	65	4225	80	6400	5200
27	65	4225	100	10000	6500
28	70	4900	75	5625	5250
29	55	3025	85	7225	4675
30	75	5625	80	6400	6000
	X=1955	X^2=128775	Y=2505	Y^2= 211725	XY=163200

Based on the table, it can be seen that :

$\sum X$ = 1955 $\qquad$ $\sum Y$ = 2505

$\sum X^2$ = 128775 $\qquad$ $\sum Y^2$ = 211725

$\sum XY$ = 163200

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

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

$$r_{xy} = \frac{(60)(163200) - (1955)(2505)}{\sqrt{\{60x128775 - (1955)^2\}\{60x211725 - (2505)^2\}}}$$

$$r_{xy} = \frac{9792000 - 4897275}{\sqrt{\{7726500 - 3822025\}\{12703500 - 6275025\}}}$$

$$r_{xy} = \frac{4894725}{\sqrt{(3904475)(6428475)}}$$

$$r_{xy} = \frac{4894725}{\sqrt{25099819925625}}$$

$$r_{xy} = \frac{4894725}{500997204839}$$

$$r_{xy} = 0.97$$

The calculation shows that the coefficient of validity of the Objective Test was . It means that the validity of the test is , as following :

0.800-1.000   : very high

0.600-0.800   : high

0.400-0.600   : significant

0.200-0.400   : low

0.00-0.200   : very low

2. **Data analysis by using t-test formula**

Table 4.4.

Calculation of t-test (Experimental Group)

No	Initial Name	Pre-test	Post-test	Deviation X_1	Squared Deviation $(X_1)^2$
1	AM	65	75	10	100
2	ARS	60	80	20	400
3	AAS	60	85	25	625
4	AN	65	95	30	900
5	ANH	45	75	30	900
6	ANA	60	80	20	400
7	BP	65	85	20	400
8	CAP	65	95	30	900
9	CA	55	80	25	625
10	DP	70	95	25	625
11	DE	40	70	30	900
12	FA	55	80	25	625

13	GP	65	90	25	625
14	HA	55	75	20	400
15	KN	40	65	25	625
16	KPL	60	85	25	625
17	MAK	65	85	20	400
18	MIF	70	100	30	900
19	MAA	65	90	25	625
20	MDA	75	95	20	400
21	NA	60	90	30	900
22	NAZ	55	75	20	400
23	RN	35	70	35	1225
24	RA	55	75	20	400
25	SN	60	95	35	1225
26	SW	55	80	25	625
27	TAS	70	100	30	900
28	USP	45	75	30	900
29	YAM	65	85	20	400
30	IN	55	80	25	625
	Total	1755	2505	750	19600
	Mean	58.5	83.5	25	653.33

$$M_1 = \frac{\Sigma X1}{N} = \frac{750}{30} = 25$$

$$X_1 = \Sigma X1 - (\frac{\Sigma X1}{N})^2$$

$$X_1 = 19600 - (\frac{750}{N})^2$$

$$X_1 = 19600 - \frac{562500}{30}$$

$$X_1 = 19600 - 18750$$

$$X_1 = 850$$

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	AR	70	70	0	0
2	AES	65	70	5	25
3	AZ	70	70	0	0
4	ARH	55	65	10	100
5	AK	65	75	10	100
6	ARN	65	70	5	25
7	BMH	60	60	0	0
8	CR	60	65	5	25
9	DPR	55	50	5	25
10	DFW	60	55	5	25
11	DPS	55	60	5	25
12	DF	50	60	10	100
13	FS	55	60	5	25
14	FP	65	70	5	25
15	GDP	60	60	0	0
16	HS	60	65	5	25
17	MN	70	75	5	25
18	MI	70	75	5	25
19	MKW	60	60	0	0
20	MA	55	65	10	100
21	NZH	60	70	10	100
22	NK	45	55	10	100
23	RA	60	75	15	225
24	RAN	55	60	5	25
25	RMF	65	65	0	0
26	RAA	65	65	0	0
27	SA	60	65	5	25
28	SN	65	70	5	25
29	SNA	55	55	0	0
30	ZFP	55	75	20	400
	Total	1810	1955	165	1575
	Mean	60.3	65.16	5.5	52.5

$$M_2 = \frac{\Sigma X2}{N} = \frac{165}{30} = 5.5$$

$$X_2 = \Sigma X_2 - (\frac{\Sigma X2}{N})^2$$

$$X_2 = 1575 - (\frac{165}{N})^2$$

$$X_2 = 1575 - \frac{27225}{30}$$

$$X_2 = 1575 - 907.5 = 667.5$$

From the data above, it is obtained that:

$M_1 = 25$ $X_1 = 850$ $N_1 = 30$

$M_2 = 5.5$ $X_2 = 667.5$ $N_2 = 30$

Therefore, the calculation of t-observed is:

$$t = \frac{M1 - M2}{\sqrt{(\frac{X1 + X2}{N1 + N2 - 2})(\frac{N1 + N2}{N1.N2})}}$$

$$t = \frac{25 - 5.5}{\sqrt{(\frac{850 + 667.5}{30 + 30 - 2})(\frac{30 + 30}{30.30})}}$$

$$t = \frac{19.5}{\sqrt{(\frac{1517.5}{58})(\frac{60}{900})}}$$

$$t = \frac{19.5}{\sqrt{(\frac{1517.5}{58})(\frac{60}{900})}}$$

$$t = \frac{19.5}{\sqrt{(26.16)(0.06)}}$$

$$t = \frac{19.5}{\sqrt{1.569}} = \frac{19.5}{1.25} = 15.6$$

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 ($15.6 > 2.00$, $p = 0.05$). This means that the alternative Hypothesis (Ha) is accepted.

C. Testing Hypothesis

The basic of testing hypothesis in this research were :

If t-observed > t-table, the hypothesis will be accepted.

If t-observed < t-table, the hypothesis will be rejected.

From the calculation above, it is found that t(observed) is higher that t(table) or can be seen as follows:

$T_{obs} > t_{table}$ ($p = 0.05$; df = 58)

$15.6 > 2.00$ ($p = 0.05$; df = 58)

Thus, the alternative hypothesis (Ha) is accepted at the level of the significance 0.05 for two tailed test and the degree of freedom (df) 58, (Obtained from, N1 + N2 -2 = 30 + 30 - 2 = 58). It means that "peer assisted learning strategy significantly affect on improving 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 reading. 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.

The peer assisted learning strategy significantly affects on improving the students' reading comprehension, because t-observed was (15.6) is higher than the t-table df (58) at the level of (0.05) was (2.00). It shows that t-observed> t-table (15.6 > 2.00). This findings show that hypothesis of the study is true. Therefore, it can be concluded that the application of peer assisted learning strategy significantly affect on improving the reading comprehension.

E. Limitation of Research

The researcher realizes that this research is not faultless. There were constraint and obstacles faced during the research process. Some limitations of this research are:

1. Relative short time of researching makes this research could not be done maximally.

2. The implementation of the research process was less perfect.

Considering all those limitations, there is a need to do more research about The effect of Peer Assisted Learning Strategy on The Students' Reading Comprehension. So that, the more optimal result will be gained.

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 Seventh grade MTs Islamiyah Medan affect on improving the students reading comprehension. It is supported by the data analysis which the t-observed 15.6 is higher than t-table 2.00 at the significant level of 0.05. It means that H_0 is rejected and Ha 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 suggestion as following:

1. 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 in reading the text. So it can help the students to understand the story easily.

2. The students of Madrasah Tsanawiyah Islamiyah Medan are suggested to read as much as they can for improving their reading comprehension ability by using peer assisted learning strategy because it is affectively can increase the students' achievement in reading text.

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www/Alquran/english-Trans

LESSON PLAN (Experimental Group)

School Name   : Mts Islamiyah Medan

Subject   : English Language

Class/Semester : VII/ II

Main Material   : Descriptive text

Time Duration   : 4 x 40 minutes

A. Core Competence

1. Appreciate and live the religious teachings that he embraces.
2. Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Try, process, and perform in concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies and Indicators of Competency Achievement

1.1 Thankful for the opportunity to learn English as the medium of introduction of international communication embodied in the spirit of learning.
2.1 Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
2.3 Demonstrate responsibility, caring, cooperative, and peace loving behavior, in carrying out functional communication.
3.1 Understand the social function, text structure, and linguistic elements of simple descriptive text.
3.2 Identify the main ideas and supporting details of the text.
3.3 Answer the question based o the text.

C. Learning Objectives
The purpose of learning at this meeting, namely:

1. Demonstrate responsibility, caring, cooperation, and peace loving behavior, in carrying out functional communication.
2. Students are expected in identifying the main ideas and supporting details of the text
3. Students are expected in answer the question based o the text.

Educational Strengthening the Expected Character: Good social creature, help, discipline and honest.

D. Learning Material

Reading Comprehension of Descriptive text

E. Learning Method

Peer Assisted learning strategy (PALS)

F. Media / tools

Media / tools: handout

G. Learning Resources

Learning Resources:

Examples of descriptive text from National Examination of English Subject at 2015

H. Learning Steps

a. Opening Activity (Introduction)

- Master greeting;
- Teacher checks student attendance
- Teachers prepare students psychologically and physically to follow the learning process;
- Teachers are motivated to study students in a contextual manner according to the benefits and application of teaching materials in everyday life, by providing examples and comparisons of local, national and international.
- Teacher proposes a link between prior knowledge and the material to be studied.
- Teachers explain the purpose of learning or basic competencies to be achieved.

- Teachers deliver material coverage and activity description according to syllabus.
- The opening ceremony is conducted orally, integrating listening and speaking activities, to allow the learner to orally interact with the teacher as a model and guide. The goal is that learners understand the background and purpose of mastering the ability to self-identify in English.

b. Main activity

Observe and asks	- The teacher divides the students into pair consisting of the students who higher performing reader and lowest performing reader based on the pre-test.
	- The teacher asks the students with lower performing read the first paragraph while the higher performing as a tutor and they switch the roles.
	- 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 mainly about and summarize the information into some words.
	- 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.
Collecting information	- The teacher asks the students to confirm their prediction.

c. Closing Activity

- The teacher asks the students to identify and summarize the main idea
- of the half page in some words.
- Teachers provide feedback on learning processes and outcomes.
- Teachers plan next learning activities and assign tasks regarding the material to be learned to read the procedure text from various sources.

I. Assessment

a. Knowledge Assessment

Instrument : Test

Form : Multiple Choices

The Shard

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shart is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

1. What is the text about?
A. The architect Renzo Piano
B. The Shard glass panels
C. The Shard, building in London
D. The tallest building in London

2. In Europe, the Shard gains popularity on its ...
A. Location
B. Function
C. Height
D. Age

3. What probably makes people interested to stay in the Shard?
A. It has multiple uses
B. It is the tallest building in UK
C. It was built by famous architect
D. It is located in the heart of London

4. "..., making it Western European's tallest building."
What does the underlined word refer to?
A. The Shard
B. The glass
C. London
D. Skyscraper

They Key Answer

1. **D**
2. **C**
3. **D**
4. **A**

b. Assessment

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

Note :
S = the score
R = the number of correct answer
N = the number of test items.

Medan, 15 April 2019

Known by,
Researcher   `   **English Teacher**

Megawati Sugiono Putri   **Abdan Ebin Purba, S.Pd**

Headmaster

Rustam, S.Pd.I

LESSON PLAN (Control Group)

School Name   : Mts Islamiyah Medan

Subject   : English Language

Class/Semester : VII/ II

Main Material   : Descriptive text

Time Duration   : 2 x 40 minutes

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3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Try, process, and perform in concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

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2.3 Demonstrate responsibility, caring, cooperative, and peace loving behavior, in carrying out functional communication.
3.1 Understand the social function, text structure, and linguistic elements of simple descriptive text.
3.2 Identify the main ideas and supporting details of the text.
3.3 Answer the question based o the text.

C. Learning Objectives
    The purpose of learning at this meeting, namely:
    4. Demonstrate responsibility, caring, cooperation, and peace loving behavior, in carrying out functional communication.

5. Students are expected in identifying the main ideas and supporting details of the text

6. Students are expected in answer the question based o the text.

Educational Strengthening the Expected Character: Good social creature, help, discipline and honest.

D. Learning Material

Reading Comprehension of Descriptive text

E. Learning Method

Peer Assisted learning strategy (PALS)

F. Media / tools

Media / tools: handout

G. Learning Resources

Learning Resources:

Examples of descriptive text from National Examination of English Subject at 2015

H. Learning Steps

a. Opening Activity (Introduction)

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- Teacher checks student attendance
- Teachers prepare students psychologically and physically to follow the learning process;
- Teachers are motivated to study students in a contextual manner according to the benefits and application of teaching materials in everyday life, by providing examples and comparisons of local, national and international.
- Teacher proposes a link between prior knowledge and the material to be studied.
- Teachers explain the purpose of learning or basic competencies to be achieved.
- Teachers deliver material coverage and activity description according to syllabus.

- The opening ceremony is conducted orally, integrating listening and speaking activities, to allow the learner to orally interact with the teacher as a model and guide. The goal is that learners understand the background and purpose of mastering the ability to self-identify in English.

b. Main activity

Observe and asks	- Teacher asks a reading text for the students, explain the genre of the text and ask them to read the text - Teacher asks the students to find out the difficult words in the reading text and look for the meaning in the dictionary.
Collecting information	- Teacher asks the students to rewrite the text by their own words and ask some students to share their text to the class.

c. Closing Activity

– The teacher asks the students to identify and summarize the main idea of the half page in some words.
– Teachers provide feedback on learning processes and outcomes.
– Teachers plan next learning activities and assign tasks regarding the material to be learned to read the procedure text from various sources.

I. Assessment

a. Knowledge Assessment

Instrument : Test

Form : Multiple Choices

The Shard

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

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The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

1. What is the text about?
A. The architect Renzo Piano
B. The Shard glass panels
C. The Shard, building in London
D. The tallest building in London

2. In Europe, the Shard gains popularity on its ...
A. Location
B. Function
C. Height
D. Age

3. What probably makes people interested to stay in the Shard?
A. It has multiple uses
B. It is the tallest building in UK
C. It was built by famous architect
D. It is located in the heart of London

4. "..., making it Western European's tallest building."
What does the underlined word refer to?
A. The Shard
B. The glass
C. London
D. Skyscraper

They Key Answer

1. **D**
2. **C**
3. **D**
4. **A**

b. Assessment

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

Note :
S = the score
R = the number of correct answer
N = the number of test items.

Medan,   15 April   2019

Known by,
Researcher   `   **English Teacher**

Megawati Sugiono Putri   **Abdan Ebin Purba, S.Pd**

Headmaster

Rustam, S.Pd.I

APPENDIX C

PETER

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. "Peter is interested in sports very much, and at school he plays football and tennis."

The underlined phrase can be replaced by ….

A. Dislike sport
B. Really likes sport
C. Hates sport very much
D. Finds sport not really entertaining

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

The underlined word refers to ….

A. Peter
B. The writer
C. The writer's brother
D. the writer's family

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

The underlined phrase means …

A. He does anything he wants.
B. He always asks.
C. He is lazy.
D. He is diligent.

4. What is the text mostly about?

A. Peter
B. Peter's hobby
C. Peter's family
D. peters' elder brother

5. From the text, we may conclude that….

A. Many people do not like Peter.
B. People is older that the writer.
C. Peter is a welcoming person.
D. Peter is not diligent at all.

6. It is implied in the passage that ….

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

7. According to the passage, we know that Peter is ….

A. The writer's youngest brother
B. The writer's elder brother
C. A naughty boy
D. A friendly boy

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

A. He has long and straight hair.
B. He has bright eyes.
C. He is interested in sports.
D. He plays football and tennis.

9. The writer is … years old.

A. Fourteen
B. Sixteen
C. Eighteen
D. Nineteen

10. How old is Peter? He is … years old.

A. Four
B. Fourteen
C. Forty
D. Ten

The following text is for question 11 to 14.

The Shard

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shart is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

11. What is the text about?
A. The architect Renzo Piano
B. The Shard glass panels
C. The Shard, building in London
D. The tallest building in London

12. In Europe, the Shard gains popularity on its ...
A. Location
B. Function
C. Height
D. Age

13. What probably makes people interested to stay in the Shard?
A. It has multiple uses
B. It is the tallest building in UK
C. It was built by famous architect
D. It is located in the heart of London

14. "..., making it Western European's tallest building."
What does the underlined word refer to?
A. The Shard
B. The glass
C. London
D. Skyscraper

The following text is for questions 15 to 18

Mr Tucker

Mr. Tucker is my math teacher at school. He teaches us at class IX. He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students came late at class. He will be very angry. Besides that he doesn't like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation.

Besides that Mr. Tucker always does the same things everyday. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

15. What is the writer's purpose to write the text?
A. To show his dislike of his teacher.
B. To get attention of his teacher.
C. To make the readers know the character of his teacher.
D. To make the readers impressed by his teacher.

16. The writer describes Mr. Tucker as a ...
A. Serious man
B. Humorous man
C. Easy going man
D. Friendly than

17. The writer can tell Mr. Tucker habit precisely because ...
A. He always come to school early
B. He admires Mr. Tucker character
C. He sees Mr. Tucker does the same thing everyday
D. He pays attention to Mr. Tucker's explanation

18. "I was really amazed by his habit."
The underlined word is closest in meaning to ...
A. Scared
B. Surprised
C. Ashamed
D. Nervous

The following text is for questions number 19 and 20.

I live in a small village called Dempet in Demak, Central Java. It is a nice and quiet place. My house is near a bridge which goes to a market. Behind my house is a big river. The street in front of my house is about ten meters wide.

People in my village are mostly farmers. They grow paddy, watermelons, and cucumbers. Some people earn their living by raising cattle, such as goats, sheep, and cows. Some others are traders. They sell crops and other stuff at the market.

Early in the morning, the street in front of my house is always crowded by people going to the market. The goods are carried by horse carts and bicycles.

19. What do the people in the writer's village mostly do for a living? By being a …
(A) Farmer.
(B) Seller.
(C) Shepherd.
(D) Trader.

20. How do the villagers earn their living? They are …
(A) growing flowers.
(B) raising chicken.
(C) selling paddy.
(D) driving horse carts.

APPENDIX D

THEY KEY ANSWER OF THE READING TEST

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

APPENDIX F : DOCUMENTATION

1.The Researcher distributed the reading comprehension test

2. The Experimental class is doing the test

3. While students of control class did the test

4. The researcher explained the lesson

(70)

Pretest

PETER

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. "Peter is interested in sports very much, and at school he plays football and tennis."

The underlined phrase can be replaced by ….

A. Dislike sport
B. Really likes sport
C. Hates sport very much
D. Finds sport not really entertaining

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

The underlined word refers to ….

A. Peter
B. The writer
C. The writer's brother
D. the writer's family

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

The underlined phrase means …

A. He does anything he wants.
B. He always asks.
C. He is lazy.
D. He is diligent.

5. One of the result of pretest of Experimental class

100

Post test

Name : M. LLHAM
Class : √II I
Date : 20-04-2as

PETER

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. "Peter is interested in sports very much, and at school he plays football and tennis."

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

The underlined word refers to ....

A. Peter
B. The writer
C. The writer's brother
D. the writer's family

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

The underlined phrase means ...

A. He does anything he wants.
B. He always asks.
C. He is lazy.
D. He is diligent.

6. One of the result of post test experimental class

PETER

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A. Peter
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C. The writer's brother
D. the writer's family

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

The underlined phrase means ...

A. He does anything he wants.
B. He always asks.
C. He is lazy.
D. He is diligent.

7. One of the result of pretest control class

70

Peter

Name : Nayla Zahra
Class : VII
Date : 20-4-2019

PETER

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. "**Peter is interested in sports very much**, and at school he plays football and tennis."

The underlined phrase can be replaced by ….

A. Dislike sport
B. Really likes sport
C. Hates sport very much
D. Finds sport not really entertaining

2. "He is fourteen years old . . . <u>Than me</u>."

The underlined word refers to ….

A. Peter
B. The writer
C. The writer's brother
D. the writer's family

3. "But he <u>usually does what he is asked to do</u>."

The underlined phrase means …

A. He does anything he wants.
B. He always asks.
C. He is lazy.
D. He is diligent.

8. One of the result of post test control class

KEGIATAN BELAJAR MENGAJAR (KBM) / DAFTAR HADIR SISWA
MADRASAH TSANAWIYAH ISLAMIYAH TAHUN PELAJARAN 2018/2019
YAYASAN MADRASAH ISLAMIYAH MEDAN

KELAS : VII 1 SEMESTER GENAP
HARI/TANGGAL : SENIN/ 15 - 04 - 2019

Nomor			Nama Siswa	Jam Ke				Materi Yang Dibahas
Urt	NIM	NISN		1 & 2	3 & 4	5 & 6	7 & 8	
1			Adittya Maulana	✓	✓			
2			Alya Rezi Safira	✓	✓			JAM 1 & 2
3			Anas Akbar Syahputra	✓	✓			B. Indonesi
4			Annisa Nursyahfirda	a	a			
5			Atikah Nabilah	✓	✓			
6			Amanda Navila	✓	✓			
7			Bagus Pratama	✓	✓			
8			Chasya Amanda Putri	✓	✓			
9			Chesya Audia	✓	✓			
10			Dewi Prastika	S	S			JAM 3 & 4
11			Dimas Elo	✓	✓			B. INGGRIS
12			Fahmi Alwi	✓	✓			
13			Guslitio Prayoga	✓	✓			
14			Hairil Afandi	a	a			
15			Khairani Nur Syafira	✓	✓			
16			Khairul Pahmi Lubis	✓	✓			JAM 5 & 6
17			M. Adhlin Khairullah	✓	✓			
18			Mhd Al - Ilma Ahlana	✓	✓			
19			Mhd. Ilham Fachrisal Lubis	✓	✓			
20			Muhammad Dahril Azmi	✓	✓			
21			Nabila	✓	✓			
22			Nadien Az-zuhra	✓	✓			
23			Rahma Nayla	✓	✓			
24			Rifqy Agustiar	a	a			JAM 7 & 8
25			Sandi Pratama					
26			Silfiana Nuraini	✓	✓			
27			Silvi Wardani	a	a			
28			Taufik Azhari Siregar	✓	✓			
29			Ummi Sahfitri Putri	✓	✓			
30			Yulaiya As-Shifa Matondang	a	a			
			FARAF GURU YANG MASUK SESUAI KODENYA					
31			IFFAH NAISYARAH	✓	✓			

9. The attendence list of experimental class

KEGIATAN BELAJAR MENGAJAR (KBM) / DAFTAR HADIR SISWA
MADRASAH TSANAWIYAH ISLAMIYAH TAHUN PELAJARAN 2018/2019
YAYASAN MADRASAH ISLAMIYAH MEDAN

KELAS : VII 2 SEMESTER GENAP
HARI/TANGGAL : RABU/

Nomor			Nama Siswa	Jam Ke				Materi Yang Dibahas
Urt	NIM	NISN		1 & 2	3 & 4	5 & 6	7 & 8	
1			Abi Ramadan					JAM 1 & 2
2			Aditya Eko Syahputra					
3			Alya Zafira					
4			Andika Rahmansyah					
5			Anni Kholilah					
6			AHMAD Rasyid NST					
7			Braja Mifta Hadinata					
8			Cahya Ramadani					
9			Daffa Pratama Ramadhan					JAM 3 & 4
10			Dendi Funi Wibowo					
11			Diah Puspita Sari					
12			Dian Fariha					
13			Fikri Subardan					
14			Firzy Pratama					
15			Gilang Dwi Putra					
16			Hafiz Syahputra					JAM 5 & 6
17			M Zaki Nst					
18			M Iqbal					
19			Maulana Khaffi Wijaya Panjaitan					
20			Melisa Afriyanti					
21			Nayla Zahra Harahap					
22			Nazwa Kanahaya Syahputri Purba					
23			Radit Ariansyah					
24			Rajwa Aqilah Nasution					JAM 7 & 8
25			Reza Maulana Fadillah					
26			Riskal Agna					
27			Sarsalbila					
28			Sovita Nazwa					
29			Suhaila Najwa					
30			Ziqri Fitra Pranata Saragih					

10. Attendence list of conrol class