

**IMPROVING STUDENTS' ENGLISH READING SKILLS BY USING
PEER ASSISTED LEARNING STRATEGIES OF GRADE VII STUDENTS
OF SMP 1 JOGONALAN KLATEN IN THE ACADEMIC
YEAR OF 2013/2014**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



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NIM 08202241054

**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

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2015

APPROVAL

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This thesis, entitled *Improving Students' English Reading Skills by Using Peer Assisted Learning Strategies of Grade Vii Students of SMP 1 Jogonalan Klaten in the Academic Year of 2013/2014*, has been approved by the consultants to be examined.



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MOTTOS

God has no religion.

Mohandas Karamchand Gandhi (Mahatma Gandhi)

Gusti mboten nate sare. Gusti nuntun lampah kula.

Javanese Proverb

So many questions. Never mind. Answer soon. Nothing is insoluble. Nothing is hopeless. Not while there's life.

Walter Joseph Kovacs (Rorschach)

To see the world, things dangerous to come to, to see behind walls, draw closer to find each other and to feel.

That is the purpose of life.

The Secret of Walter Mitty

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

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SKILLS BY USING PEER ASSISTED LEARNING
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1 JOGONALAN KLATEN IN THE ACADEMIC
YEAR OF 2013/2014**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 15 Juni 2015

Penulis,



Pangestu Adi Wiyasa

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Finally, I expect that my thesis can contribute to the advancement of the English teaching and learning process at school. However, I realize that this thesis writing is far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, June 15, 2015



Pangestu Adi Wiyasa

DEDICATIONS

I DEDICATE THIS THESIS TO:

Myself, for always giving my best to fight against my ego.

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KLATEN IN THE ACADEMIC YEAR OF 2013/2014**

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ABSTRACT

The objective of this research is to improve students' reading skill of grade VII in SMPN 1 Jogonalan through PALS (Peer Assisted Learning Strategies) in the academic year of 2013/2014.

This study was classroom action research. The subject was the students of VII-C class. The English teacher, the researcher, and the students of VII-C class were the team members of the research. The data were obtained through observations, interviews with the students and the collaborators, and the test. The qualitative data were in the forms of field notes and interview transcripts. To support the qualitative data, quantitative data were obtained from the pre-test and the post-test scores. The actions implemented in this research were applying PALS in reading activity to improve students' reading skill. There were some stages in applying PALS, they are; tutor and tutee role-play, retelling, paragraph shrinking, and prediction relay. The texts used in the teaching and learning process of reading were about descriptive texts. The research was conducted in two cycles. Every cycle consisted of some steps, they are, planning, acting and observing, and reflection.

The result shows that the implementation of the PALS in this study was successful to improve the students' reading skill. The indicators of the success of the implementation were that: 1) by answering questions given correctly, the students showed good comprehension about the text of the given topic, 2) by conducting every stage enthusiastically, the students showed good motivation in reading activity, 3) the students were able to practice reading through various given topics. By looking at the scores, it was found that the students' reading skill improved significantly. There was a significant improvement, from the mean of the pre-test (64) to that of the post-test (75).

CHAPTER I

INTRODUCTION

A. Background of the Problem

In many aspects of life, students need to have a reading skill. They may have many purposes of reading. First, students need to read for academic purposes. Since there are many books written in English, it is important for them to have a good reading competence. Moreover, reading skill is required when they take an examination. Most of the questions are in the written form so students should be able to read comprehensively.

Second, students also need a reading skill in daily life because there are so many products available such as foodstuff (e.g. snacks, noodles, etc); cosmetics (e.g. powder, lipstick, perfume, etc); medicine and many others, the instruction or the explanation of which is written in English. Moreover, students are also supposed to be able to read many signs, including traffic signs, the signs in the public places, and so on.

Third, students need to read English mass media, such as magazines, newspapers, tabloids, etc to gain more information and get the latest news in the world. It will broaden their horizons. Students can also improve their reading skills through reading novels, short stories, dramas, and so on, to get an enjoyment or pleasure.

Reading is very important to the students in schools, from elementary schools to senior high schools and vocational high schools. As it is stated in

Permendiknas no.23 Tahun 2006, the aim of reading in the curriculum is to make students able to comprehend the meaning of written language, both interpersonal and transactional. Students are directed to understand many kinds of texts such as recount, descriptive, and narrative. They are also expected to gain knowledge and information from the texts. In fact, research on reading comprehension in Indonesia has revealed that students' comprehension in reading is low. The teacher only taught the students to read the passages, finding the meaning of difficult words and answering exercises in teaching-learning process.

The fact implies that one of the requirements to reach success in comprehending reading text and teaching reading is the strategy of the teaching of reading. In relation to this, the writer is interested in conducting an activity which is focused on improving the ability to comprehend reading texts. The researcher found the problem in the seventh grade students of SMP Negeri 1 Jogonalan, Klaten. Thus, in this study the researcher aims at improving the English teaching and learning process by using the action research, particularly the actions in improving the learning of reading comprehension at the seventh grade of SMP Negeri 1 Jogonalan, Klaten.

To improve the students' ability, the teacher should use appropriate technique. The technique should be interesting to attract students' attention. One of the methods is Peer Assessment Learning Strategies (PALS) techniques. It is seen as an active learning process, because this technique will allow the students to become more active participants. PALS technique is

believed as being able to give chances for students to be involved in discussion, to have courage and critical thinking and to make them willing to take responsibility of his/her own learning.

B. Identification of the Problem

Students always have some factors that affect their comprehension skills in reading some text. Those factors may come from the students, the teacher, the material, and the technique used by the teacher. The researcher can identify the problems of teaching through observations and interviews.

The first problem was concerned with the students. Based on the observation, most students lacked motivation. It can be seen since they are passively involved in the classroom reading activities. When the teacher gave them explanation, most of them did not pay attention towards the explanation, moreover if the teacher explained the material in English. It shows that the students' mastery of vocabulary was low. It made them get difficulty in interpreting the meaning of difficult words stated in texts. They were also not able to find the main idea and the detail information.

The second problem was related to the teacher. A teacher is one of the important elements in conducting the teaching and learning process. The researcher found that the teacher was not quite aware of students' need in reading. Based on the observation held by the researcher, the teacher just gave the material with a bit explanation then asked students to answer the questions without giving guidance to comprehend the text. The researcher also found that

the teacher had difficulties in handling “noisy” students during lesson and did not put much effort to try to build interaction with the students. It made the students feel bored and did not enjoy the English lesson.

The third problem was concerned with the materials. The materials were only taken from LKS and student book, which were less interesting activities and texts. That LKS and student book are rarely supported by latest texts. Thus, the students felt the activities were not fun.

The fourth problem was concerned with the teaching methods and techniques. Based on the observation, teaching reading skills for students was held traditionally. The students felt boring in their reading class since their English teacher did not provide fun and different activity in teaching reading. The teaching reading process only involves the tasks in LKS and student book, reading the text then answering the questions. The teacher also dominated the whole session and did not give the students chance to share their ideas.

In relation to the above explanation, it is obvious that many students have problems in reading comprehension. Many solutions have been offered by the educators to overcome the problems. The solutions include techniques and strategies, which are intended to improve the students’ reading. The educators try to use some strategies that help the students read the text in an efficient and effective way in order to comprehend the text.

C. Limitation of the Problem

In reference to the background of the study and identification of the problem, the researcher and the teacher focus on the technique that is Peer Assisted Learning Strategies (PALS). The reason for the limitation is that the technique can be a crucial case in students' reading comprehension. Furthermore, PALS strategy is seen as a suitable technique to improve students' reading comprehension. It also has not ever been used by the teachers of SMP N 1 Jogonalan as a technique in teaching reading. In light of this view, the researcher conducted a research study to fulfill his curiosity by focusing it on improving students' reading comprehension by using PALS in SMP N 1 Jogonalan.

D. Formulation of the Problem

Based on what the writer has discussed in the background of the problems, identification of the problems, and the limitation of the problems, the problem in this research can be formulated as follows:

How is Peer Assisted Learning Strategies (PALS) used to improve the students' reading comprehension of grade 7C in SMP N 1 Jogonalan?

E. Objective of the Research

With the formulation of the problem above, the objective of the study is to describe how Peer Assisted Learning Strategies (PALS) can improve students' reading comprehension of grade 7C in SMP N 1 Jogonalan.

F. Significance of the Study

1. Theoretical Significance of the Research

The findings of the research will enrich the study in Foreign Language Learning (FLL) and become a reference for the next relevant type of research.

2. Practical Significance of the Research

a. For Teachers

This research can be used as a means to improve the students' reading skill in English teaching-learning process. Teachers will be more aware in creating suitable techniques for improving students' reading comprehension. Besides that, teachers will get easier to motivate students to read English texts since the teacher always monitor the students to complete their reading. Teacher can control their reading comprehension improvement continuously.

b. For Grade VII Students of SMP N 1 Jogonalan

This research will facilitate students for a better knowledge about reading. By using peer-assisted learning strategies, students can be more enthusiastic and interested in learning English reading skills.

c. For English Departments/Schools

This study is expected to be a reference for the readers who want to improve their comprehension skills.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

In the previous chapter, it is mentioned that the aim of this study is to improve students' reading comprehension through *Peer Assisted Learning Strategies (PALS)*. Therefore, in this chapter the researcher describes some related theories on reading comprehension and *PALS* that will support this study.

In this sub-chapter, there are some relevant theories that are presented. Those are divided into eleven parts. They are definition of reading comprehension, components of reading comprehension, the process of reading comprehension, strategies in reading comprehension, teaching reading comprehension, principles in teaching reading comprehension, teaching reading in Junior High School, problems of teaching reading comprehension, assessing reading comprehension, component in the teaching and learning of reading, and *PALS* technique. The discussion of each part is presented below.

1. Definition of Reading Comprehension

Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William; 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they

have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

Grabe (2009: 15) states that,

“Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.”

It means that reading needs deliberate efforts to have effective comprehension in finding out the details of information that the readers pursue. Here, reading is a process that always has a purpose, so it is important for the readers to be aware of what they should do. As it is mentioned above by Grabe, there are some strategies to read texts. They are anticipating text information, selecting key information, organizing and mentally summarizing information, monitoring comprehension, repairing comprehension breakdowns, and matching comprehension output.

Comprehension can be defined as the process of constructing meaning from a connected text involving the word knowledge (Pang, Muaka, Bernhardt, and Kamil, 2003: 14). By having such skill, the readers combine their background

knowledge with the additional information from a text, draw the meaning of words, and connect it to construct meaning.

Snow (2002: 11) defines reading comprehension as the process of extracting and constructing meaning involving the written language. In line with Snow, Johnson (2008: 110) states reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading comprehension.

Hence, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have. In addition, this reading comprehension existence has a very important role in the process of reading. It can show whether or not they monitor comprehension through the reading process.

2. Components of Reading Comprehension

As an active process, reading has some components to be implemented. Reading comprehension is the activity in which there must be more than one component in it. There are three components of reading comprehension (Snow, 2002: 11) as follows:

a. The Reader

The readers are the first component in reading comprehension. In relation to this study, the readers are the students involved in reading. The students need to have abilities and cognitive knowledge of language as a basis in reading texts. The

cognitive knowledge includes the vocabulary mastery, linguistic and discourse knowledge. They also should be motivated in reading.

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

b. The Text

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

c. The Topic

The topic of the text also influences the students' reading comprehension. When the students are given a text with uninteresting topic, they may find it difficult to understand although the text was categorized as easy. They even seem unwilling to read the text. On the other hand, the students can understand the text

well when they are given a text which is interested and relevant to them (Snow, 2002: 26).

d. The Activity

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

3. The Process of Reading Comprehension

As it is mentioned above, reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. Understanding the process of reading is closely related to the way how the readers construct meaning from a text. The ways of constructing meaning may vary based on the readers' reference. According to Hudson (2007: 33) and Brown (2001: 298), there are three types of reading processes, as presented below:

a. Bottom-Up Processing

Bottom-up processing views the process of reading as phonemic units. The readers construct meanings by scanning from letters to letters. It is continued by recognizing the words from one to another. The process is broadened by associating among phrases, clauses, and sentences. Finally, it is processed into phonemic units representing lexical meaning and attains some comprehension of

the text. This process mainly focuses in a linear processing which allows the readers' ability to recognize words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

b. The Top-Down Processing

In top-down processing, the readers involve their knowledge of syntax and semantic to create meaning of a text (Goodman cited in Hudson, 2007: 37). On the beginning of the process, the readers make some prediction of the text. It is followed by taking samples which will be confirmed or not to the predictions made. These are the process in which meanings are created by transforming the text. In the end of the process, the readers do some correction on the predictions. The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

c. Interactive processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers' prior knowledge. This process combines the two previous processings i.e. the bottom-up and top-down processing. As the process of reading happens, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in the interactive process, the readers both recognize words and predict the implied information in creating meaning.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing dealing with recognizing the words, top-down processing using the readers' background knowledge, and

interactive processing combining words recognition and background knowledge of the readers. Those approaches help the readers in reading comprehension.

4. Strategies in Reading Comprehension

Reading comprehension cannot be done instantly. There must be some strategies that are used by the students to reach their comprehension in reading. The strategy that is used by the students must be different from one another. It depends on which strategy they fit in. Students can also use some strategies in reading comprehension proposed by Brown (2001: 306) as follows:

a. Identifying the Purpose in Reading

The purpose of reading is important in reading. The readers need to know the aim of what they are reading before they read the passage. It is the same as the students. Students have to know the purpose of the reading as it can help them in comprehending the text.

b. Using Graphemic Rules and Patterns to Aid in Bottom-Up Decoding

This strategy is mainly addressed to beginning learners. The learners are introduced to some patterns of both in oral language and written language. This will help them in understanding the text.

c. Using Efficient Silent Reading Techniques for Relatively Rapid Comprehension

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meanings from context. It is also the best practices to make the students become efficient readers.

d. Skimming

Skimming is done by the students to grasp the information by reading the text at glance. It is useful for the students as they can practice on prediction. For example, they predict the aim of the text, the main idea, and supporting details.

e. Scanning

Like skimming, scanning is included in fast reading. In contrast, scanning concerns only in finding certain information. The students find the information they need without reading the whole text.

f. Guessing When the Readers are not Certain

This strategy is useful to encourage the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical relationship (for example pronoun references), a discourse relationship, a cultural reference, content messages, and infer implied meaning.

g. Analyzing Vocabulary

In analyzing the vocabulary, the students have to notice the prefixes, suffixes, roots, grammatical contexts, and semantic contexts. Prefixes give the clues to the meaning of a word. Suffixes indicate the part of speech the word brings. Grammatical contexts give signals of information and semantic contexts can be clues for the topic.

h. Distinguishing between Literal and Implied Meaning

This strategy is closely related to the top-down processing skill. The meanings are not only gotten from its literal but also from the surface structure.

i. Capitalizing on Discourse Markers to Process Relationship

To relate among ideas, the students need to pay attention to the discourse markers in the text. They have to notice the phrases, clauses, and sentences as those usually bring discourse markers.

Indeed, there are some of strategies that can be used by the students to achieve their comprehension in reading. They can identify the purpose of reading, use bottom-up approach, use semantic mapping, guess, do skimming and scanning, and analyze the vocabulary. They can also pay attention to the literal meaning, implied meaning, and discourse markers to help them in achieving the reading comprehension.

5. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or

technique that is used as this can influence in the way she/ or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make the learners reach their reading comprehension on texts using a certain technique. The teacher can lead the learners to understand a text by using some strategies on reading comprehension (Pang, Muaka, Bendhardt, and Kamil, 2003: 14). By using certain strategies, students are also guided to find the main idea and detail information of the text.

In teaching reading comprehension, the teacher also helps the students to learn micro-skills in reading so that they can enhance their reading comprehension. As stated in Brown (2001: 307), there are fourteen micro skills that the students must do to reach their reading comprehension.

Some of them are: (1) recognizing core of words and interpreting word order patterns, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc.), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8) distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts.

In conclusion, teaching reading comprehension is an activity which is done by the teacher to give opportunities for students to comprehend texts by using certain

strategies. In teaching reading comprehension, the teacher has to consider which strategies that suit to the learners' need, the texts and the condition of the class during the teaching and learning process. It is because different comprehensions texts need different reading comprehension strategies (Pang, Muaka, Bendhardt, and Kamil, 2003: 14).

6. Principles in Teaching Reading Comprehension

It is mentioned that teaching reading is not as simple as it might be. Pointing at the previous discussion, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998: 70-71), there are six principles in teaching reading. Those are described as follows:

- a. The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

- b. The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are

interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

- c. The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding the language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be habituated to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

- d. The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

- e. The teacher has to match the tasks to the topic.

Tasks are one of the ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzles, and many more. In this case, the teacher has to consider choosing or creating the right tasks for the students.

- f. The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the

text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, and give additional tasks to the students.

7. The Teaching of Reading in Junior High School

Based on the standard competence, (*UU Permendiknas no 23 tahun 2006*) for reading, students in Junior High School have to be able to comprehend short functional texts and simple essays in the form of recount and descriptive. The learning genre is presented as one of the subjects in English lesson for junior high school students. The students learn how to comprehend the content of texts; they also study about the generic structure and what language used to construct the texts varying to each other. The generic structure and language features which are commonly found in different text from one to another which are used based on the purpose of each genre.

There are some abilities or micro skills that should be mastered by students in reading texts, for example in reading descriptive, which is based on graduate competence standard in *Permendiknas No.23, 2006*. In the descriptive text, the students are expected to be able to determine general description, certain information, detailed information, main idea, and meaning of words.

The seventh grade students of junior high schools have special characteristics. At this age, teenagers start looking for their own personality, they concern about appearance and start considering the importance of relationship with others. Here, Brown (2001: 92) says the considerations in teaching teens are as follows.

- a. Intellectual capacity adds abstract operational thought around the age of twelve.
- b. Attention spans are lengthening as a result of intellectual maturation but, once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.
- c. Varieties of sensory input are still important.
- d. Factors surrounding ego, self-image, and self-esteem are at their pinnacle.
- e. Secondary school students are of course becoming increasingly adult-like in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

Teaching reading in Indonesia is arranged in the School-Based Curriculum (SBC). The school-based curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is ready and able to develop it (BSNP, 2006: 5).

The aim of the English teaching and learning process according the school-based curriculum is to achieve students' communicative competence, in which students are expected to be able to master five competences: linguistic competence (vocabulary, grammar, punctuation, and intonation), socio-cultural competence (the way to communicate such as language style and politeness), discourse competence (context), strategic competence (competence to overcome the problems or difficulties in communication), and action competence (listening, speaking, reading and writing). School - Based Curriculum has provided

guidelines for the teachers in teaching the subject. The guidelines for teaching reading for Junior High School are as follows.

1) The aims of reading

Based on School-Based Curriculum, in teaching English subjects, students are expected to: a) develop competences to communicate in the spoken and written form to reach the level functional literacy, b) have awareness the truth and importance of English subject to improve the competitiveness of nation, and c) develop their comprehension about connection between language and culture.

2) Scopes of reading

As stated in School-Based Curriculum, English subject in Junior High School includes: expression ability, comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre), and support of competence.

3) Text types

Based on School-Based Curriculum for SMP and MTs in the semester one, the kinds of text or genres that should be taught are descriptive and procedure.

8. Problems of Teaching Reading Comprehension

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Like teaching other skills of English and teaching other subjects in the schools, teaching reading cannot be said as easy. Some teachers find problems in teaching reading comprehension. The first problem is that the teacher cannot know exactly the students' prior knowledge (National Research Council, 2003: 62). Although the teacher has taught some materials which are related to the topic

that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension.

Teachers find the fact that deciding suitable tasks of reading are almost complicated (National Research Council, 2003: 63). It is reasonable enough as tasks will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading and comprehension can be easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

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

From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate methods and strategies are problems which appear in teaching reading comprehension. In relation to the last problem, the difficulty in choosing appropriate methods and strategies, the researcher feels necessary to apply certain methods in teaching reading comprehension. For this

study, he will try to use Peer Assisted Learning Strategies (PALS) in the teaching and learning process of reading.

9. Assessing Reading Comprehension

Assessment is a measurement done by the teacher to know how far the students have already understood about the materials that have been discussed. In teaching reading comprehension, assessment is aimed to know how far the students comprehend texts. The teacher usually gives a test to assess the students' ability. In assessing the students' reading comprehension, the teacher may refer to some techniques for tests. There are some techniques that can be used by teachers (Alderson, 2000: 206). Some of them are as follows:

a. Integrative tests

These tests are designed to obtain a much more general idea of how well students read a text.

b. The cloze test and gap-filling tests

Cloze tests are constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, the gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea to what the whole sentence.

c. Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given.

d. Matching techniques

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs.

e. Dichotomous techniques

This technique allows the testers to choose the two possible answers given i.e. true and false. The students have to choose one of those two choices.

f. Short-answer techniques

Short-answers technique is constructed by giving questions requiring a brief response in a few words. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

g. The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text.

There are various ways of assessing students' reading skills. Therefore, teachers should use variation of techniques to test students' understanding especially in reading comprehension. Teachers should be aware of adapting their assessment techniques to suit the needs of students.

10. Components in the Teaching and Learning of Reading

Teaching reading can occur when there are some components put together in a certain condition of the teaching and learning process. Those components include the teacher, the students, the materials, and the techniques.

a. The teacher

The teacher becomes the most important component in teaching reading as her or his attitude can influence the students' performance. She or he takes role as a facilitator in teaching and learning process not as the instructor (Dorn and Soffos, 2005: 80). The teacher explains and models the strategies that will be used in reading. Besides, she / or he also has to encourage the students to participate in the teaching and learning process and helps them when they have difficulty in reading (Dorn and Soffos, 2005: 31).

b. The students

In teaching reading, the students take role as the readers. They read many kinds of texts based on the aim of learning in junior high schools such as recounts, descriptive, narratives, procedures, and reports. The aims of their reading are to achieve comprehension so that the students can get new information and knowledge from a text they read. To achieve a good comprehension in reading the students must have adequate prior knowledge for understanding the content and sufficient time to process the information, reread the passage, clarify the information, analyze the content, and have opportunities to discuss a text with other students (Dorn and Soffos, 2005: 17).

c. The materials

The materials for teaching reading are closely related to the kinds of the texts. The texts that are chosen must be suitable for the needs of the learners (Harmer,

1998: 68). If the text is too difficult for the students, it will make them frustrated. On the other hand, if the text is too easy for them, they will consider it as unimportant.

It is also considered that the materials depend on who the students are (Harmer, 1998: 69). As this study is conducted in junior high schools, the students are categorized as teenagers whose interest is different. That is why materials are chosen by considering the interest and the need of the students based on the curriculum.

d. Media

Media is one of the components in the teaching and learning process. It can be used by the teacher to facilitate learning. In the teaching and learning process of reading, media such as textbooks, multimedia, advertisements, and the internet become the sources where various texts are presented (Snow, 2002: 25). The teacher can choose one or two of the media based on the need and the text that will be taught by her or him.

e. The techniques

A technique is one of the important components in teaching reading. The use of a technique will represent how the teaching and learning process will be. The technique that is used by the teacher will also influence the students in the way they understand texts. Zimmermann and Hutchins Cited in Moreillon (2007: 11) state that there are seven strategies in teaching reading comprehension. Some of them are as follows:

1) Activating or building background knowledge

Building background knowledge is very important in reading comprehension. It is done by making connection between new information in a text with information that the readers have already had. In the process of building background knowledge, the teacher has to remind that sharing knowledge among students is recommended. It is useful as it allows the students to make connections with their own thought.

2) Using sensory image

Sensory image is the strategy in which the students use their sense to achieve comprehension. By using this strategy, the students work on the experience that they have and visualize it in their memories. This visualization is called as imagination. Through imagination, the students can be encouraged to use their senses and make mental pictures of what they are reading.

3) Questioning

This strategy allows the students to have practice in making questions and answer these by themselves. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

4) Making predictions and inferences

Predictions and inferences are two strategies which are useful for the students in understanding a text. When the students predict, it means that they use their background knowledge and connect it with the information of the text to create meaning. Meanwhile, through inferences, the students have to find some clues,

combine them with the background knowledge and experience they have, and then make illustrations in their mind to interpret meaning of a text.

5) Determining main ideas

Determining the main ideas is probably the common thing that is done in reading. This strategy gives opportunities for students to have practice in differentiating between main ideas and supporting details. By practicing this, the students can separate which information that they need and they actually look for.

6) Using fix-up options

Fix-up option is a strategy that allows the students to keep their understanding on reading a text. This strategy can be said as a bridge for students in reading. It can be done by the students when they are no longer making connections of what they are reading. This strategy can be used by the students to recover meaning and figure out unknown words.

The seven strategies above are only several from many strategies or techniques that can be used by the teacher to teach reading comprehension. There are still many other strategies which can be an alternative technique in teaching reading. One of them is Peer Assisted Learning Strategies (PALS) which is actually proposed in this study. The further explanation of that technique will be presented in the following sub-chapter.

11. Peer Assisted Learning Strategies (PALS)

a. Definition

Peer-assisted Learning Strategies can be briefly defined as “the acquisition of knowledge and skill through active helping and supporting among equal status or

matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing” (Topping, K.J., Ehly, S.W.2001,p: 114). Meanwhile, in an electric journal entitled *The Reading Teacher* Vol. 59, No. 8 May 2006, mentioned that PALS is a multiple strategy program developed to improve reading comprehension for elementary and middle school students. It also focuses on teaching students a set of comprehension strategies that can be used to help students understand any text they read.

Another definition of peer assessment stated by Miranda (2009:1). She states that using peer teaching techniques helps utilize all the resources available to a teacher. Students understand how other students communicate. Additionally, how one student internally assimilates information can be expressed to help other students understand it better. Effective peer teaching techniques improve the overall learning environment and success of all students when implemented properly.

b. Benefits of *Peer Assisted Learning Strategies* (PALS)

Students, together with the teacher and others involved in the teaching and learning process should be aware of the problem. The solution may take their participation to work. In this case, to solve the students' problem in reading, the researcher and the teacher can use Peer-assisted Learning Strategies to improve the students’ motivation, participation and lead them to get a better comprehension skill.

The benefit of PALS is not only strengthen students' academic skills, it also gives many students the opportunity to practice their social skills with peers in a natural setting (Fuchs & Fuchs, 2001; & Rivera, 1996 cited in www.readingrockets.org). Teachers can create and simultaneously implement different lessons to address a greater range of learning needs (Fuchs et al., 2000).

Peer Assessment Learning Strategies occurs when tutor and tutee are the same age. (Kalkowski, 2001). Topping (1998: 28) states that when students work together and learn in pairs their motivation and attention are greater and their capacity to contribute question and receive feedback is greater and their own learning achievements are more visible to them.

Working in pairs enables students to be more confident. As mentioned above, Hammer (2001: 21) gives points that work cooperatively gives the students chance to be more confident because they can work without the pressure of the whole class. Some students may have shyness. In pair, they can discuss and express what their thinking within the text given. Working in pair also enables students to strengthen each other when one of them still confused about the materials given. By discussing with partner in pair, students have more confidence to express their ideas so that they can explore and reinforced their idea as well as language features.

To students, Peer-assisted Learning Strategies is more effective rather than work individually, especially to improving reading skills. Both the two students can be active to share their own comprehension or ideas from reading texts. Although they work together in order to comprehend the texts, actually there is

feeling to compete between them. They compete whose idea would be better. They can be freer to express their ideas. Besides, all the students could do their best in class although they have no support to learn at home.

Peer Assisted Learning Strategies is also a good technique for the teacher to develop the students' reading skill but he/she should be more creative developing it. In peer-assessment, the teacher has contribution as the developer, not the creator. The teacher develops the Peer-assisted Learning Strategies as effective as possible by providing them a chance to work autonomously. Doing this in every reading activity, the teacher should be creative, so that it can work effectively and interestingly. Therefore, the teacher should know about what the students want to learn and get reflection from the students about their impression and suggestion to do next. It is also important to show how teacher assess reading. The students can learn from every single point and correction. It may take more time in developing peer-work rather than individual work. However, it can be better developing reading skills in peer, in the terms of comprehension, vocabulary, distinguish types of text, find the main idea, organizing pattern, and so on. The students in peer can remind each other if there were mistakes.

c. *Peer Assisted Learning Strategies (PALS) Application*

As a technique, peer tutoring or PALS has an implementation guide. According to an educational electronic journal, "*The Reading Teacher vol. 59, no 8*" in May 2006, PALS consists of three basics activities with two students for each group. Conducting PALS in a classroom, the teacher should follow the steps describe below:

- 1) Using a text at the instructional reading level of the lower reader, each partner reads the text aloud to the other for a period of 5 minutes. The higher reader always reads first, serving as the model for the lower reader. At the end of 5 minutes, the lower reader reads the same passage for the next 5 minutes. This stage is called tutor and tuttee roleplay.
- 2) After 10 minutes reading session, the lower reader “retells” the passage to the higher reader. The higher reader asks the lower reader by saying “What happened first?” and “What happened next?”. This retelling in sequence continues for 2 minutes.
- 3) Next, partners take part in an activity called paragraph shrinking. Readers continue reading the same passage they began in the tutor and the tuttee roleplay with no rereading. Each reader reads one paragraph, stopping after the paragraph and telling the main idea of the paragraph. Readers take turns reading the next consecutive paragraph and telling the main idea. Prompts for this activity include question and answer activity, for instance, by asking, “Who or what was the paragraph about?” and “Tell the most important thing about the who or what.” As in the tutor and the tuttee roleplay, the stronger reader always begins reading first, serving as a model for the less strong reader.
- 4) Finally, the last activity called prediction relay, the reading continues, only with larger units of text and a new activity. This activity has four steps: (1) reasonably predict about what will happen next, (2) accurately read half a page, (3) accurately check the prediction, (4) correctly summarize the most

important information. This activity continues for five minutes per reader, again with the stronger reader going first.

B. Review of Related Studies

There are several studies using PALS to overcome reading difficulties. Swan, a Degree of Doctor of Psychology student at University of Southern Maine, conducted one of the studies in 2014 entitled “*Effects of Peer Tutoring on The Reading Fluency and Comprehension of seventh grade students*”. The study was intended to examine PALS as supplemental instruction for middle school students with reading problems. As a result, this research could not gain the reading fluency, however the reading comprehension improved significantly.

Another study was conducted by Pool, from Southern Illinois University in 2009 entitled “*A Study of Effectiveness of Peer-Assisted Learning Strategies (PALS) for the Reading Achievement of Elementary Students in a Cross-categorical Self-contained Classroom*”. This research aimed to study the effectiveness of PALS towards elementary students with different disability labels. The result indicated that PALS intervention satisfied the students’ need in fluency and comprehension of their reading performance.

C. Conceptual Framework

Based on the explanation in the theoretical review, this study was conducted to improve students' English reading skills by using peer assisted learning strategies of grade VII students of SMP 1 JOGONALAN Klaten in the academic year of 2013/2014. PALS help the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions.

This research facilitated students for a better knowledge about reading. By using peer-assisted learning strategies, students can be more enthusiastic and interested in learning English reading skills. In the end, PALS could also improve the students' motivation, confidence, and interaction with the teacher. The researcher believes that the factors above are important to support the students' reading performance.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The research study on improving the students' reading comprehension by using *Peer Assisted Learning Strategies (PALS)* was action research. This was categorized as action research since there was a self-reflective, critical, and systematic approach that is done by the researcher to identify a problematic situation as a way of improvement and changes in educational practice.

In doing this action research, the researcher considered phases which were involved in each cycle. They were planning, action, observation, and reflection. Every phase was done based on the ideas suggested by Kemmis and McTaggart (Burns, 1999: 33). The processes of the phases could be drawn as Figure 1.

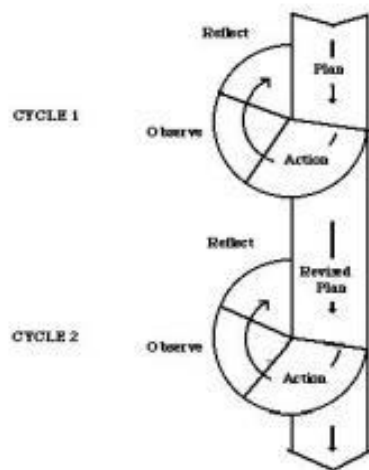


Figure1: Scheme of action research by Kemmis and McTaggart (Burns, 1999: 33)

B. Subject of the Research

I chose the students of grade VII C in SMP N 1 Jogonalan in the academic year of 2013/ 2014 as the source of collecting the data. It was because the students of grade VII C had problems in reading comprehension. It was also based on the discussion with the English teacher and the agreement with the headmaster. Besides, I had a discussion with the collaborator. The collaborator was the student of English Education Department.

C. Research Setting

The research was conducted in SMP N 1 Jogonalan. It is located on Plawikan, Jogonalan, Klaten. This school has 27 classrooms with 9 classrooms for each grade. SMP N 1 Jogonalan has 64 teachers and 21 staff. The school has a lot of facilities which can support the teaching and learning process such as the science laboratory, the language laboratory, the computer laboratory, and the library. There are also some extracurricular activities conducted both of academic and non-academic.

English is conducted two meetings per week. The teaching and learning process of English is conducted 2 x 40 minutes per meeting. In class VII C in which the researcher conducted his research, there were 42 students consisting of 24 girls and 18 boys. The English lesson was scheduled every Wednesday (07.00-08.30) and Friday (09.30-11.00). During the teaching and learning process, the English teacher rarely uses LCD to present the materials to the

students. The materials that are used by the teacher are taken from a student book entitled “*The Bridge English Competence*” and “*LKS Prestasi*” as a complementary book. In choosing the materials, the English teacher refers to the curriculum such as Standard Competency, Basic Competence, and syllabus. Sometimes, when the English teacher teaches listening, she asks the students to go to the language laboratory.

D. Procedure of the Research

This action research, I used procedures as proposed by Kemmis and McTaggart (Burns, 1999:33):

1. Planning

In this step, I determined several problems and analyzed them. After determining the problems, I planned some actions in improving students’ reading comprehension. I prepared the lesson plan based on the curriculum and the syllabus from the school. Meanwhile, the materials and other instruments needed in the research were selected based on the technique that was implemented in the action. I also tried to find the suitable materials based on the syllabus and lesson plans. After that, I organized the steps in implementing *Peer Assisted Learning Strategies (PALS)* in the teaching and learning process of reading.

2. Action

After planning the actions, the English teacher and I implemented the actions in the teaching learning process. The action was conducted until the

improvement has been achieved. I did the actions in two cycles with two meetings for each cycle. During the actions, he and the English teacher observed the processes.

3. Observation

When the action was done, the English teacher and I observed the impact of the technique used in the action. The observation was done to know the success of the action and the problems that occurred during the implementation. Then, I wrote notes about everything that happened in the class during the action.

4. Reflection

Based on the observation in the action, the reflection was done by the English teacher and I. It was done by discussing the success of the action during the implementation and evaluating the action. Evaluation was done after each cycle was completed. In this step, the English teacher and I evaluated the problems occurred in the action and tried to find the solution of the problems so that the researcher could do better in the next cycle. I also conducted interviews with the students and the English teacher to know their opinions and feelings after the action.

E. Data Instruments of the Research

The main instrument was the researcher himself because I undertook the planning, the action, the observation, reflection, and then made the report. Besides, the researcher used interview guidelines, the pre-test and the post-test,

and some photographs taken by the collaborator as the other instruments to collect the data.

F. Data Collection Techniques

The data were collected in the form of qualitative data which were supported by quantitative data. It meant that the data were the description of the reality happening during the research and the result of the test. In gaining the data, the researcher used some data collection techniques as follows:

1. Observation

Stake (2010: 90) states that observation can allow the researcher to get the information which can be seen, heard, or felt directly. By doing observation, I had an opportunity to understand the situation that happened during the teaching and learning process, to see things that might be unconsciously missed, and to discover things that might not be obtained in interview situation. I observed the condition of the teaching and learning process, the students' behavior, and other problems that appeared when the action was implemented by using observation guidelines and observation checklists. I also wrote everything so that he could keep the information in the form of field notes.

2. Interview

In gathering the data, he conducted some interviews to the English teacher and the students. Stake (2010: 95) argues that interview enables the researcher to obtain the unique information or interpretation from many

people and to find out things that he or she cannot observe by himself or herself. In this research, the interview was done by myself so that I could know how the English teacher and students' responses, opinion, suggestion, and expectation while and after doing the implementation of Peer Assisted Learning Strategies (PALS) in the teaching and learning process of reading, clarify their idea about the technique being implemented, and reflect the students' practices.

3. Test

In this study, I used tests to know the improvement of using Peer Assisted Learning Strategies (PALS) technique in teaching reading. There were the pre-test and the post-test. The pre-test was conducted before I did the action. Meanwhile, the post-test was held after the last cycle was done. The tests were in the form of filling the blanks, answering questions, and true or false statements. There were 20 items for each test. I tried the tests out before he used them for the pre-test and the post test.

I focused on the goals to find the students' reading comprehension by asking them to find details of information in the texts, to find main idea, and to guess meaning of some words.

G. Techniques of Data Analysis

The data collected were in the form of qualitative and quantitative data. The qualitative data were collected from the observation and the interviews. They were in the form of field notes, interview transcripts, and photographs. Then, all the data were interpreted and analyzed. Next, they were connected to

the relevant theories. After that, the results of the data were reported from the beginning to the end.

Meanwhile, quantitative data of this research were obtained from the tests conducted. In analyzing the quantitative data, descriptive analysis was used. It was the mean which was used as a represent from central tendency. The mean was used to know the improvement of the students before and after the actions.

H. Validity and Reliability of the Data

Data that were obtained from the research must be valid and reliable. As this study was action research, there were five criteria of validity that must be achieved by the researcher as follows as suggested by Burns (1999: 161-162):

1. Democratic validity

It is related to the extent in which the research was truly conducted collaboratively and includes multiple voices. In gaining the democratic validity, I conducted the interviews with the stakeholders i.e. the students VII C of SMP N 1 Jogonalan, the English teacher, and the collaborator to tell their opinions about the research conducted.

2. Outcome validity

Outcome validity was related to the notions of actions leading to outcomes that were successful within the context. To achieve this validity, I did maximally in doing the action. I did not only find solutions of the problem but also reframe the problem in a certain way into questions. I did reflection in every meeting.

3. Process validity

This validity was closely related to the reliability and competency of the research itself. To get the process validity, I did the observation during the implementation of the technique (by using field notes), did the interviews with the students, and had discussion with the English teacher and collaborator.

4. Catalytic validity

Catalytic validity was related to the extent in which the research could allow the participants to be more understood about the social context conducted than before. It could show how the participants make changes within the research. To get this validity, I did the planning, action, observation, and reflection in cycles using *Peer Assisted Learning Strategies* (PALS).

5. Dialogic validity

To obtain the dialogic validity, I conducted dialogues with the English teacher, the students, and the collaborator. I asked them to give comments about the implementation of the technique in every meeting so that there was evaluation. It was done to know the strength and weaknesses of the action and I could do better than before in the next meeting.

To obtain the trustworthiness, I used the triangulation techniques. In this research, I used three forms of triangulations as suggested by Burns (1999: 164). They were:

1. Time triangulation

Time triangulation meant that the data were collected over period of time. It was done to get a sense of what factors were involved in change processes. In this research, I did the action in October - November 2013.

2. Investigator triangulation

In this form, more than one observer was used in the same research setting. It was done to avoid the bias observations. There were at least three observers in this study, i.e. the English teacher, the collaborator, and myself.

3. Theoretical triangulation

Theoretical triangulation meant that the data were analyzed from more than one perspective from some theoretical reviews. In this research, I reviewed the theories from some experts of some books.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Procedure

There were some stages that were conducted in this research to solve the problem. Those are planning, observation, action and reflection. Each phase will be presented further in this chapter.

The first stage was planning. In this stage, I worked collaboratively with the English teacher to determine the problem related to the reading skills in the class. The English teacher was interviewed to find the problem in the teaching and learning process. It was done to get the most suitable class to conduct the research. According to the teacher, the most suitable class to conduct the research was class of VII-C. The second stage was observing. The observation was done in the VII-C class of SMPN 1 Jogonalan, as the English teacher suggested. To identify the problems in the teaching and learning process, interview with both the English teacher and some students was conducted after doing observation. The interview was aimed to specify the found problems from the field note and to add clear description about the reading skill problem. In the third stage that was the action stage, I planned the actions that might be implemented to overcome the problems. In this action phase, I implemented PALS in the teaching and learning process of reading. The actions were conducted to know

the students' responses and the impact of the actions. During the implementation, the English teacher, the collaborator, and I observed the condition of the teaching and learning process. It was done to know the students' responses and the impact of the actions. The actions were conducted in two cycles for two meetings in each cycle. In the last stage, reflections were done on each meeting and each cycle. They were conducted to evaluate the actions and to solve the other problems during the actions. Reflections were needed to find out the problem that might come up during the teaching and learning process and also to avoid the same mistake happened in the following meeting.

1. Identification of the Field Problems

The identification of the field problems was done after conducting observation and interviewing both English teacher and some students of class VII-C of SMPN 1 Jogonalan for one a half hours on Friday November 1st 2013. The situational condition of the teaching and learning process was described in the following field note observation below.

Mrs. E entered the class of VII-C and greeted the students. Then she asked the chief of the class to lead the morning prayers. After the prayer, Mrs. E checked the attendance list that day. Then, she introduced P who already sat on the last row and ready to observe the teaching and learning process on that day. After that, Mrs. E started the lesson by checking the students' last homework, which was description text. Then Mrs. E discussed the difficult words the students may found in the text and discussed the content of the text. She also discussed the answers related to the questions from the text, one by one. She used both Bahasa Indonesia and English to ease the students understand the discussion. After the discussion finished, Mrs. E asked whether there was any question from the students or not. No one asked, and Mrs. E finished the lesson by greeting the students. **(Field note 1, Friday, November, 1st, 2013)**

After conducting observations in the class, I interviewed some students and then had a discussion with the English teacher. Based on the observations, interviews and discussion, the English teacher and I identified some problems that occurred in the English teaching and learning process. The field problems arising during the teaching and learning process could be seen in the list table below:

Table 1: The Problems Related to the Process of Teaching Reading

No.	Problems	Code
1.	Most of the students were passive in the reading activity	S
2.	Most of the students had low motivation in reading	S
3.	Some students found difficulties to comprehend the text	S
4.	Some students did not pay attention to the lesson	S
5.	Some students encountered difficulties in understanding the meaning of some difficult words.	S
6.	The English teacher could not control the students well when some students made noise.	T
7.	The English teacher did not use innovative technique in reading class	T
8.	There was low interaction among students and the English teacher	M
9.	The class was teacher-centered	M
10.	Teaching reading mainly focused on translating and testing	M

S = Students

T = Teacher

M = Method

Having formulated the problems above, I had a discussion with the English teacher. They discussed the problems in VII-C class that might be solved. By considering the problems found above, the English teacher and I decided to solve the problems in the teaching and learning process of reading. Those problems were as follows:

- a. Most of the students were passive in the reading activity.
- b. Some students found difficulties to comprehend the text.
- c. The English teacher did not use innovative technique in reading class.
- d. The class was teacher-centered.

2. Determining the actions to solve the problems

After the English teacher and I identified the most important problems that needed to solve, we discussed again the point of those problems. After discussing, we agreed that those problems were related to the reading activity. Then we tried to look for the appropriate technique to improve the students' reading skill through PALS technique. I limited the found problem into the table below.

Table 2: The Urgent Problems Related to the Process of Teaching Reading.

No.	Problems
1.	Most of the students were passive in the reading activity.
2.	Most of the students had low motivation in reading.
3.	Some students found difficulties to comprehend the text.
4.	There was low interaction between the students and the English teacher.
5.	The class was teacher-centered.
6.	The teacher did not use innovative technique in reading class.

B. Implementation of Cycle 1

1. Planning

The collaborator and I planned some actions as the efforts to overcome the problems according to the problems identified above. The efforts were focused on improving students' reading skills by implementing PALS. The efforts were described below:

- a. I planned to make lesson plans. The material was about descriptive texts.
- b. I planned to give an example of a descriptive text, and then explain about the descriptive text, and the generic structure used in a descriptive text.
- c. The researcher planned to teach the students how to comprehend the descriptive text in an effective way by introducing PALS technique.
- d. I planned to make the students understand the descriptive texts by practicing the use of PALS technique in comprehending of some texts given to them.
- e. I planned to ask the students first to do "tutor and tutee" role-play and then discussed the content of the text.
- f. I planned to ask the students to answer questions, after that the students and I discussed the answers together.

2. Actions and Observations

There were 2 meetings in Cycle 1 that was held on Tuesday, November 19th and Friday, November 22nd, 2013. The actions focused on implementing PALS technique to improve students' reading skill. While the English teacher and the

collaborator acted as the observer, I acted as the teacher. The complete description of implementation in the first cycle was presented as in the following.

a. 1st Meeting

The first meeting was on Wednesday, November 20th, 2013. Before I taught the students, the English teacher greeted the students. She told them that in the next meetings, I would be a substitute teacher to teach English. Then, the English teacher gave the chance for me to take turn as the teacher.

In this meeting, I focused on introducing the PALS technique to the students. I started the class by saying a prayer. Then, I greeted the students and checked the students' attendance. As it was the first meeting, I introduced myself first. Then, I gave the general apperception about the material that would be learnt by the students. It was done as I wanted to build interaction between the teacher and the students. There were only few students who responded to the questions and the others kept silent. Some of them even had a chat with their friends. However, some students answered the questions in Bahasa Indonesia.

Before I gave the worksheet to the students, I introduced PALS technique to them. This technique was still new for the students. I told the students how they dealt with the technique and explained each step in PALS technique. While I was explaining the technique, the students did not listen carefully to him. Many of them were having a chat with their friends. When I finished explaining the steps, I gave a text entitled "*Football Game*" and "*My New Classmate*" to the student. Then, I distributed the worksheet to the students.

After distributing the worksheet, I asked the students to read the text by implementing the PALS technique. As it was the first meeting, I guided them in each stage on PALS technique. First, I divided the students into groups consisting of two students per group. This distribution was based on the result of the pre-test before. To gain maximum result of applying PALS, I combined the higher reader with the lower reader in each group. After I finished the distribution of the students in each group, I explained the steps again to use PALS technique. As some of the students were still confused, I repeated by using Bahasa Indonesia. Then, I asked them to start the activity and to ask him if they found any difficulties.

When the students were working on tutor and tutee role-play, I monitored them and gave feedback. It was found that some students could do tutor and tutee role-play well. Rather than discussing the text given, they tend to talk with their friend about something else. Moreover, there were also some students who did not understand doing tutor and tutee role-play but they did not ask me in dealing with the tutor and tutee role-play stage. Here, it was found that when the students had difficulties, they just kept silent and did not try to ask the teacher. I decided to ask some students who did not understand how to deal with the tutor and tutee role-play stage. I re-explained how to deal with that stage. After re-explaining, I gave an extra 5 minute to finish that stage. After that, I asked the students to continue to the retelling stage. The students have to retell what they read before. For this stage, I only gave 5 minutes.

The next stage was the paragraph shrinking stage. In this stage, each students read one paragraph, stopped after the paragraph, and told the main idea of the paragraph with 10 minutes time given for this stage. The last one is the prediction relay stage. In this stage, students were asked to reasonably predict what happened in the next paragraph, read at least half passage, checked their prediction accurately and grasped the important information by note taking in order to solve the question provided below the text. The students took turns in this activity, started by the higher reader to be a model for the lower reader. In this stage, I also monitored the students if any of them were confused about the text or the process of this stage.

When they had finished the prediction relay stage, I asked some volunteers to write the main ideas of some paragraphs and the answers on the whiteboard. There were only two volunteers who wrote the main idea and three students who have the courage to share their findings and answers related to the text. Then, I discussed the main ideas of the paragraphs in the text and the answers of the questions together with the students. It was the first time for them to have such activities and it made the students confuse to speak up. It referred from the field note and interview with the students.

- R : Menurut kalian, penggunaan teknik PALS ini membantu kalian pada saat reading tidak? (In your opinion, could the PALS technique help you in reading?)
- S1 : Iya mas, membantu banget. Aku sekarang bisa ngerjain soal lebih cepat dari biasanya. Cuma masalahnya, kadang ada kata-kata yang aku ga mudeng. (Yes, of course, sir. It helped me very much in reading. I could answers the questions quicker than before. However, there were some words that I did not know the meaning).
- S2 : Membantu mas. Kan kita pas diskusi bisa nyatet apa yang penting. Jadi nanti kalo kita mau cari jawabannya kita udah tau posisinya ada dimana. (Yes, it could. When we were doing our discussion, we can do some note taking about important information. So, when we tried to find the answers, we already knew the locations of the answers in the text.)
- R : Oh gitu ya. Berarti kalian udah bisa lancar pake teknik ini? (Really? So you guys are already know how to use this technique smoothly, right?)
- S4 : Ya ga gitu juga mas, kalo yang suruh njawab di depan kelas itu agak gimana gitu. (Well, not really actually. If you ask us to answer the questions in front of the class, it was a bit hard.)
- S1 : Iya mas, aku juga ga pede kalo njawab di depan kelas, takut salah mas. Hahaha
(That's right. I also feel not really confident, I'm afraid of making mistake, hahaha)

(Interview transcript 4. Wednesday, November 20th . 2013)

In practice, some students could not do the tutor and tutee role-play correctly, yet they did not ask the researcher. Instead of stepping forward in to the front of the class to share the answers, most of the students rather keep it for themselves.

(Field Notes 4, November 20th, 2013)

b. 2nd Meeting

The second meeting was conducted on Friday, November 22nd, 2013. The PALS technique was still about comprehending the descriptive text, especially in the tutor and tutee role-play stage and the prediction relay stage. Those stages covered the speed of comprehending the text.

First, I distributed descriptive texts entitled “*My School*” and “*The Giraffe*” to the students. After distributing the text, I asked the students whether they still

remember the tutor and tutee role-play stage or not. Some of the students said that they still remembered the stage and some others did not remember the stage.

I re-explained the stages in order to encourage the students' memory about the tutor and tutee role-play stage. After re-explaining, I asked them to read the text in 5 minutes. Then, I asked them whether there is any difficult word or not. Some students asked me about the difficult words found. I explained the meaning of the difficult words. As the students could not finish reading in 5 minutes, I decided to give them 5 extra minutes. After finishing reading the text, the students were asked by me to do the tutor and tutee role-play for 10 minutes.

When the students did the role-play stage, I monitored them and helped them when they found any difficulties. There were only a few students who still found some difficulties in doing the tutor and tutee role-play. I helped them by explaining again how to do it. Then, after 5 minutes extra was given, when they finished in the tutor and tutee role-play stage, I gave them 5 minutes to continue to retelling stage.

In paragraph shrinking stage, I asked the students to find the main idea of each paragraph and in the prediction relay stage, students were asked to write the answers below the questions provided and submit their work on my desk as the result of their discussion on predicting what happened in the next paragraph, read at least half passage, accurately check the prediction and summarize the important information. These last two stages ran for 20 minutes.

After submitting their work, I asked the students about the main idea, the generic structure, and other detail information and also the answers of questions

provided. Most of the students still kept silent when I asked them the questions. However, the students were more active than the first meeting. There were eight students who were active and able to answer the questions from me.

There were only eight students who had the courage to answers in front of the class. Ss were still shy and unconfident to share their answers in front of the class. Nevertheless, the interaction between teacher and students was increased.

(Field note 5, Friday, November 22nd, 2013)

At the end of the class, I helped the students to review the text, reviewed the whole information contained in the text. After that, I asked the students whether there was any question or not. None of the students asked questions. Finally, I ended the class by saying a prayer.

3. Reflection

The PALS technique was implemented in two meetings in the first cycle. It was on Wednesday, November 20th, 2013 and Friday, November 22nd, 2013. After implementing the PALS technique in two meetings, I did reflection. Previously, I presented the condition of the teaching and learning process of reading in the last meeting of the first cycle. It was presented in the following vignette.

Vignette II
November 22nd, 2013

R : Researcher

Ss : Students

ET: English Teacher

C : Collaborator

The bell rang at 08.20 a.m. R together with ET and C came into the class. ET and C sat at the back. R greeted Ss and checked the attendance list. There were 2 students who did not come on that day. R reviewed the previous lesson by asking questions to them. Ss were more active in answering the questions from R.

After reviewing the previous lesson, R gave apperception to Ss. He asked the students' experiences about zoo. Then, R told them that they were going to read a text about Girrafe. Ss seemed interested to the topic. R distributed the text, then, asked them to start implementing the PALS technique.

First, they were asked by R to do tutor and tutee roleplay stage in 10 minutes. After 10 minutes, there were some students who did not finish the stage yet. R decided to give them 5 extra minutes to finish the stage. Then, R asked the students whether there was any difficult word or not. Some students asked the difficult words to R. R explained the meaning of the difficult words to the students.

After explaining the difficult words, R asked Ss to continue to retelling stage. Ss were asked to do retelling stage as instructed. R gave them 5 minutes in this stage.

When they finished doing the retelling stage, R asked them to continue to paragraph shrinking stage where the students have to find the main idea of each paragraph. After that, Ss asked to practice the last stage, prediction relay stage. In this stage, Ss were asked to find the answers for the questions provided and write the answers down on the paper in 10 minutes as the result of their discussion on predicting what will happen in the next paragraph, accurately checked it, read at least half passage and summarize the important information. R asked them to submit their work on R desk when they were finished. R continued the activity by asking them the questions they had answered. Unfortunately, Ss were still unconfident to answer the questions. There were only 8 students who were able to answer the questions. However, there was an improvement in students and teacher interaction. Ss became more active than the first meeting where there were only 2 students who were confident to answer the questions from the researcher.

Finally, when time was over, R asked Ss whether there was any question or not. There was no question asked by Ss. R asked Ss to be more active in the next meeting. R also asked Ss to bring a dictionary with them in the next meeting. R ended the lesson by asking Ss to say a prayer.

The vignette showed that there were changes in the teaching and learning process and the students' reading comprehension after I implemented the PALS technique. Before the implementation, the students were not active to answer any questions from the teacher. They were also not brave enough to ask the teacher when

they found any difficulties. After the implementation, the students were more active to answer any questions from me. They were also brave enough to ask me when they found any difficulties. From the vignette, it can be seen that the students had enough ability to find information they need by doing stages in PALS to find the answers related to the text cooperatively.

The use of PALS from the first until the second meeting was successful in improving the students' reading skill in finding some information they need cooperatively. Formerly, the students needed to adapt the use of this technique as it was new for them. They felt that the technique could help them in finding the information they need easily and quickly. They also felt that it would help them in answering the questions in the daily exercises. It can be seen from the extract of the following interview transcripts:

- R : Menurut kalian, penggunaan teknik PALS ini membantu kalian pada saat reading tidak? (*In your opinion, could the PALS technique help you in reading?*)
- S1 : Iya mas, membantu banget. Aku sekarang bisa ngerjain soal lebih cepat dari biasanya. Cuma masalahnya, kadang ada kata-kata yang aku ga mudeng. (*Yes, of course, sir. It helped me very much in reading. I could answers the questions quicker than before. However, there were some words that I did not know the meaning.*)
- S2 : Membantu mas. Kan kita pas diskusi bisa nyatet apa yang penting. Jadi nanti kalo kita mau cari jawabannya kita udah tau posisinya ada dimana. (*Yes, it could. When we were doing our discussion, we can do some note taking about important information. So, when we tried to find the answers, we already knew the locations of the answers in the text.*)

(Interview transcript 4, Friday, November 22nd, 2013)

- R : Menurutmu, bagaimana dengan penggunaan teknik PALS ini? Apakah efektif untuk membantu siswa pada saat reading? (What is your opinion about the implementation of PALS technique? Is it effective to help students in reading?)
- C : Cukup efektif. Siswa juga terlihat menjadi lebih termotivasi untuk membaca, karena mereka saya perhatikan lebih gampang untuk cari informasi yang mereka butuhkan di teks. Tapi kamu harus pintar mengatur alokasi waktunya, karena stagenya cukup panjang. Biar mereka juga bisa menerapkan semua stagenya dengan benar. (I think it is effective enough to help the students. I saw that they were more motivated to read the text as they could find the information they need in the text easily. However, you have to be smart in allocating the time because there are long stages that have to be implemented by the students. So, the students can implement the stages well.

The use of PALS technique was also successful in improving the interaction between the teacher and the students. In the implementation of PALS technique in the Cycle 1, the interactions between the students and I were conducted well. The students were confident enough to answer the questions from me as they could find the answers easily by implementing the PALS technique. It can be seen from the extract of interview transcripts below.

- R : Kamu senang tidak pakai teknik PALS pada saat pelajaran? (Do you like using this technique in learning?)
- S3 : Senang mas, efektif buat jawab pertanyaan. Jadinya bisa berani jawab pertanyaan dari guru, kan nyari jawabannya gampang. (Yes, I do, sir. It was effective to answer the questions. I could answer the questions from the teacher bravely because it was easy to find the answers).

(Interview transcript 5, Friday, November 22nd, 2013)

- R : Menurut ibu, bagaimana interaksi antara siswa dan guru selama proses belajar mengajar berlangsung? (What do you think about the interaction between the teacher and the students during the teaching and learning process?)
- ET : Menurut saya bagus mas, saya lihat sekarang anak-anak jadi lebih berani untuk jawab pertanyaan dari gurunya. Mereka juga jadi lebih berani untuk bertanya sama gurunya kalo ada kesulitan. (I think it is good. I saw the students were more brave to answers any questions from their teacher. They were also more brave to ask their teacher when they found any difficulties.)

(Interview transcript 6, Friday, November 22nd, 2013)

However, in the first cycle, there was a problem found. The students still could not implement the tutor and tutee role-play well. It can be seen on their time consumption during this stage. In tutor and tutee stage, many students still do not focused on their text and tend to have a chat with their friends. Some of them also could not grasp the important information since they were confused to do the prediction relay stage.

According to the students' opinion as stated in the interview transcript, it can be concluded that they still could not comprehend the text fully. They needed to be

- R : *Kamu masih ada kesulitan nggak pake teknik ini?* (Is there any difficulty found in implementing this technique?)
- S4 : *saya masih ada kesulitan sama yang role-play itu, kadang nggak konsen, pak, soalnya belum terbiasa. Dan saya masih malu kalo maju ke depan kelas, pak, takut salah. hehe* (I still found some difficulties in the role-play stage, sometimes I'm not focused on it, since we haven't used to it. Besides, I was not confident to share the answer in front of the class, sir, I am afraid to get the wrong answer. Hehe.)

(Interview transcript 5, Wednesday, November 20nd, 2013)

The reflections above were done based on the observation during the teaching and learning process of reading and the interviews conducted by me with the English teacher, the students, and the collaborator. In doing the interviews, everyone had an equal opportunity to express their ideas, opinions, and feelings about the action. It was done to fulfill the democratic validity. Meanwhile, there was more than one observer in gathering the data. This is done to fulfill the reliability of the research.

C. Implementation of Cycle 2

1. Planning

Based on the reflection in Cycle 1, I found that PALS technique could improve the students' reading skill. However, I found that many students still could not implement the tutor and tutee role-play stage well. They were not confident enough to share their answers in front of the class. They were also spending too much time in the tutor and tutee role-play stage. Therefore, the English teacher, the collaborator and I discussed to choose other actions to improve the students' comprehension.

Then, we agreed and planned to implement the actions in cycle 2. We also decided to add new actions to improve the students' motivation in applying stages of PALS during the teaching and learning process of reading by giving credit points. There would be 5 points for students who could share their answers and got it right in front of the class in each meeting. Those points would be accumulated in each meeting of Cycle 2. Those points would also be submitted to the English teacher to be considered as students' English scores of the semester.

The plans for Cycle 2 could be summarized as follows:

- a. PALS technique to improve students' reading skill;
- b. Giving credit points for students who could share their right answers in front of the class to improve their motivation.

2. Actions and observations

It was stated that the actions in cycle 1 were running well although there were some students who could not comprehend the text fully. There were two meetings in cycle

2 to improve students' reading skill and also to overcome the previous problem that was found in Cycle 1. The meetings were held on Wednesday, November 27th, 2013 and Friday, November 29th, 2013.

The actions focused on maximizing the use of PALS technique in improving students' reading skill and the use of credit points in improving the students' motivation. The complete description of the implementation in the second cycle was presented as in the following.

a. 1st meeting

The first meeting in cycle 2 was conducted on Wednesday, November 27th, 2013. In this meeting, I focused on improving students' motivation by giving credit points. I started the class by saying a prayer and checked the attendance. After that, I told them that there would be credit points for those who could share their right answers in front of the class. In this activity, I was helped by the collaborator to count the points.

At the beginning of the lesson, I gave apperception to the students and told them that they were still going to learn about description texts, entitled "*My Family*" and "*My Holiday*". I also asked the students to make sure they brought their dictionaries with them as he said on the last meeting. All of the students brought their dictionaries with them. Then, I distributed the texts to the students, and then I asked them to start the tutor and tutee role-play stage directly. I asked them that every

student had to finish the tutor and tutee role-play stage in 10 minutes. I told them that there would be no additional time in finishing the stage.

I monitored every student to control whether the students could implement the stage well or not. Although the students were making noise, they looked serious in implementing the stage. A lot of noise means that they were very enthusiastic in doing the tutor and tutee role-play stage. After 10 minutes passed, I told them to try to continue with retelling stage for 5 minutes, then paragraph shrinking stage for 10 minutes to find the main idea of each paragraph and check what will happen in the next paragraph, checked it with their partner and note taking the detailed information from the text within 10 minutes. This was the prediction relay stage where the students should be able to grasp the information related to the text. Since the students were having some difficult words and they have to look them up in their dictionaries, I gave another 10 minutes additional time. After the note-taking stage was finish, I asked the students to submit their texts on my desk.

Then, I distributed the questions that have been prepared. I distributed the questions related to the text to the students. I asked the students to answer the questions in 15 minutes, then, they had to submit their answers on my desk.

After 15 minutes passed, I asked the students to submit their works to my desk. Then I re-explained about the credit points that would be given to those who could shared their right answers in front of the class voluntarily. I also allowed the students to bring their notes. In 20 minutes, there was half of the class already share their answers, even though some of them got their answer mistaken. Finally, all of the

students could share their answers in front of the class. It referred from the interview with the students.

R : *Oya, tadi kan saya udah ajarin kasih kesempatan buat kalian dapet credit points kalo bisa maju jawab pertanyaan didepan kelas. Menurut kalian gimana?* (Well, I already gave you the opportunity to earn credit points if you came to answer the question in front of the class. What do you think about that?)

S8 : *Jadi semangat mas hari ini, saya kan bisa dapet nilai tambah buat nilai bahasa Inggris saya. Siapa tau nanti di raport jadi 8. Hahaha* (We became exited today, bro. Maybe I can get additional points for my English. Who knows my English get 8 on the report later, hahaha.)

(Interview transcript 7, Wednesday, 27th November 2013)

Before the class was dismissed, I gave them a chance to review what they read and to ask anything related to the text. None of them asked me. In the last minutes of the lesson, I asked the students to keep their motivation in implementing all of the stages, especially for sharing their answers in front of the class as they still had the last meeting to get an additional English score of the semester from them. I ended the lesson by saying a prayer.

b. 2nd meeting

The last meeting in Cycle 2 was conducted on Friday, November 29th, 2013. In this meeting, I still focused on improving the students' reading skill by using PALS technique and students' motivation by giving credit points.

I started the lesson by greeting the students. After I led a prayer and checked the attendance, I gave apperception to the students about daily activities. Then, I distributed descriptive texts entitled “*My Daily Activities*” and “*Riana*” to the students.

After that, I asked the students to start implementing the PALS technique stage by stage. First, they asked to do the tutor and tutee role-play stage. I gave them 10 minutes to finish the first stage. In this stage, I was monitoring the students’ activity by walking around the class. This stage ran smoothly since the students got used to it. After 10 minutes, I asked them to do the retelling stage for 5 minutes. When the second stage was finished, the students continue to do the next stage, it was paragraph shrinking stage where they should be able to find the main idea in each paragraph. This stage runs for 10 minutes before prediction relay stages implemented. In the last stage, I monitored the students’ activity by walking around the class. Interaction between the students and I runs smoothly and naturally. All of the students apply the steps of PALS very well since they already accustomed to them. Then, when they finished with the implementation steps of PALS, I asked them to submit the text to his desk. Those stages were run naturally as it was the fourth meeting of the whole cycles.

Then, I distributed the questions and answer sheets to them to write down their answers. I gave only 10 minutes to them to finish the question with the help of their discussion findings and points in their notes before. All of the students were enthusiastic in doing their task. The interactions between the students and I were

conducted naturally. I did not offer help to them and they seemed quite sure about their answers. All of them could share their answers in the class after the time given was up. It referred from the interview with the students.

- R : *sekarang dek Alim, apa kamu bisa lebih memahami isi bacaan kalo pake teknik PALS?* (Now bro Alim, can you comprehend the text more using PALS technique?)
- S11 : *Iya mas. Sekarang bisa lebih gampang buat mudeng.* (Yes bro. Now it is easier to comprehend the text.)
- R : *Alasannya?* (and the reason is?)
- S11 : *Dari awal kan suruh baca dan dengerin, gentian gitu. Terus ada diskusi sama nyatet yang penting, jadi intinya bisa saling ngasih tau kalo ada yang kurang.* (From the beginning we asked to read and listen, taking turns. Then there was a discussion and note taking important informations, shortly, we can tell each other what was missed.)
- R : *Ooo, gitu. Lha terus, apakah kalian jadi lebih termotivasi dengan adanya credit points ini?* (Well, then do you feel more motivated with this credit points?)
- S9 : *Ya jelas mas. kan kalo saya dapet nilai tambahan bisa untuk tambah nilai bahasa Inggris saya di raport.* (Absolutely bro. If I can get additional points, it can be used for my English point in the report later.)
- S10 : *iya mas, saya juga ngerasa mau ga mau harus berani maju. Masa temen-temen saya dapet nilai saya engga. Hehehe* (Yes bro. I also feel that willing or unwilling, I need to step forward in front of the class. Because the others can get additional points for themselves, so do I. Hehehe.)

(Interview transcript 8, Friday, 29th November 2013)

In the last minutes before the class ends, I asked them to review the text and gave them the last chance to ask anything related to the text. However, none of the students asked me. At the end of the class, I ended the lesson by saying a prayer.

c. Reflection

The final reflection was done after all of the actions had been conducted. The second cycle was done in two meetings. They were conducted on Wednesday, November 27th, 2013 and Friday, November 29th, 2013. After implementing PALS

technique and the accompanying actions, i.e. giving credit points, I did reflections. I presented the condition of the teaching and learning process of reading in the last meeting of the second cycle. It was presented in the following vignette.

The bell rang at 09.30 a.m. R together with and C came into the class. C sat at the back. R greeted Ss and checked the attendance list. Then, R started the lesson by saying a prayer. R reminded them that there would be still credit points for those who could share their answers in front of the class.

At the beginning of the lesson, R gave apperception about daily activities as the descriptive texts that would be learnt was entitled “My Daily Activities” and “Riana”. Then, R asked the Ss to start implementing the PALS technique. First, Ss were asked to do the tutor and tutee role-play stage in 10 minutes.

Ss could implement those stages independently without asking any difficult words to R as they had brought a dictionary with them. Ss checked the difficult words independently.

After 10 minutes, R asked Ss to continue to retelling stage for 5 minutes, paragraph shrinking for 10 minutes and prediction relay stage which also only 10 minutes of time given. R just monitored them to make sure that they were still on the track. Interaction between R and Ss ran smoothly and naturally. Ss were enthusiast having their discussion and no one asked to R if they found any difficulties.

When all of the stages was over, R asked Ss to submit their texts and began to distribute the work sheets. R asked Ss to finish them in 10 minutes. Then, one by one, Ss step forward in front of the class to share their answers.

Then, R asked Ss to begin the discussion about their answers with the whole class. Here, the interactions between Ss and R were conduct naturally. R as a facilitator asked the students to share their answers of the questions given before and share about the topic and main idea of the given text.

As the last stage, R asked them to reviewing what they have learnt. R gave them 5 minutes to review the text and R gave them the last chance to ask anything related to the text. However, none of the students asked R questions. At the end of the class, R ended the lesson by saying a prayer.

The vignette above showed that there were changes after the researcher conducted PALS technique in improving students’ reading skill and credit points in

improving students' motivation. By implementing PALS technique, the students were able to understand the text well. They also could find the answers quickly. It could be seen from results of the two cycles. The students' motivation also increased when I gave credit points for them. The students were motivated to share their answers and findings in front of the class. They did it willingly. The students were also enthusiastic to talk about the text during the lesson, especially in tutor and tutee role-play stage and prediction relay stage.

The use of PALS technique from two meetings of the Cycle 2 were successful to improve the students' reading skill in finding any information from the texts quickly and easily. By having those abilities, the students admitted that those really helped them in understanding the entire text. This can be seen from the extract of Interview transcripts below.

R : *Menurut kamu, gimana tentang penggunaan teknik PALS?* (What is your opinion about the PALS technique?)

S5 : *Seru mas. Sekarang kalo baca teks jadi lebih gampang.* (I think it's fun, sir. It made me easier to read the text).

(Interview transcript 7, Wednesday, November 27th, 2013)

R : *Apa kamu bisa lebih memahami isi bacaan kalo pakai teknik PALS?* (Do you think that the use of PALS technique can help you in comprehending the text?)

S6 : *Iya mas. Sekarang bisa lebih gampang buat mudeng. Hehe* (Yes, I do, sir. It was easier to comprehend the text. hehe).

(Interview transcript 7, Wednesday, November 27th, 2013)

Giving credit points to the students was successful in improving the students' motivation. In the first meeting of the class, the students who were never confident to share their answers and findings became one of the students who could share his answer in front of the class. In the last meeting, the students were very active to asked permit from the researcher to share their answers and findings. They wanted to have another chance to increase their points. It can be seen from the extract of Interview transcripts below.

R : *Apakah kamu jadi lebih termotivasi dengan adanya credit points ini?*
(Did you feel more motivated when you were given the credit points?)

S5 : *Ya jelas mas. Kan kalo saya dapet nilai tambahan bisa untuk tambah nilai bahasa inggris saya di raport.* (Of course, sir. The credit points could be an additional point for my English score in my school report.)

(Interview transcript 8, Friday, November 29th, 2013)

R : *Menurut ibu, apakah credit points ini bisa membuat siswa lebih termotivasi dalam pelajaran bahasa inggris?* (Do you think that credit points can improve students' motivation in learning English?)

ET : *Iya mas. anak-anak memang begitu mas kalau ada tugas pun pasti tanya apa tugasnya dinilai atau tidak. Kalau saya bilang dinilai pasti mereka semangat.* (Yes, of course. When they were given any assignments, they asked whether the assignments will be scored or not. If the assignments would be scored, they did the assignments spiritfully).

(Interview transcript 9, Friday, November 29th, 2013)

R : *Menurut kamu, apakah dengan adanya credit point ini siswa lebih termotivasi lagi dalam pembelajaran?* (Do you think that credit points can improve the students' motivation during the lesson?)

C : *Iya. Mereka senang dikasih point gitu. Tadi juga ada yang tiba-tiba mau maju sharing kan. Soalnya sebelum kamu kasih credit point muridnya tuh males-malesan itu lho.* (Yes, I think. They are happy when they are given credit points. There was also a volunteer who wanted to share his answer in front of the class. Before you gave credit points, they tended to be lazy)

(Interview transcript 9, Friday, November 29th, 2013)

In conclusion, PALS technique could improve the students' reading skill. They could grasp the information related to the text more quickly and they did not feel bored during the class. The accompanying action i.e. giving credit points was also successful in improving the students' motivation.

The reflections above were done based on the observation during the teaching and learning process of reading and the interviews conducted by me with the English teacher, the students, and the collaborator. It is in line with the concept of democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is in line with the concept of the researcher triangulation. By looking the results in the second cycle which had shown improvements in the students' reading comprehension and students' motivation, the English teacher, the collaborator and I decided to stop the cycle.

D. Students' Mean Score

In this part, I shows the result of the students' score as in the pretest and the post test. Those scores were displayed in Table 3.

Table 3: The Students' Mean Score

Pre-Test	Post-Test
64	75

The result of the pretest and the post test above showed the difference between the result of the pretest and the post test. The mean of the pretest was 64. Meanwhile, the mean of the posttest was 75. It meant that the mean of the pretest

improved from 64 to 75 in the post-test. The mean was obtained from the 42 students. From the result above, it could be concluded that PALS technique could improve the students' reading comprehension in VII-C class of SMPN 1 Jogonalan.

E. Research Findings

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following.

First, PALS technique is believed to be able to improve the students' reading skill. Formerly, the students had difficulties in finding the main ideas and detail information of the texts. It was because they rarely practiced and were only taught on how to find the main ideas. By using this technique in reading, the students were able to find any detail information by following the steps in PALS technique.

Second, PALS technique is believed to be effective to improve the students' motivation in reading. Basically, this technique increased the students' enthusiasm in reading. They were motivated to know the content of the text. However, the teacher needed to add accompanying action in improving the students' motivation by giving credit points to the active students.

Third, there were some factors that should be considered by the teacher to minimize the problem during the implementation. First, the teacher had to consider the time. The teacher should be able to manage the time well so that the activities could be done. Second, the teacher should give clear explanation for the students in doing this technique. It was because there might be some students who had wrong

perception about what should be done in each step. The last, the teacher should be able to manage and handle the class well so that the students did not make noise that not in line with the discussion of the texts given.

Fourth, the topic of the text influenced and supported the implementation of PALS technique. When the topic was not interesting for the students, they became lazy and seemed reluctant to read the text. However, when the topic was interesting for the students, they would read the text fast and tried to understand the text well.

The last, implementation of PALS technique gave positive effect to the students' reading comprehension. After the students implemented PALS technique, they were able to understand text better than before. The steps in PALS technique helped them to understand texts.

Those findings were summarized in the table 4 below.

Table 4: The Result after Implementing PALS techniuque in improving students' reading skill.

No	Pre-Condition	Cycle I	Cycle II
1.	The students could not comprehend text fully.	The students could comprehend the text by implementing PALS technique although at first they had to adapt with the technique and thought that the technique was complicated for them.	The students could comprehend the text better than before. There was no obstacle when they used PALS technique in reading texts. They used PALS technique and did the steps naturally.
2.	The students had difficulty in finding any detail information.	The students had ability in finding any detail information. However, some of them still found difficult in finding the information.	The students had better ability in finding any detail information than before.

No	Pre-Condition	Cycle I	Cycle II
3.	The students had low motivation in learning.	Some students had higher motivation in the teaching and learning process of reading but some other had not motivated yet.	Most of the students had higher motivation in the teaching and learning process of reading.

F. Discussion

The research focuses on improving students' reading comprehension using PALS technique. This technique was implemented both in the first cycle and the second cycle. The findings of the research showed that PALS technique was successful in improving the students' reading skill. From the findings, the discussion was written as the following.

I conducted the PALS technique by asking the students to work in pairs that consist of higher and lower readers. It means that PALS technique require the students to have group discussion and work collaboratively during the teaching and learning process of reading.

Implementing PALS technique required the students to understand the entire text. During the process of reading, they read the text by turns, started by the higher reader as a model for the lower reader.

Moreover, PALS technique could make the students active during the teaching and learning process of reading. The students read the text with their partners and tried to understand the text collaboratively. When they found difficulties,

they have a discussion with their partner first, and if they could not find the way out of their difficulties related to the text, they asked the teacher to help them.

However, the students were passive during the class discussion. It happened because of some factors. Based on some interviews with the students, they admitted that they were not accustomed to speaking in front of the class. They also said that other students would tease them when they spoke or even others would not hear their arguments. Having such condition, the researcher needed to solve the problem by providing some other actions such as giving credit points for the active students.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three points and its explanation. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

To improve students' reading skill, I used PALS technique in this research. It was done in two cycles consisting of two meetings on each cycle. In both cycles, I implemented the PALS technique. The research began in October 28th and ended in November 29th, 2013.

From the first cycle, I found that PALS technique could improve the students' reading skill. The use of PALS technique could also improve the students' motivation. Furthermore, it could improve the students' interaction between the teacher and the students. However, PALS technique could not really improve the students' confidence. That was why I felt that he had to add some accompanying actions in Cycle II. Shortly, the use of PALS technique is believed to improve the students' reading skill.

From the second cycle, I found that the accompanying action by giving credit points could improve the students' confidence in the teaching and learning process of reading. I also found that PALS technique was still effective in improving the students' reading skill.

In terms of quantitative data, there was an improvement on the students' reading skill. It could be seen from the result of pretest and post test. The mean of the students' scores improved from 64 on pretest to 75 on posttest. It showed that PALS technique was successful in improving the students' reading skill.

B. Implications

The research findings show that the use of PALS technique can improve the students' reading skill. The students were happy and could enjoy reading by using that technique. They could have better understanding on reading than before. However, the technique had to be combined with other action such as giving credit points to trigger the students' confidence in the teaching and learning process of reading, especially during the completion of the tasks given. Based on the findings above, the implication of the study are as follows:

1. In this research, I uses PALS technique to improve students' reading skill. This reveals that PALS can help the students to practice reading through some fun activities. Moreover, the English teacher can use it in managing the reading class and avoid teacher domination during the lesson. This implies that the English teacher should give more opportunity to the students to practice English by themselves.
2. The use of PALS technique was able to improve the students' reading skill. It allowed the students to have practices in finding any detail information by following the steps in PALS technique. It could allow the students to have more comprehension of what they read. They were enthusiastic to do those

strategies. This implies that the teacher must be creative in choosing and designing any kinds of activities that help the teaching learning process based on the English syllabus and curriculum and the learning objectives. He/ She also has to consider the use of technique that can attract the students' attention and help the students to read English texts easier.

3. Giving credit points was effective. The students were more active and confident during the teaching and learning process. They were motivated to get the credit points. This means that we can sometimes use it as one of the motivation means to encourage the students' work. This implies that the teacher must be a good facilitator and motivator of the students in a class.

C. Suggestions

Based on the conclusion and the implication above, some suggestions can be directed toward the students, the English teachers, and other researchers.

1. To the students

The students should increase their reading skill through practicing very often using various kinds of texts. If they find the difficulty in learning English especially in reading skill, they can ask their friend and work collaboratively with them. PALS can be used for attracting students' interest to get involved in the learning process. Before using the technique, they have to understand what they should do in every step.

2. To the English teacher

For the English teacher, it is important for them to be more creative in choosing the techniques that will be conducted in the teaching and learning process of reading. When they use PALS technique, they have to consider the situation of the class by creating a good atmosphere in the class during the teaching and learning process of reading so that the students feel comfortable and enthusiastic during the teaching learning process. They also have to consider the time. The English teachers have to be creative in choosing the topics of the texts for the students.

3. To other researchers

This research was focused on improving the students' reading skill of the seventh grade of SMP N 1 Jogonalan through PALS technique. For other researchers who want to conduct research using the same technique, they have to prepare the texts well. They have to know exactly how the technique is conducted to teach reading and allocate sufficient time for the students to do every step in PALS. They also have to explain every step clearly to avoid students' misunderstanding of the use of the technique.

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APPENDICES

1

FIELD NOTES

FIELD NOTES

FIELD NOTE 1

Asking Permission

Monday, October 28th, 2013

P datang bersama A, teman yang akan menjadi observer P di kelas dan juga ikut juga sebagai peneliti kelas VIII di SMPN 1Jogonalan. T datang pukul 08.00 dan langsung menemui Kabag Kurikulum yaitu IbuT untuk berkonsultasi mengenai perijinan untuk melakukan penelitian di sekolah tersebut. Ibu T setuju dan langsung menyuruh Puntuk menuju ke gedung barat untuk bertemu dengan ibu E. Beberapa menit kemudian Ibu E datang dan menyambut P dengan ramah. P mengutarakan niat untuk melakukan penelitian di sekolah tersebut di kelas VII. Ibu E menerima dengan baik tujuan kedatangan P dan bertanya teknik serta metode apa yang akan digunakan. P menjelaskan mengenai penelitiannya tentang *reading* yang menggunakan teknik *PALS* dan Ibu E sangat menyetujui karena Ibu E merasa bahwa kemampuan *reading* di kelas VII di SMPN 1 Jogonalan masih perlu dikembangkan karena S masih belum mandiri dan masih mengalami kesulitan dalam memahami bacaan. P dan Ibu E kemudian menyusun jadwal untuk diadakannya penelitian oleh P. P menyerahkan surat observasi dari kampus yang telah dibuat sebelumnya kepada Ibu E. P dan Ibu E menyetujui observasi dilakukan pada hari Jumat, 01 November 2013 di kelas VII-C.

FIELD NOTE 2

Observation

Friday, November, 1st, 2013

P dan A sampai di sekolah pukul 09.00 dan langsung menemui Ibu E di ruang guru. Kemudian pada pukul 09.30 P dan A menuju ke kelas VII-C mengikuti Ibu E yang akan mengajar di kelas tersebut. Setelah Ibu E masuk lalu P dan A diperkenalkan ke semua S VII-C. P dan A duduk di bangku belakang untuk mengamati situasi pembelajaran hari itu. Ibu E memulai pelajaran dengan berdoa dan mengucapkan salam. Ibu E kemudian menyuruh S untuk memeriksa kata-kata bahasa Inggris yang sulit pada pekerjaan rumah mereka yang berupa sebuah teks *descriptive*. Kemudian, ibu E mendiskusikan kata-kata yang sulit tersebut dan menterjemahkannya bersama dengan S. Setelah itu, Ibu E mulai membahas isi dari teks tersebut, seperti, *main idea*, *generic structure*, hingga *detail information* yang terkait dengan teks tersebut. Setelah selesai membahas isi teks, Ibu E menunjuk

beberapa siswa untuk maju ke depan kelas dan menuliskan jawaban dari pertanyaan yang ada pada pekerjaan rumah mereka di papan tulis. Setelah semua siswa yang ditunjuk menuliskan jawaban mereka, Ibu E membahas jawaban tersebut bersama-sama dengan S. Pada akhir pelajaran, Ibu E menanyakan kepada S apakah ada pertanyaan dari S atau tidak. Karena tidak ada yang bertanya, Ibu E mengakhiri pelajaran dengan memimpin S untuk berdoa. Dalam pelajaran, Ibu E menggunakan Bahasa Indonesia dan Bahasa Inggris dalam beberapa kesempatan.

FIELD NOTE 3

Pre-test

Friday, November 8th, 2013

P dan A sampai di sekolah pukul 09.00 dan langsung menuju ruang guru untuk menemui Ibu E untuk mendiskusikan hasil observasi serta merencanakan *pre-test* yang akan dilakukan pada hari itu. P serta Ibu E menyepakati bahwa Ibu E akan masuk pada 45 menit pertama jam pelajaran untuk memberikan materi kemudian P dapat melakukan *pre-test* setelah itu selama 45 menit. Ibu E mengizinkan P dan A untuk masuk ke dalam kelas pada saat Ibu E mengajar. Tepat pukul 09.30 P, A dan Ibu E masuk ke dalam kelas. Ibu E memulai pelajaran dengan memimpin doa dan memeriksa daftar hadir S. Seluruh S masuk sekolah pada hari itu. Kemudian, pada awal pelajaran, Ibu E menjelaskan bahwa pada beberapa pertemuan ke depan, Ibu E akan digantikan oleh P dalam mengampu pelajaran bahasa Inggris. Selanjutnya Ibu E kembali memberikan materi tentang teks *descriptive*, yang menjadi salah satu fokus dalam semester tersebut. Ibu E kembali menerangkan beberapa hal yang berkaitan dengan teks *descriptive*. Kegiatan pada hari itu berlangsung seperti halnya yang terlihat pada saat P melakukan observasi. Sesaat sebelum istirahat, Ibu E menjelaskan bahwa 45 menit selanjutnya nanti P akan menggantikan Ibu E untuk sementara dan berharap S dapat bekerjasama dengan P dengan baik dalam pelajaran nantinya. Pada saat bel pergantian pelajaran, Ibu E meninggalkan ruangan. Sebelum *pre-test* dimulai, P menjelaskan kepada S cara mengerjakan *pre-test*. S diminta untuk menyelesaikan *pre-test* tanpa bantuan apapun dalam waktu 45 menit. Kemudian P membagikan soal-soal *pre-test* kepada S. P kemudian meminta untuk mengerjakan soal yang ada. P duduk di kursi guru, sesekali berjalan di area depan kelas. Ada yang bisa mengerjakan namun ada juga yang masih bingung dan mengeluh. Saat waktu pelajaran hampir usai, P meminta lembaran soal *pre-test* dikumpulkan dan kemudian P dan A mengucapkan salam lalu berjalan meninggalkan kelas.

FIELD NOTE 4

Action 1 Cycle 1

Wednesday, November 20th, 2013

Pukul 06.55 P sudah datang bersama A untuk memulai penelitian hari itu. Penelitian dimulai pada pukul 07.00 sampai pukul 08.30 pada saat jam pelajaran pertama dan ke-2. Sebelum memulai penelitian P menemui Ibu E diruang guru untuk memastikan bahwa penelitian dapat dilakukan pada hari itu. Tepat pada pukul 07.00, P, A dan Ibu E masuk ke dalam kelas. Ibu E memimpin doa sebelum pelajaran dimulai. Sekali lagi, Ibu E memberi tahu kepada S bahwa pelajaran bahasa Inggris pada hari itu dan beberapa pertemuan kedepan akan diampu oleh P yang menggantikan Ibu E dalam mengampu pelajaran bahasa Inggris. Kemudian, Ibu E memberi kesempatan pada P untuk memulai pelajaran sekaligus Ibu E memohon izin untuk tidak dapat mengikuti proses penelitian karena ada hal penting lainnya yang harus diselesaikan. Pada pertemuan pertama, P fokus pada pengenalan teknik PALS kepada S. P memulai pelajaran dengan memimpin doa dan memeriksa daftar hadir S. Tidak ada siswa yang tidak masuk pada hari itu. P kemudian mengenalkan diri pada S. Selanjutnya, P mengajak S untuk mengulas pelajaran mengenai teks *descriptive* dan sekaligus memberikan apersepsi kepada S mengenai materi yang akan dipelajari pada hari itu karena P bertujuan untuk membangun interaksi antara S dan P sendiri. “*Well class, do you like sports? What do you think of football game?*” Sayangnya, hanya ada sedikit S yang merespon pertanyaan dari P, sedangkan yang lainnya hanya diam. Bahkan, beberapa dari S ada yang berbincang-bincang dengan yang lain. Siswa yang menjawab pertanyaan pun masih menggunakan bahasa Indonesia dalam menjawab pertanyaan. Sebelum mendistribusikan teks *descriptive* kepada S, P mengenalkan teknik PALS kepada mereka. Teknik ini masih baru bagi mereka. P menjelaskan bagaimana cara mengaplikasikan teknik ini dan juga menjelaskan setiap tahap dalam teknik ini. S mendengarkan dengan seksama penjelasan dari P. Setelah selesai memberikan penjelasan, P mengarahkan S untuk membentuk kelompok secara berpasangan berdasarkan hasil *pre-test* sebelumnya. Setelah semua siswa duduk berpasangan sesuai hasil *pre-test*, P kemudian memberikan S dua buah teks berjudul “*Football game*” dan “*My New Classmate*”. Selanjutnya, P menginstruksikan kepada S untuk mulai mengimplementasikan teknik PALS dalam memahami teks tersebut. Karena pada hari itu merupakan pertemuan pertama, P memandu S dalam setiap tahap pada teknik PALS. Pertama, P memandu S untuk melakukan tahap pertama, yaitu *tutor and tutee role-play stage*. P meminta S untuk membaca teks tersebut secara bergantian, diawali dengan pembaca yang lebih mahir untuk menjadi role-model pasangannya, sementara S yang belum mendapat giliran membaca diminta untuk menyimak dan mencatat kata-kata sulit yang didengar. Beberapa siswa terlihat agak kebingungan untuk menerapkan tahap ini, maka P segera menghampiri dan menjelaskan kembali tahap-tahap dalam PALS, karena beberapa S tidak kunjung

bertanya kepada P namun justru membuat keributan sendiri. Kemudian, P meminta S untuk langsung melanjutkan pada tahap kedua selama 5 menit, yaitu *retelling stage*. Pada tahap ini, S diminta untuk menceritakan kembali dengan singkat apa yang telah dibaca. Selanjutnya S diminta untuk melanjutkan ke tahap *paragraph shrinkings* selama 10 menit. Di tahap yang ketiga ini, S diminta untuk membaca bergantian paragraph demi paragraph. Setiap perhentian paragraph ini, siswa diminta untuk mencoba menyampaikan apa yang menjadi pokok pikiran paragraph tersebut. Setelahnya, pada tahap yang terakhir, yakni *prediction relay*, S diminta untuk menebak apa yang ada pada paragraph selanjutnya yang belum dibaca, sebelum setidaknya membaca separuh dari seluruh bacaan, kemudian mengecek prediksi mereka, serta mencatat informasi penting yang terkandung dalam bacaan. P memberikan *feedback* bagi mereka yang masih kesulitan dalam tahap ini. Namun, masih banyak pula S yang tidak paham apa yang harus mereka lakukan pada tahap terakhir tersebut dan tidak bertanya kepada P. Setelah selesai melakukan semua tahap, P meminta S untuk mengerjakan soal yang telah disiapkan oleh P. Pada tahap ini, S diminta untuk mencari jawaban untuk soal yang dibagikan oleh P dengan cara mengamati kembali hasil temuan dan diskusi mereka terhadap teks yang telah dibaca. Selanjutnya, P meminta beberapa S untuk maju menuliskan secara sukarela di papan tulis jawaban mereka. Hanya ada 2 S yang menuliskan pertanyaan dan jawaban mereka. Kebanyakan dari mereka masih malu dan takut untuk menuliskan jawaban mereka di depan kelas, karena mereka tidak yakin jawaban mereka benar. Kemudian, P membahas pertanyaan dan jawaban tersebut bersama-sama dengan S. Sebagai tahap akhir, P menyuruh S untuk melakukan *review* pada teks yang telah mereka baca untuk memastikan apakah mereka sudah paham dengan teks yang mereka baca sekaligus untuk memastikan apakah ada informasi pada teks yang mereka lewatkan. P menutup pelajaran dengan memberikan kesempatan pada S untuk bertanya. Tetapi, tidak ada S yang bertanya pada P. Sebelum mengakhiri pertemuan, P mengingatkan S untuk duduk pada formasi yang sama untuk pertemuan berikutnya. Akhirnya, P menutup pelajaran dengan memberikan salam pada S. Setelah itu, P memanggil dua S untuk diwawancarai sepulang sekolah. Setelah pertemuan pertama pada *cycle* pertama, P kemudian menemui Ibu E yang sudah ada di kantor guru untuk melakukan interview.

FIELD NOTE 5

Action 2 Cycle 1

Friday, November 22nd, 2013

P dan A datang ke sekolah pukul 09.00 WIB dan langsung menuju ke ruang guru untuk menunggu Ibu E selesai mengajar. Pukul 09.10, saat Ibu E kembali ke ruang guru setelah selesai mengajar, Ibu E langsung mempersilakan P dan A menuju kelas

VII-C untuk melanjutkan penelitian. Ketika P masuk ke ruang kelas, S sudah bersiap memulai pelajaran pada hari itu. P memberi salam dan langsung memeriksa daftar hadir pada hari tersebut. Kemudian, P sedikit mengulas tentang apa yang sudah S pelajari pada pertemuan sebelumnya. “*What did you learn in the last meeting?*” beberapa siswa menjawab “*Descriptive text, mas. judulnya “Football Game” sama “My New Classmate”*”. Kemudian P kembali membahas mengenai teks *descriptive* secara umum dan sekaligus memberikan apersepsi tentang teks yang akan mereka pelajari hari itu. “*Siapa yang pernah ke kebun binatang? Ada hewan apa aja?*” S mulai antusias menjawab pertanyaan tersebut. Banyak jawaban yang berbeda-beda dari mereka. P kemudian langsung membagikan lembar teks *descriptive* kepada S yang berjudul “*My School*” dan “*The Giraffe*”. Setelah semua S mendapatkan teks tersebut, P langsung meminta mereka untuk kembali menerapkan teknik PALS. P masih membantu S dalam menerapkan teknik tersebut. Namun, kali ini P membatasi waktu pada tiap tahapnya, untuk membuat S lebih terbiasa dengan teknik PALS dan lebih cepat dalam menyelesaikan semua tahapnya. Pertama, mereka diminta untuk membaca secara cepat teks yang dibagikan hanya selama 5 menit untuk menemukan kata-kata sulit yang mereka temui. Namun rupanya waktu yang diberikan P untuk membaca dirasa sangat kurang bagi S, sehingga S meminta tambahan waktu. P mengijinkan tambahan waktu untuk membaca selama 5 menit. P juga bertanya kepada S apakah ada kata-kata yang sulit atau tidak. Beberapa S bertanya tentang kata-kata yang sulit, dan P menjelaskan arti dari kata-kata tersebut pada S. Setelahnya P meminta S melakukan tahap *tutor and tutee role-play* selama 10 menit. P mengawasi S dalam tahap ini untuk memastikan semua S dapat melakukan tahap ini dengan benar. Beberapa S bertanya pada P pada saat mereka kebingungan. Namun, masih ada beberapa siswa yang belum dapat melewati tahap tersebut selama 10 menit, sehingga P memberikan tambahan waktu kepada mereka selama 5 menit. Setelah itu, P meminta mereka untuk lanjut pada tahap *retelling* selama 5 menit. Setelahnya, S diminta untuk melanjutkan ke tahap *paragraph shrinking* dimana S diminta untuk mencari ide pokok pada tiap paragraph. Pada tahap akhir, yakni *prediction relay*, S diminta untuk sekaligus menyelesaikan pertanyaan-pertanyaan yang sebelumnya telah dipersiapkan oleh P. Tujuan dari latihan soal ini adalah untuk menunjukkan hasil temuan dari diskusi yang telah dilakukan oleh S pada keseluruhan tahapan dalam PALS. Pada dua tahap terakhir ini, S menghabiskan waktu sebanyak 20 menit. Setelah 20 menit, S mengumpulkan hasil kerjanya di meja P. P kemudian mengajukan pertanyaan secara acak kepada S tentang teks yang dibagikan sebelumnya. Sayangnya, S masih malu dan tidak percaya diri untuk menjawab pertanyaan di depan kelas. Hanya ada 8 siswa yang mau menjawab. Namun, tetap ada peningkatan interaksi antara S dan P. S menjadi lebih aktif dari pertemuan pertama, dimana hanya ada 2 siswa yang mau menjawab di depan kelas. Sebelum pelajaran berakhir, P mencoba *me-review*, P membantu S melakukan *review* dengan cara melakukan *review* bersama-sama dengan S. Ketika waktu pelajaran berakhir, P menanyakan pada S apakah ada hal yang ingin ditanyakan mengenai pelajaran tadi atau tidak. Tidak ada S yang bertanya pada P. P kemudian mengingatkan S untuk

lebih aktif pada pertemuan selanjutnya dan P juga meminta S untuk membawa kamus pada pertemuan selanjutnya. P menutup pelajaran dengan memberi salam pada S. P dan A kembali ke ruang guru untuk bertemu dengan ibu E dan membahas apa yang telah dilakukan pada hari itu.

FIELD NOTE 6

Wednesday, November 27th, 2013

Action 3 Cycle 2

P dan A datang ke sekolah pukul 06.50 dan langsung menuju ruang guru untuk bertemu Ibu E. Pada pukul 07.00, P, A dan Ibu E menuju ke kelas. P memberisalam pada S dan menanyakan kabar S “*Good morning class, how are you today?*” dan S menjawab singkat “*Fine, thank you.*” “*Well, who is absent today?*” dan ada salah satu S yang menjawab singkat “*tidak ada mas*”. Pada pertemuan kali ini, P menjelaskan bahwa akan ada *credit point* bagi S yang aktif dalam pelajaran. P memulai pelajaran dengan memimpin doa dan memeriksa daftar hadir S. Pada awal pelajaran, P memberikan apersepsi pada S dan mengatakan pada S bahwa mereka masih akan belajar mengenai teks *descriptive*, yang kali ini berjudul “*My family*” dan “*My holiday*”. P juga memastikan apakah semua S membawa kamus atau tidak. Pada hari itu, semua S membawa kamus. Kemudian, P membagikan teks kepada S dan langsung meminta mereka untuk melakukan tahap *tutor and tutee roleplay*. Untuk tahap ini, P memberikan waktu 10 menit tanpa adanya tambahan waktu bagi S yang belum selesai. P mengawasi setiap S untuk memastikan apakah S mampu melakukan tahap tersebut dengan baik. S terlihat serius dalam mengimplementasi dua tahap tersebut. Mereka juga sudah mulai tangkas, terlihat dengan keseriusan S pada saat membaca dan mendengarkan pasangannya membacakan teks yang dibagikan. Setelah 10 menit, P menginstruksikan S untuk melanjutkan ke tahap *retelling* selama 5 menit, kemudian dilanjutkan *paragraph shrinking* selama 10 menit, serta tahap terakhir, *prediction relay* juga selama 10 menit. P juga mengingatkan S untuk membuat daftar kata-kata sulit untuk kemudian dicari artinya dengan menggunakan kamus yang mereka bawa. Dengan adanya daftar kata-kata sulit yang S buat selama tahap-tahap ini, S meminta tambahan waktu 10 menit kepada P untuk menyelesaikan tahapan ini. Setelah S menyelesaikan seluruh tahap, P meminta S untuk mengumpulkan teks bacaan yang sebelumnya dibagikan. Kemudian, kali ini P membagikan teks pertanyaan terkait dengan teks yang telah dibagikan sebelumnya. P meminta S untuk menjawab pertanyaan tersebut dalam 15 menit, dan meminta mereka untuk kembali mengumpulkannya di meja P. Setelahnya, P menjelaskan tentang *credit points* yang akan diberikan bagi mereka yang berani membahas jawaban dari pertanyaan-pertanyaan sebelumnya di depan kelas. P mengizinkan mereka untuk membawa kertas atau buku catatan mereka yang berisi poin-poin hasil dari tahap *discussion* ke depan

kelas saat mereka maju ke depan kelas. S terlihat termotivasi dengan adanya *credit points*, hal ini terlihat dari bahwa dalam 20 menit, sudah separuh dari jumlah S yang ada di kelas maju ke depan kelas untuk memberikan jawabannya. Akhirnya, semua S berani memberikan jawaban mereka didepan kelas pada hari itu. Sebagai tahap akhir, P memberikan mereka kesempatan untuk melakukan *me-review* untuk memastikan apakah ada informasi yang terlewat atau tidak sekaligus kesempatan bagi S untuk bertanya pada P tentang apapun yang berkaitan dengan teks yang mereka baca, namun tidak ada S yang bertanya. Pada saat menit-menitakhir sebelum pelajaran berakhir, P mengatakan pada S untuk tetap menjaga motivasi mereka untuk menjawab pertanyaan-pertanyaandidepan kelas karena mereka masih memiliki satu pertemuan terakhir dengan P untuk mendapatkan *credit points* sebagai nilai tambahan mereka dalam mata pelajaran bahasa Inggris pada semester ini. P mengakhiri pelajaran dengan mengucapkan salam pada S. P, A dan Ibu E kembali ke ruang guru. P dan A kemudian langsung berpamitan pada Ibu E, Ibu E mengatakan pada P bahwa Ibu E senang dengan kemajuan S yang sudah mulai aktif dengan adanya *credit points*.

FIELD NOTE 7

Friday, November 29th, 2013

Action 4 Cycle 2

P dan A datang ke sekolah pada pukul 09.00 WIB dan langsung menuju ruang guru untuk menunggu Ibu E selesai mengajar. Pukul 09.30 saat bel masuk kelas setelah istirahat berbunyi, P dan A bersama Ibu E langsung menuju ke ruang kelas VII C. P memberi salam pada S dan memeriksa daftar hadir S. kemudian P kembali mengingatkan S bahwa masih ada kesempatan untuk mendapatkan *credit points* pada hari itu bagi siapa saja yang berani menjawab pertanyaan didepan kelas. Pada awal pelajaran, P memberikan apersepsi mengenai *daily activities* sebagaimana teks *descriptive* yang akan diberikan pada hari itu berjudul "*My Daily Activities*" dan "*Riana*". Kemudian P meminta S untuk langsung menerapkan tahap awal pada teknik PALS, yaitu *tutor and tutte roleplay*. P hanya memberikan waktu pada mereka selama 10 menit. Pada tahap ini, P berkeliling di dalam kelas untuk mengawasi berjalannya aktivitas S. Rupanya tahap ini berjalan dengan lancar karena S juga sudah cukup terbiasa dengan tahap-tahap dalam PALS. Setelah 10 menit, P meminta S untuk melakukan tahap *retelling* selama 5 menit. Setelah tahap kedua berakhir, S segera diminta untuk menemukan ide pokok tiap paragraph lewat tahapan *paragraph shrinking* yang berlangsung selama 10 menit sebelum tahap *prediction relay* dilakukan. Pada tahap terakhir, P kembali berjalan mengitari S untuk mengawasi aktivitas S. Rupanya seluruh S sudah dapat mengimplementasikan tahapan-tahapan dalam PALS dengan baik karena mereka sudah cukup terbiasa. Setelah waktu yang diberikan habis, P meminta S untuk mengumpulkan teks bacaan dan kemudian

membagikan teks soal pada S. Dalam waktu 10 menit, ternyata soal telah diselesaikan oleh S. S pun lebih berani ketika mengajukan diri untuk menjawab pertanyaan di depan kelas. Terbukti dengan S yang berlomba-lomba untuk menjawab pertanyaan di depan kelas, seakan tidak mau kalah dengan teman yang lain. P memonitor S dan memberikan *feedback* jika ada S yang bertanya atau ketika ada teman lain yang memiliki jawaban berbeda di depan kelas. Akhirnya, semua S berhasil menjawab pertanyaan di kelas dan semua mendapatkan *credit points*. Akhirnya, P memberikan S waktu 5 menit untuk melakukan *review* dan memberi kesempatan pada S untuk mengajukan pertanyaan terkait dengan teks yang mereka baca. Namun, tidak ada S yang bertanya pada P. Di akhir pelajaran, P mengatakan bahwa, *credit points* tersebut akan diserahkan pada Ibu E yang nantinya dapat memberikan nilai tambahan bagi S untuk nilai pelajaran bahasa Inggris di semester ini. R mengakhiri pelajaran dengan memberi salam pada S. setelah keluar dari ruang kelas, P dan A langsung berpamitan dengan Ibu E untuk meninggalkan sekolah.

2

INTERVIEW TRANSCRIPTS

Interview Transcript

Interview transcript 1

Interviewer : The Researcher (R)

Interviewee : The English Teacher (T)

Day/Date : Monday, 28 October 2013

Time : 09.00 a.m.

Place : Teachers' Office of SMPN 1 Jogonalan

R : Selamat pagi ibu, maaf ganggu waktunya sebentar ya bu. Saya *mau* tanya-tanya soal pembelajaran bahasa inggris di kelas ibu.

T : *Oh* iya, tidak apa-apa mas. ini mas Pangestu ya? Yang katanya *mau* penelitian disini?

R : Iya betul bu.

T : *Gimana* mas, ada yang bisa saya bantu?

R : *Gini* bu, saya *mau* tanya soal pembelajaran bahasa Inggris di kelas yang ibu ajar. *Ya* mulai dari kondisi saat pelajaran, kondisi siswa, dan lain-lain.

T : Ya begitu *lah* mas, namanya juga sekolah di desa, maklum saja, jadi kemampuannya masih dibawah standar. Kemudian juga, siswa-siswi masih banyak yang belum termotivasi, jadi kadang saya sendiri sudah *ngoyo* biar mereka *mudeng*, tapi mereka kadang masih *gakmudeng*.

T : Memangnya penelitiannya *njenengan* tentang apa mas?

- R : Penelitian saya tentang penggunaan teknik PALS untuk *reading* bu. Jadi mudah-mudahan nanti teknik itu bisa membantu siswa untuk lebih memahami bacaan dan lebih termotivasi dalam *reading*.
- T : Oh, bagus itu mas. Kebetulan juga, siswa disini memang sering kesulitan memahami bacaan mas. Terus juga masih mengandalkan gurunya kalau *gak* paham. Mungkin penelitian *njenengan* bisa membantu saya nantinya untuk menggunakan teknik itu tadi.
- R : *Hehe*, iya semoga bisa membantu bu. Terus kalau untuk media atau materi mengajar, biasanya ibu pakai apa ya?
- T : Yang jelas, saya pakai buku paket dan LKS, jadi yang utama biasanya buku paket, nanti untuk latihannya *pake* LKS.
- R : Baiklah bu, mungkin segini dulu saya tanya nya, besok saya tanya ibu lagi setelah observasi.
- T : Silakan mas. Saya kan disini hanya membantu *njenengan* untuk penelitian. Lagipula, saya senang kalau ada yang penelitian, jadi bisa saya pelajari juga bahan penelitiannya.
- R : Terimakasih atas kesempatan dan izin yang diberikan, Bu.
- T : *Nggih*, mas. Sama-sama.
- R : Kalo begitu saya pamit dulu, Bu. Sekali lagi terimakasih. *Pareng*.
- T : *Nggih*, mas. *Monggo*.

Interview transcript 2

Interviewer : The Researcher (R)

Interviewee : The English Teacher (T)
Day/Date : Friday, 1 November 2013
Time : 11.00 a.m.
Place : Teachers' Office of SMPN 1 Jogonalan
After Observation

R : Makasih ya bu, tadi sudah boleh masuk kelas untuk observasi.

T : Iya mas, sama-sama. Saya sengaja pilihkan kelas VII-C karena memang untuk nilai ulangan terakhir kelas ini, nilai rata-ratanya yang paling rendah. Jadi semoga ada solusi untuk mengangkat nilai mereka kembali.

R : Baiklah bu, biar besok saya penelitian di kelas VII-C saja. *Oh iya* bu, tadi kan dikelas saya perhatikan siswa memang kurang memperhatikan ibu, kemudian juga kurang interaktif, dan sering mengandalkan ibu kalau mereka kesulitan memahami bacaan, apa memang selalu seperti itu kalau pelajaran bahasa Inggris?

T : Ya memang seperti itu mas. Mereka seperti *gak* punya motivasi untuk pelajaran bahasa inggris, saya sendiri kadang sampai bingung harus *gimana* biar mereka bisa termotivasi, bisa antusias juga pada saat *reading*. *Wong* kadang itu kalau mereka disuruh mengerjakan soal dari teks atau bacaan itu mereka masih banyak yang salah, *ya* karena mereka *nggak mudeng* tentang bacaannya.

R : Berarti jadi tantangan tersendiri juga ya bu?

T : *Ya begitu lah* mas. *hehehe*

- R : *Trus* untuk RPP nya nanti apakah saya harus mengikuti format RPP punya ibu atau boleh pakai format saya sendiri bu?
- T : Terserah *njenengan* saja, saya *manut*. Lha *wong* saya disini kan hanya membantu untuk penelitiannya *njenengan* saja. *Hehehe*. Oh iya, *trus* nanti mas Pangestu fokus ke jenis teks apa ya?
- R : Nanti saya fokus pada teks *descriptives* saja bu. Soalnya, saya lihat di kurikulum yang saya *download* dari internet, kalau *ga* salah semester 1 ini fokus untuk kelas VII kan masih di teks *descriptive* ya bu?
- T : Iya mas, betul. Ya kalau begitu malah bagus mas. Jadi nanti *njenengan* malah membantu saya mengulang materi, *kan* sebentar lagi sudah *mau* UAS. Cocok itu, *hehehe*.
- R : Iya bu. Oh iya, buku paketnya judulnya apa ya bu?
- T : Ini mas (menyodorkan buku “The Bridge English Competence 1”). Nanti itu dibawa saja mas, saya pinjamkan untuk *njenengan* sementara. Barangkali *njenengan* butuh tambahan materi dari buku itu. Saya punya dua *kok*.
- R : *Oh*, iya bu, terima kasih banyak.
- T : Sama-sama mas. *Trus* mau mulai penelitian tanggal berapa ya mas?
- R : Rencananya saya mulai penelitian tanggal 20 November bu, *trus* nanti penelitiannya sepertinya saya butuh 4 pertemuan bu. Tapi tanggal 8 November untuk *pre-test*nya kalau ibu berkenan saya mau minta waktu 1 jam pelajaran untuk *pre-test* bu, ini soal *pre-test* nya (sambil menyodorkan contoh soal *pre-test*).

T : Silakan saja *mas*. nanti tanggal 8 itu biar saya masuk dulu 45 menit pertama, lalu mas Pangestu langsung melanjutkannya setelah itu, bagaimana?

R : Baik bu, begitu juga boleh.

Interview transcript 3

Interviewer : The Researcher (R)

Interviewee : Student 1 (S1), Student 2 (S2), Student 3 (S3)

Day/Date : Friday, 8 November 2013

Time : 11.45 a.m.

Place : VII-C Classroom of SMPN 1 Jogonalan

After Pre-test

R : *Hai dek, ni* saya yang tadi *mau* ngobrol sebentar *sama* kalian bertiga, maaf *ya*, ganggu sebentar.

S1 : Iya mas, *ga apa-apa*.

R : Boleh *taunama* kalian masing-masing *gak*?

S1 : Saya Devi.

S2 : Aku Diah.

S3 : Aku Intan, *mas*.

R : Oke. *Eh*, kalian suka *gasama* pelajaran bahasa Inggris?

S3 : Lumayan suka *mas*.

S1 : Aku juga lumayan suka.

- S2 : Sama. *Hehehe*
- R : *Trus* kalian suka kesulitan *ga* di pelajaran bahasa Inggris?
- S1 : *kalo* saya *sih* kadang *males* baca teksnya mas, *abisnya* kadang ada beberapa kata yang saya *ga mudeng* mas, jadi *bikin males* kalo ada yang *ga mudeng*. *Hehehe*
- S3 : iya mas, aku juga begitu. *Hehe*
- S2 : *kalo* aku *sih* *kalo* misalnya bacaannya bagus, ya suka. Tapi kalo *engga*, ya *gasuka*. *Hehehehe*
- R : *Oh gitu* ya. Berarti materi bacaannya bisa dibilang kurang menarik ya?
- S2 : *Ya gitumas*, jarang banget ada bacaan yang menarik, apalagi yang di LKS itu.
- S3 : Iya mas, *bener tuh*. *Ga menarik* bacaannya. Tambah lagi banyak kata-kata yang susah, jadi tambah *males*. *Hahaha*
- R : *oh, gitu*. Ya sudah *deh*, *segitu* dulu aja ngobrol-ngobrolnya. Makasih banyak ya adek-adek. Sampai ketemu minggu depan ya.
- S1,S2,S3 : Oke mas.

Interview transcript 4

Interviewer : The Researcher (R)

Interviewee : Student 1 (S1), Student 4 (S4)

Day/Date : Wednesday, 20 November 2013

Time : 01.30 p.m.

Place : VII-C Classroom of SMPN 1 Jogonalan

Cycle 1a

- R : *Eh dek Devi, minta waktu lagi sebentar bisa ga? Mau ngobrol-ngobrol sebentar, samakalian juga mau saya ajak ngobrol juga, bukan cuma Devi aja, mau ya? Hehehe*
- S1 : *Iya mas, monggo*
- R : *Kalo kamu ini kan Intan, kalo kamu siapa dek namanya, lupa aku. Hehehe*
- S4 : *Aku Melina mas.*
- R : *Oke dek Devi, Diah sama Melina. Menurut kalian, penggunaan teknik PALS ini membantu kalian pada saat reading ga?*
- S1 : *Iya mas, membantu banget, Aku sekarang bisa ngerjain soal lebih cepat dari biasanya. Cuma masalahnya, kadang ada kata-kata yang aku ga mudeng.*
- S4 : *Membantu mas. Kan kita pasdiskusi kan bisa ya, diskusi, hehehe. Kan kita pas diskusi bisa nyatet apa yang penting. Jadi nanti kalo kita mau cari jawabannya kita udah tau posisinya ada dimana..*
- R : *Oh gitu ya. Berarti kalian udah bisa lancar pake teknik ini?*
- S4 : *Ya ga gitu juga mas, kalo yang suruh njawab di depan kelas itu agak gimana gitu. hehehe*
- S1 : *Iya mas, aku juga gapedekalo njawab di depan kelas, takut salah mas. hahaha*
- R : *Hahaha. Ya harusnya sih kalian pede aja kalo suruh njawab di depan kelas, kalo nggak ada yang njawab dan dibahas kan nggak bakal tau mana yang bener mana yang salah.*
- S1 : *Ya kan kita belum terbiasa mas, bu Eko belum pernah nyuruh kita kaya gitu.*
- R : *Tapi kalian mudeng kan tahap-tahap tekniknya suruh ngapainaja?*

- S4 : *Mudeng kok mas, cuma masih belum biasa aja.*
- R : *Ya udah deh, besok kita coba lagi ya. Yang penting kalian jangan takut lagi kalo disuruh maju kedepan. Oke?*
- S1, S4 : *Oke mas, kita usahain. Hehehe*

Interview transcript 5

Interviewer : The Researcher (R)

Interviewee : Student 5 (S5), Student 6 (S6)

Day/Date : Friday, 22 November 2013

Time : 11.45 a.m.

Place : VII-C Classroom of SMPN 1 Jogonalan

Cycle 1b

- R : *Dek Catur sama dek Dipta, bisa ngobrol sebentar?*
- S5, S6 : *Boleh, boleh mas.*
- R : *Gini, aku mau tanya-tanya soal teknik yang udah aku ajarin. Menurut kamu gimana tentang penggunaan teknik PALS?*
- S5 : *Bagus mas. sekarang jadi lebih seru kalo dapet soal reading.*
- S6 : *Iya mas, saya juga jadi lebihapaya, enak aja mbacanya, soalnya kan berdua.*
- R : *Trus, kamu senang ga pake teknik PALS pada saat pelajaran?*
- S6 : *Senang mas, efektif buat jawab pertanyaan. Jadinya bisa berani jawab pertanyaan dari guru, kan nyari jawabannya gampang.*
- R : *Trus masih ada kesulitan ga pake teknik ini?*
- S5 : *saya masih ada kesulitan sama yang role-play itu, kadang nggak konsen, pak, soalnya belum terbiasa. Dan saya masih malu kalo maju ke depan kelas, mas, takut salah. hehe*
- S6 : *saya juga masih malu mas, takut salah juga. hehe*

- R : Kalau masalah malu atau takut salah itu *sebenarnya* kalian *ga* perlu malu apalagi takut salah. Yang penting kalian berani berbagi jawabandidepan kelas. Tapi *kalo* masih kesulitan *ya* biar saya bantu lagi besok *ya*.*Kalo* kalian malu dan takut salah terus, kapan beraninya?
- S5 : Iya mas. besok lagi pasti saya coba maju *deh*.
- S6 : Saya juga mas.
- R : *Nah gitu donk. Masa* kalian kalah *sama* yang *cewek*, yang *cewek* udah banyak yang berani maju *kok*. *Ya udah ya*.*Segitu* dulu *aja ngobrolnya*.Kapan-kapan *ngobrol* lagi boleh *ya*?*Hehehe*
- S5, S6 : *Oke mas*.

Interview transcript 6

Interviewer : The Researcher (R)

Interviewee : English teacher (T)

Day/Date : Friday, 22 November 2013

Time : 12.30 p.m.

Place : Teachers' office of SMPN 1 Jogonalan

After Cycle 1

- R : Permisi, bu. Maaf, ganggu sebentar bu.
- T : *Eh, mas*Pangestu. *Monggo* silakan duduk.*Gimana mas?* Ada perlu apa ini?
- R : *hehe, gini bu, mau ngobrol-ngobrol* sebentar *aja*.
- T : *Oh*, silakan *mas*. saya juga sudah tidak ada jam lagi *kok*.
- R : *Mautanya* pendapat ibu tentang penggunaan teknik PALS sejauh ini bagaimana *bu*?
- T : Se jauh ini *sih* sudah ada peningkatan di siswanya sendiri *mas*. Mereka kelihatannya lebih bisa paham *sama* apa yang mereka baca *ya*.

- R : Menurut ibu, bagaimana interaksi antara siswa dan guru saat proses penerapan teknik PALS pada KBM selama ini?
- T : Menurut saya bagus *mas*, saya lihat sekarang anak-anak jadi lebih berani untuk jawab pertanyaan dari gurunya. Mereka juga lebih berani untuk bertanya *sama* gurunya *kalo* ada kesulitan.
- R : *Trus*, untuk teks yang saya berikan sendiri, apakah menarik untuk siswa bu?
- T : iya *mas*, teksnya juga menarik. Setidaknya, berisi tentang hal-hal yang belum mereka tahu. Jadi mereka penasaran sendiri akhirnya. *Oh* iya, ini kan sudah 2 pertemuan, pertemuan selanjutnya masih *mau pake* teknik ini *mas*?
- R : iya bu, masih *pake* teknik yang sama. *Gimana* bu?
- T : Ya tidak apa-apa *mas* kalau masih *pake* teknik yang sama, saya *cuma mau* kasih saran, *kalo* bisa anak-anak dikasih kesempatan lebih untuk maju ke depan kelas, supaya mengasah kepercayaan diri mereka.
- R : iya bu, saya juga sudah berpikir untuk lebih meluangkan waktu untuk siswa maju ke depan kelas lalu juga pembahasan soal, karena memang baru setengah kelas yang berhasil maju ke depan kelas. *Kalo* untuk tahap *tutor and tutee roleplay* dan *prediction relay* saya rasa mereka sudah bisa, hanya perlu dirutinkan saja.
- T : *nah*, ya itu juga maksud saya. Takutnya nanti tidak semua siswa bisa maju ke depan kelas. *Kan sayang-sayangto* akhirnya.
- R : Iya bu. Lumayan juga untuk melatih percaya diri siswa. *Oh iya*, apa ibu ada saran untuk saya?
- T : *Oya, mas*, untuk yang tahap yang *prediction relay*, perlu diperhatikan para siswa supaya *ngobrolnya* ya diskusi soal teks bacaan, bukan yang lainnya.

- R : *Oh, siap, bu. Pasti. Ya sudah bu, kalau begitu terima kasih sekali lagi atas sarannya bu. Nanti saya akan coba atur waktu pelajarannya biar semua siswa bisa maju. Saya sekalian mau pamit pulang dulu bu.*
- T : *Iya mas, semoga besok anak-anak bisa lebih pedeya mas. Ya sudah, hati-hati di jalan mas.*

Interview transcript 7

Interviewer : The Researcher (R)

Interviewee : Student 2 (S2), Student 7 (S7), Student 8 (S8)

Day/Date : Wednesday, 27 November 2013

Time : 09.20 a.m.

Place : VII-C Classroom of SMPN 1 Jogonalan

Cycle 2a

- R : *Eh, masih pada ngumpul disini. Yaudah, aku tanya-tanya kalian disini aja ya dek. Ga keburu-buru kan?*
- S8 : *Sante aja mas, mau tanya-tanya apa mas?*
- R : Menurut kamu, *gimana* tentang penggunaan teknik PALS?
- S2 : *Seru mas. Sekarang kalo baca teks jadi lebih gampang.*
- R : Apa kamu bisa lebih memahami isi bacaan *kalo* pakai teknik PALS?
- S2 : *Iya mas. Sekarang bisa lebih gampang buat mudeng. Hehe*
- R : *Oya, tadi kan saya udah ajarin kasih kesempatan buat kalian dapet credit pointskalo bisa maju jawab pertanyaan didepan kelas. Menurut kalian gimana?*
- S8 : *Jadi semangat mas hari ini, saya kan bisa dapet nilai tambah buat nilai bahasa Inggris saya. Siapa tau nanti di raport jadi 8. Hahaha*
- R : *kalo dek Diah gimana?*
- S2 : *ya sama mas, jadi semangat. Lagian sekarang jadi lebih pedesoal nyapada banyakkkan juga pasti mau maju to, jadi ga mungkin kalo gapede. Nanti malah ga jadi maju, ga dapet nilai juga. Hehe*

- S7 : sama juga *mas*, aku juga *gitu*. *Mas* juga tadi *kan* banyak bantu kita *bikin* poin-poin hasil diskusi buat *mbantu* jawab pertanyaan, ya pasti jadi *ga takut* salah *pas* maju.
- R : *Nah*, akhirnya ya, kalian semuanya bisa maju juga. Coba *kalo* dari *kemaren*, *kan* pasti kalian jadi lebih *pede* tadi. *Eh*, tapi ada masukan lagi *ga buat* aku? Barangkali cara *ngajarku*, atau materi yang aku kasih mungkin?
- S2 : Kalo materi *sih* aku *seneng mas*, lebih menarik dari yang ada di LKS. Paling-paling kadang waktu *buat mbaca* atau diskusi *sama garap soalnya* yang kurang, *mas*.
- S7 : iya *mas*, *cepat banget*.
- R : *Oh*, *kalo* itu *sih* maksud saya *kan biar* semuanya bisa maju, *kalokelamaan* nanti ada yang *ga sempet* maju *kan kasian*, nanti *ga dapet* nilai. *Lagian* tadi juga belum ada 20 menit dek Sofia udah *ngantri nomer* berapa itu tadi buat maju. *Yakan* dek Sofia?
- S8 : *hehe*, iya *mas*. aku *ngantri* ke-4 tadi.
- R : *tu kan*, buktinya dek Sofia bisa, pasti kalian juga bisa. *Ya udah deh*, *makasihya ngobrol-ngobrolnya*. Pertemuan besok *kan* saya terakhir *tuh*, yang lebih semangat dan aktif lagi ya dikelas. *Oke?* Jangan malu-malu juga *kalo mautanya*. *Hehehe*

S2, S7, S8 : Siap *mas*.

Interview transcript 8

Interviewer : The Researcher (R)

Interviewee : Student 9 (S9), Student 10 (S10), Student 11 (S11)

Day/Date : Friday, 29 November 2013

Time : 12.45 p.m.

Place : VII-C Classroom of SMPN 1 Jogonalan

Cycle 2b

- R : *Eh, baru istirahat kan?Hehe. Aku interview sebentar ya.*
- S9, S10, S11 : *siap mas.*
- R : *Oke, aku mulai dari dek Anton. Menurut kamu gimana tentang penggunaan teknik PALS?*
- S9 : *Bagus mas. Sekarang kalo baca teks jadi lebih gampang.*
- R : *kalo dek Andreas gimana?*
- S10 : *Yang jelas sih gampang buat jawab pertanyaan dari mas. hehehe*
- R : *sekarang dek Alim, apa kamu bisa lebih memahami isi bacaan kalo pake teknik PALS?*
- S11 : *Iya mas. Sekarang bisa lebih gampang buat mudeng.*
- R : *Alasannya?*
- S11 : *Dari awal kan suruh baca dan dengerin, gentian gitu. Terus ada diskusi samanyatet yang penting, jadi intinya bisa saling ngasih tau kalo ada yang kurang.*
- R : *Ooo, gitu. Lha terus, apakah kalian jadi lebih termotivasi dengan adanya credit points ini?*
- S9 : *Ya jelas mas. kan kalo saya dapet nilai tambahan bisa untuk tambah nilai bahasa Inggris saya di raport.*
- S10 : *iya mas, saya juga ngerasa mau ga mau harus berani maju. Masatemen-temen saya dapet nilai saya engga. Hehehe*
- S11 : *saya juga mas, yang jelas saya sih ngejar nilainya mas. hahaha*
- R : *Haha. Lha kalo misalnya besok-besok ibu Eko ngajar lagi, trus nyuruh kalian pake teknik ini gimana? Kalian masih mau pake teknik ini juga?*
- S10 : *Iya mas, asik dan seru soalnya tekniknya, nggak mbosenin.*
- S9 : *bener mas, soalnya kan biasanya disuruh mbaca sendiri-sendiri terus njawab soal, males banget kalo kayak gitu.*
- R : *Bagusdeh, kalo emang teknik ini membantu kalian. Setidaknya, kalian bisa tambah skill kalian di reading*

S11 : *iya mas.*

R : *oke deh, gitu ajayadek ya. Makasih lho udah mau tak tanya-tanya. Besok masih ada test lagi dari saya. Soalnya ga susah kok, jadi kalian ga usah takut. Hehehe*

S9, S10, S11 : *Sip mas.*

Interview transcript 9

Interviewer : The Researcher (R)

Interviewee : English Teacher (T)

Day/Date : Friday, 29 November 2013

Time : 11.45 p.m.

Place : VII-C Classroom of SMPN 1 Jogonalan

After Cycle 2

R : Siang bu, mau wawancara lagi *nih* bu.

T : Siang mas. *Monggo* silakan. *Gimana gimana?*

R : Ini bu, mau wawancara ibu tentang penelitian saya dan sekaligus saya juga mau *nyerahkan* laporan *credit points*. Ya pada pertemuan terakhir kan semua siswa sudah berhasil maju untuk menjawab pertanyaan didepan kelas. Saya hanya kasih nilai 1 untuk 1 kesempatan maju. Berarti ada siswa yang dapat 1 poin dan ada juga yang dapat 2 poin karena pada 2 kesempatan terakhir maju terus. Untuk konversi nilai mereka ke nilai pelajaran mereka, saya rasa itu kewenangan ibu sebagai gurunya. Bagaimana menurut ibu?

T : *iya mas*, kalau itu sudah saya pikirkan tadi, nanti biar saya sendiri yang masukkan nilai tambahan itu ke nilai mereka masing-masing. Saya senang juga, akhirnya mereka berani maju semua. Hehe

R : Menurut ibu, apakah *credit points* ini bisa membuat siswa lebih termotivasi dalam pelajaran bahasa inggris?

- T : Iya mas, anak-anak memang begitu mas kalau ada tugas pun pasti tanya apa tugasnya dinilai atau tidak. Kalau saya bilang dinilai pasti mereka semangat.
- R : Trus, kalo secara keseluruhan, teknik ini membantu siswa dalam *reading* ga bu? Atau bahkan *skill* mereka di *reading* juga meningkat?
- T : Jelas itu mas. Saya lihatnya sih mereka jauh lebih *pede*. Itu yang paling penting. Semoga nanti kalo saya yang pake teknik ini, siswa tetep lebih aktif dan *pede*.
- R : Apa ada saran khusus untuk saya bu atau kritik mungkin?
- T : kalo saran saya secara keseluruhan sih, semoga nantinya mas Pangestu tetep mau belajar untuk mengajar siswa lebih baik lagi. Toh nantinya mas Pangestu jadi guru juga *to*. Semoga juga, penelitiannya ini berhasil dan skripsinya cepat selesai, cepat lulus juga.
- R : iya bu. Terima kasih untuk saran dan doanya. Terima kasih juga sudah banyak membantu saya dalam penelitian ini. Saya terlalu merepotkan ibu kayanya. Hehehe
- T : Sama-sama mas, ini juga sudah jadi kewajiban saya membantu mahasiswa seperti *njenengan*, karena kita bergerak dibidang yang sama.
- R : Apa ibu kedepannya mau menggunakan teknik PALS ini?
- T : mungkin akan saya coba di semester depan, karena ini kan sudah dekat ujian semester, jadi tidak ada waktunya. Tapi saya akan coba disemester depan. Khususnya untuk kelas lain.
- R : baiklah bu, sekali lagi saya ucapkan terima kasih, sekalian saya pamit pulang bu. Mohon maaf kalo sudah merepotkan, dan mohon maaf juga kalo ada banyak salah ya bu/
- T : Sama-sama mas. Terima kasih juga sudah berkenan penelitian disini. Hati-hati di jalan ya mas.

3

OBSERVATION CHECKLISTS

Observation Checklist of the Teaching and Learning Process of Reading through *PALS* Technique

Instruction :

1. It should be completed by the collaborator.
2. The collaborator checks (v) to Yes/ No column based on the real condition. “Yes” if the researcher or the students did it while “No” if the researcher or the students did not do it.

No : Observation sheet 1
 Cycle : 1
 Action : 1
 Day, date : Wednesday, November 20th, 2013

No	Observation Items	Yes	No	Description
A	Pre-teaching			
1.	The researcher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The researcher asks the students' condition.	v		
4.	The students tell their condition to the researcher.	v		
5.	The students tell who is absent.		v	No students were absent.
6.	The researcher gives an apperception of the material.	v		
B	Whilst-teaching			
1.	The researcher explains the materials.	v		
2.	The researcher uses media	v		
3.	The students respond toward the researcher's explanation.	v		
4.	The researcher explains the steps of PALS technique.	v		
5.	The researcher gives chances to the students to ask the questions.	v		
6.	The students ask the questions.	v		
7.	The researcher asks the students to implement the PALS technique.	v		
8.	The researcher gives the instruction.	v		
9.	The students listen and follow the	v		

	researcher's instruction.			
10.	The students cooperate well in the reading activities.	v		
11.	The researchergives chances for students to ask before ending the lesson.	v		
C	Post-teaching			
1.	The researcher and the students summarize the lesson.	v		
2.	The researcher explains the topic for the next meeting.	v		
3.	The researcher says good-bye.	v		

No : Observation sheet 2
 Cycle : 1
 Action : 2
 Day, date : Friday, November 22nd,2013

No	Observation Items	Yes	No	Description
A	Pre-teaching			
1.	The researcher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The researcher asks the students' condition.	v		
4.	The students tell their condition to the researcher.	v		
5.	The students tell who is absent.	v		
6.	The researcher asks students about the last lesson.	v		
7.	The researchergives an apperception of the material.	v		
B	Whilst-teaching			
1.	The students are ready to learn the materials.	v		
2.	The researcher explains the materials.	v		
3.	The researcher uses media.	v		
4.	The students respond toward the	v		

	researcher's explanation.			
5.	The researcher asks the students to implement the PALS technique.	v		
6.	The researcher gives chances to the students to ask the questions.	v		
7.	The students ask the questions.		v	
8.	The researcher gives the instruction			
9.	The students listen and follow the researcher's instruction.	v		
10.	The students cooperate well in the reading activities.	v		
11.	The researcher gives chances for students to ask before ending the lesson.	v		
C	Post-teaching			
1.	The researcher and the students summarize the lesson.	v		
2.	The researcher explains the topic for the next meeting.	v		
3.	The researcher says good-bye.	v		

No : Observation sheet 3
 Cycle : 2
 Action : 3
 Day, date : Wednesday, November 27th, 2013

No	Observation Items	Yes	No	Description
A	Pre-teaching			
1.	The researcher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The researcher asks the students' condition.	v		
4.	The students tell their condition to the researcher.	v		
5.	The students tell who is absent.		v	No students were absent.
6.	The researcher asks students about the last lesson.	v		
7.	The researcher explains about the credit points as the reward	v		

8.	The researchergives an apperception of the material.	v		
B	Whilst-teaching			
1.	The students are ready to learn the materials.	v		
2.	The researcher explains the materials.	v		
3.	The researcher uses media.	v		
4.	The students respond toward the researcher's explanation.	v		
5.	The researcherasks the students to implement the PALS technique.	v		
6.	The researcher gives chances to the students to ask the questions.	v		
7.	The students ask the questions.		v	
8.	The researcher gives the instruction			
9.	The students listen and follow the researcher's instruction.	v		
10.	The students cooperate well in the reading activities.	v		
11.	The researchergives chances for students to ask before ending the lesson.	v		
C	Post-teaching			
1.	The researcher and the students summarize the lesson.	v		
2.	The researcher explains the topic for the next meeting.	v		
3.	The researcher says good-bye.	v		

No : Observation sheet 4
 Cycle : 2
 Meeting : 4
 Day, date : Friday, November29th, 2013

A	Pre-teaching			
1.	The researcher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The researcher asks the students' condition.	v		

4.	The students tell their condition to the researcher.	v		
5.	The students tell who is absent.		v	No students were absent.
6.	The researcher asks students about the last lesson.	v		
7.	The researcher explains about the credit points as the reward	v		
8.	The researcher gives an apperception of the material.	v		
B	Whilst-teaching			
1.	The students are ready to learn the materials.	v		
2.	The researcher explains the materials.	v		
3.	The researcher uses media.	v		
4.	The students respond toward the researcher's explanation.	v		
5.	The researcher asks the students to implement the PALS technique.	v		
6.	The researcher gives chances to the students to ask the questions.	v		
7.	The students ask the questions.		v	
8.	The researcher gives the instruction			
9.	The students listen and follow the researcher's instruction.	v		
10.	The students cooperate well in the reading activities.	v		
11.	The researcher gives chances for students to ask before ending the lesson.	v		
C	Post-teaching			
1.	The researcher and the students summarize the lesson.	v		
2.	The researcher explains the topic for the next meeting.		v	This was the last meeting of the research.
3.	The researcher says good-bye.	v		

4

TEST

READING TEST

Name :

Class :

Taboulistan

Taboulistan is an island city. Its population is about three million people. Most of them live in high apartments. Taboulistan is a beautiful city with lots of parks. It is also a very clean city. The business district is very modern, with lots of tall and new buildings.

The old section of the city is in Wala-wala town, there are many of old shop houses. The government buildings in Taboulistan are also unique and antique. They built in the Ancient Egypt colonial era.

Taboulistan is famous for its many good shopping centers. Most of the goods are duty free. It is a heaven for shoppers. Taboulistan's food is delicious. Its restaurants provide Australian, African, Asian, and American food, and the prices are cheap. I bet you will like it. Since Taboulistan lies near the equatorial line, it has a tropical climate, with a nice weather in dry and rainy season.

I. Answer the questions below:

1. What is the population of Taboulistan?
2. What do you think about Taboulistan?
3. What can you find in the Wala-wala town?
4. What restaurants can be found in Taboulistan?
5. What is the climate of this country likes?

II. Study the following words. Then, in pairs use the words to fill in the blanks.

Older	Good
Dancing	Well-known
Talented	Famous
Youngest	Play
Singer	Full

Agnes Monica

Her 1).....name is Agnes Monica Muljoto. She was born 1 July 1986 in Jakarta. She is a 2)..... She is 3).....both at singing and 4)..... Agnes Monica is the 5).....child in her family. Her father's name is Ricky Suprpto and her mother is Jenny Siswono. She has the only 6).....brother named Steve Muljoto. Agnes Monica is a very 7).....artist. Besides singing, she also can 8).....music instrument such as guitar and piano. Agnes Monica has several 9).....songs. Her everlasting songs are "Pernikahan Dini, Tak Ada Logika, Jera", for instance. She also has a 10).....song entitled "Cinta Mati" duet with Ahmad Dhani.

(Adapted from: <http://www.sekolahoke.com/2011/11/descriptive-text-agnes-monica.html>)

III. After you complete the text on Agnes Monica, read the following statements.

Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	Statement	T/F	Correction
1.	Agnes Monica is a singer.	T	
2.	Agnes Monica is the oldest child in her family.		
3.	Agnes Monica is not famous artist.		
4.	Agnes Monica is talented artist.		
5.	Agnes Monica is bad in dancing.		
6.	Agnes Monica can't play a guitar.		

The Answer Key

I.1. The population of Taboulistan is about three million people.

2. I think Taboulistan is a beautiful and modern city.

3. In Wala-wala town, we can find many of old shop houses.

4. We can find restaurants that provide Australian, African, Asian, and American food with cheap prices in Taboulistan.

5. Taboulistan has a tropical climate.

II.1. full

6. older

2. singer

7. famous

3. talented

8. play

4. dancing

9. well-known

5. youngest

10. good

III.2. F. Agnes Monica is the youngest child in her family.

3. F. Agnes Monica is a famous artist.

4. T

5. F. Agnes Monica is talented in dancing.

6. F. Agnes Monica can play a guitar.

5

STUDENTS' SCORES

DAFTAR SISWA KELAS VII-C

SMP NEGERI 1 JOGONALAN TAHUN PELAJARAN 2013 / 2014

NO	NAMA	PRE – TEST	POST – TEST
1	ALIM ALAMSYAH	60	72
2	ANDREAS ARDI RUDI PRASETYO	68	72
3	ANTON SETIAWAN	64	72
4	AZIZUL ZIA NUR ZAMAN	84	88
5	B. ADITYA YEDA PRATAMA	68	76
6	CATUR PRIYADI	56	68
7	DANIK PRABOWO	48	72
8	DEVIANA SHAFITRI	76	80
9	DIAH RATIKA NURJANAH	84	88
10	DIPTA RESTU ISTYAWAN	76	80
11	ERFINA ULIL JANNAH	40	68
12	FAIZAL SESOTYO DANANJAYA	80	80
13	FILDZAH NABILA	56	60
14	F. APRILIA GALUH PUSPITA A.	64	68
15	HANANTO WIDIANTORO	56	64
16	HEIGA ADIAN RENGGA PUTRA	52	76
17	HENRY FILIPUS DIRGANTARA	60	60
18	INTAN KHOFIFAH	60	62
19	ISLAH RAHAYU	60	80
20	JELITA AYU WIDYA NINGSIH	88	88
21	MEI RIZKI DWI HARSARI	60	86
22	MELINA EKA SETIAWATI	76	92
23	NAMIRA ROFI ANJANI	72	88
24	NUR FAUZI ROMADHAN	68	74
25	NUR SAVITRI	64	68
26	PUJI SUWANTI	48	72
27	RASTRA YUDHA SATYA ARDINOVA	60	60
28	RATNASARI	76	86
29	REISHA APRILIA	60	68
30	RIDWAN ISKANDAR PUTRA	72	92
31	RIO SAPUTRA	64	72
32	SANDAYCA ARGIRIWAN	52	72
33	SEPTI BENI SETYAWAN	52	72
34	SEPTIANA KRISNA KARTIKA	68	76

35	SETYA PUJI HANDAYANI	80	80
36	SOFIA RUSDIANA LUTFITA	64	68
37	TANTRA WISNU MURTI	64	84
38	VERANDA PRASASTI	12	58
39	WAHYU AGUNG NUGROHO	80	80
40	WIDYA DESI PRADANA	64	72
41	YOGI PRASETYO	76	80
42	TITIS NOER EKAWATI	52	76
	RATA -RATA	63.9047 (64)	75

6

COURSE GRID AND LESSON PLANS

IMPROVING THE SEVENTH GRADE STUDENTS' READING SKILL THROUGH PALS TECHNIQUE IN SMPN 1 JOGONALAN

COURSE GRID OF USING PALS TECHNIQUE



Class/ Semester : VII-C/ 1st semester
Academic years : 2013/2014
School : SMPN 1 JOGONALAN
Skill : Reading

Standar Kompetensi: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Indikator	Materi				Kegiatan Pembelajaran menggunakan PALS
		Generic structure	Kosa Kata	Fungsi Sosial	Text	
5.3. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan tersebut dalam teks berbentuk <i>descriptive</i> .	<ul style="list-style-type: none"> - Siswa dapat mengidentifikasi ide utama teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i>. - Siswa dapat mengidentifikasi informasi rinci teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i> dengan cara menjawab pertanyaan yang diberikan. - Siswa dapat mengidentifikasi fungsi sosial teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i> 	<ul style="list-style-type: none"> - Identification ; identifying the phenomenon to be described in general. - Description; describing the identified phenomenon on the text. 	<ul style="list-style-type: none"> - Verb: <i>train</i> <i>blow</i> <i>support</i> <i>substitute</i> - Noun: <i>role</i> <i>referee</i> <i>spectator</i> <i>coach</i> <i>injury</i> 	Mendeskripsikan suatu benda, seseorang, suatu tempat, aktifitas dll.	<p style="text-align: center;">Football Game</p> <p>In a football game, some people do not play the game. They have important roles in a football game. They are the coach, the referee, the linesmen, and the spectators. The coach trains the player how to play the game. The referee controls the game. He blows the whistle when there is any violation. The linesmen help the referee control the game. One group of spectators usually support one of the two teams. Another group of spectators supports the opposing team.</p> <p>In a professional football match, each team has more than eleven players. Not all of them play the game. Some of them watch the game from the side of the field. They will play when they have to substitute any player who gets serious injury.</p> <p style="text-align: center;">My New Classmate</p> <p>My name is Pangestu. I have a new classmate. His name is Adit. He comes from Jakarta. He lives with his family in Jl. Dr. Wahidin, Sleman. He is a nice friend. He sits beside Damar.</p> <p>Adit likes playing football. He is also good in badminton. Adit is also good in singing. He wants to be a famous singer like Glenn Fredly, his idol. One subject that Adit has some difficulties is Social. He said, he can't remember the materials easily.</p> <p>Mr. Sutiyo, his father, usually teaches him how to play badminton. Adit is also good in English. He can speak English fluently. His Mother, Mrs. Ami, teaches him English. She is an English teacher in Sleman.</p>	<ul style="list-style-type: none"> - Tutor and Tuttee role-play Pada tahap ini, dalam waktu yang ditentukan, siswa secara berpasangan diminta untuk membaca teks per paragraph secara bergantian. Diawali dengan pembaca yang lebih mahir untuk menjadi <i>role model</i> rekannya. - Retelling Pada tahap kedua ini, siswa diminta untuk secara bergantian menceritakan dengan singkat apa yang telah mereka baca sebelumnya kepada rekan/pasangannya. - Paragraph Shrinking Di tahap ini, siswa diminta untuk kembali melanjutkan membaca secara bergantian tiap paragraph, ditambah dengan mencoba menyampaikan ide pokok dari masing-masing paragraph yang telah mereka baca, kepada rekan/pasangannya.

	<p>dengan memilih jawaban yang paling tepat.</p> <p>- Siswa dapat menjawab berbagai pertanyaan yang diberikan guru secara lisan terkait teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i> yang telah dibaca.</p>					<p>- Prediction Relay Pada tahap terakhir ini, siswa diminta untuk:</p> <ul style="list-style-type: none"> • Mencoba memprediksiapa yang akan ada di paragraph selanjutnya; • Telah membaca setidaknya separuh dari seluruh teks bacaan yang diberikan; • Mengecek prediksi mereka akan apa yang terkandung dalam paragraph selanjutnya; • Mencatat atau menuliskan hal-hal atau informasi penting terkait dengan bacaan.
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Kompetensi Dasar	Indikator	Materi				Kegiatan Pembelajaran menggunakan PALS
		Generic structure	Kosa Kata	Fungsi Sosial	Text	
5.3. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan tersebut dalam teks berbentuk <i>descriptive</i> .	<ul style="list-style-type: none"> - Siswa dapat mengidentifikasi ide utama teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i>. - Siswa dapat mengidentifikasi informasi rinci teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i> dengan cara menjawab pertanyaan yang diberikan. - Siswa dapat mengidentifikasi fungsi sosial teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i> 	<ul style="list-style-type: none"> - Identification ; identifying the phenomenon to be described in general. - Description; describing the identified phenomenon on the text. 	<ul style="list-style-type: none"> - Verb: <i>read</i> <i>hungry</i> <i>saw</i> <i>reach</i> <i>protect</i> - Noun: <i>village</i> <i>headmaster</i> <i>restrooms</i> <i>lashes</i> <i>horns</i> 	Mendeskripsikan suatu benda, seseorang, suatu tempat, aktifitas dll.	<p>My School</p> <p>My school name is SMP Negeri 1 Kampung Jogo-jogo. It is located in village. My school has some rooms. They are six classrooms. One teacher office. One library. One headmaster room. One laboratory, and one canteen. My school also has 4 restrooms.</p> <p>My class is next to teacher's office. The laboratory is between the headmaster room and library. There are many books at the library. Students can read many books there. We also has laboratory to have the science experiments. If I feel hungry, I usually go to canteen to buy some snacks.</p> <p>The Giraffe</p> <p>One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six metres tall.</p> <p>The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This colouring helps protect the giraffe. It also has two short horns on its head.</p> <p>Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.</p> <p>The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometres per hour or stay to fight with its strong legs.</p>	<ul style="list-style-type: none"> - Tutor and Tuttee role-play Pada tahap ini, dalam waktu yang ditentukan, siswa secara berpasangan diminta untuk membaca teks per paragraph secara bergantian. Diawali dengan pembaca yang lebih mahir untuk menjadi <i>role model</i> rekannya. - Retelling Pada tahap kedua ini, siswa diminta untuk secara bergantian menceritakan dengan singkat apa yang telah mereka baca sebelumnya kepada rekan/pasangannya. - Paragraph Shrinking Di tahap ini, siswa diminta untuk kembali melanjutkan membaca secara bergantian tiap paragraph, ditambah dengan mencoba menyampaikan ide pokok dari masing-masing paragraph yang telah mereka baca, kepada rekan/pasangannya.

	<p>dengan memilih jawaban yang paling tepat.</p> <p>- Siswa dapat menjawab berbagai pertanyaan yang diberikan guru secara lisan terkait teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i> yang telah dibaca.</p>					<p>- Prediction Relay Pada tahap terakhir ini, siswa diminta untuk:</p> <ul style="list-style-type: none"> • Mencoba memprediksiapa yang akan ada di paragraph selanjutnya; • Telah membaca setidaknya separuh dari seluruh teks bacaan yang diberikan; • Mengecek prediksi mereka akan apa yang terkandung dalam paragraph selanjutnya; • Mencatat atau menuliskan hal-hal atau informasi penting terkait dengan bacaan.

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	<p>pendek sangat sederhana dalam bentuk teks <i>descriptive</i> dengan memilih jawaban yang paling tepat.</p> <p>- Siswa dapat menjawab berbagai pertanyaan yang diberikan guru secara lisan terkait teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i> yang telah dibaca.</p>					<p>masing-masing paragraph yang telah mereka baca, kepada rekan/pasangannya.</p> <p>- Prediction Relay Pada tahap terakhir ini, siswa diminta untuk:</p> <ul style="list-style-type: none"> • Mencoba memprediksiapa yang akan ada di paragraph selanjutnya; • Telah membaca setidaknya separuh dari seluruh teks bacaan yang diberikan; • Mengecek prediksi mereka akan apa yang terkandung dalam paragraph selanjutnya; • Mencatat atau menuliskan hal-hal atau informasi penting terkait dengan bacaan.
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	<p>dengan memilih jawaban yang paling tepat.</p> <p>- Siswa dapat menjawab berbagai pertanyaan yang diberikan guru secara lisan terkait teks fungsional pendek sangat sederhana dalam bentuk teks <i>descriptive</i> yang telah dibaca.</p>		<i>cycling</i> <i>gymnastic</i>		<p style="text-align: center;">Riana</p> <p>Riana is my best friend. She is also my neighbor. I live at Jalan Seturan number 12 and she lives at the same street number 18. We usually go to school together. She always accompanies me to play around our neighborhood after school.</p> <p>Like me, Riana study in grade seven at Montessori Bambini Junior High School. In school, Riana is very popular. She is good at Mathematics, Science, and English. Our teacher is very proud of her because of her intelligent and her good attitude. She likes to help our friends who have a difficulty with homework. Tarno, Cahyo and Wahono often ask her helps to solve Mathematics and Science problem.</p> <p>Now, she is thirteen years old. She is tall. Her hair is black, long and curly. She is thin, not fat. She is smart, diligent and friendly. She is also very helpful to her friends.</p> <p>Well, although she is thin but she likes to eat very much. Her favorite food is fried rice. Beside like eating a lot, she also likes reading stories and collecting stamps. Her hobbies are also doing some sports. They are cycling, playing badminton and gymnastic.</p>	<p>- Prediction Relay Pada tahap terakhir ini, siswa diminta untuk:</p> <ul style="list-style-type: none"> • Mencoba memprediksiapa yang akan ada di paragraph selanjutnya; • Telah membaca setidaknya separuh dari seluruh teks bacaan yang diberikan; • Mengecek prediksi mereka akan apa yang terkandung dalam paragraph selanjutnya; • Mencatat atau menuliskan hal-hal atau informasi penting terkait dengan bacaan.
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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 1 JOGONALAN
Kelas : VII C
Semester : I
Skill : Reading (membaca)
Mata Pelajaran : Bahasa Inggris
Jumlah Pertemuan : 1 (2 x 45 menit)/pertemuan ke-1.

STANDAR KOMPETENSI

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

KOMPETENSI DASAR

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

INDIKATOR PEMBELAJARAN

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

TUJUAN:

Pada akhir pembelajaran siswa dapat:

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

MATERI AJAR

- Teks fungsional sangat sederhana berbentuk *descriptive*.

ALOKASI WAKTU

- 45 menit

METODE PEMBELAJARAN

A. *Peer Assisted Learning Strategies (PALS)*

B. Materi Pembelajaran

- 1. Teks bacaan pendek "Football Game" dan "My New Classmate" tentang lingkungan sekitar.
- 2. Kata / Frasa kata terkait Tema / Teks

Misalnya :

- Coach
- Referee
- Linesmen
- Spectators
- Dan lain-lain

C. Metode / Teknik

PALS

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

D. Langkah-langkah Kegiatan

Kegiatan Awal

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

Kegiatan Inti

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

Kegiatan Akhir

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

E. Sumber Belajar

- Contoh teks sederhana

F. Penilaian

1. Teknik
 - Tes Unjuk Kerja
2. Bentuk
 - Tes Reading Comprehension
3. Instrumen : Terlampir

**Mengetahui,
Kepala Sekolah**

Guru Mata Pelajaran

Students' worksheet

Football Game

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

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

My New Classmate

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

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

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

I. Choose the best answer!

1. Who usually blows the whistle during a football game?
 - a. The linesmen
 - b. The spectators
 - c. The referee
 - d. The coach
2. Which of these persons stay inside the field during a football match?
 - a. The referee
 - b. The spectators
 - c. The coach
 - d. The linesmen
3. What does a referee do when there is a violation? He
 - a. Support the player
 - b. Watches the game
 - c. Blows a whistle
 - d. Enter the field
4. How many total players are playing in a football game?
 - a. Eleven
 - b. Twelve
 - c. Twenty-two
 - d. Ten
5. Where can we play football game?
 - a. In a velodrome.
 - b. In a field
 - c. In a court
 - d. In a pool
6. Who is the writer of the text above?
 - a. Mr. Sutiyo
 - b. Pangestu

- c. Adit
- d. Glenn Fredly
- 7. Where is Adit's address?
 - a. He sits beside Damar.
 - b. In Jogjakarta.
 - c. On Jl. Dr. Wahidin, Sleman.
 - d. In Ternate
- 8. Adit is good in
 - a. English and Karate.
 - b. Singing and social
 - c. English and some sports.
 - d. Badminton and social
- 9. Who is Mrs. Ami?
 - a. She is Pangestu's teacher.
 - b. She is Adit's teacher.
 - c. She is a badminton player.
 - d. She is Mr. Sutiyo's wife.
- 10. Why Adit can play good in badminton?
 - a. He practices it everyday.
 - b. His father bans him to do it.
 - c. He like it so much.
 - d. Mr. Sutiyo teaches him to play it.

II. Answer these questions below correctly!

- 1. Who have the important role in football game besides the players?
- 2. What the coach do usually?
- 3. How many players in each team have in a professional football match?
- 4. When will the substitute player join the match?
- 5. Who is Adit?
- 6. What subject does Adit have difficulty?
- 7. Can Adit speak English?
- 8. Where Mrs. Ami teaches usually?

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 1 JOGONALAN
Kelas : VII C
Semester : I
Skill : Reading (membaca)
Mata Pelajaran : Bahasa Inggris
Jumlah Pertemuan : 1 (2 x 45 menit)/pertemuan ke-2.

STANDAR KOMPETENSI

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

KOMPETENSI DASAR

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

INDIKATOR PEMBELAJARAN

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

TUJUAN:

Pada akhir pembelajaran siswa dapat:

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

MATERI AJAR

- Teks fungsional sangat sederhana berbentuk *descriptive*.

ALOKASI WAKTU

- 45 menit

METODE PEMBELAJARAN

A. *Peer Assisted Learning Strategies (PALS)*

B. Materi Pembelajaran

- 1. Teks bacaan pendek "My Family" dan "My Holiday" tentang lingkungan sekitar.
- 2. Kata / Frasa kata terkait Tema / Teks

Misalnya :

- Village
- Headmaster
- Restroom
- Hungry
- Spots

- Tender
- Gallop

C. Metode / Teknik

PALS

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

D. Langkah-langkah Kegiatan

Kegiatan Awal

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

Kegiatan Inti

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

Kegiatan Akhir

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

E. Sumber Belajar

- Contoh teks sederhana

F. Penilaian

1. Teknik
 - Tes Unjuk Kerja
2. Bentuk
 - Tes Reading Comprehension
3. Instrumen : Terlampir

**Mengetahui,
Kepala Sekolah**

Guru Mata Pelajaran

Students' worksheet

My School

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

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

The Giraffe

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

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

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

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

I. Choose the best answer!

1. How many rooms does the school have except the restrooms?
 - a. Eleven
 - b. Six
 - c. Four
 - d. ten
2. The school doesn't have
 - a. Canteen
 - b. Sport hall
 - c. Toilets
 - d. Classrooms
3. What can students do at the library?
 - a. Playing with friends
 - b. Doing science experiment.
 - c. Practicing sport
 - d. Reading many books
4. What is between the headmaster's room and library?
 - a. The restroom
 - b. Laboratory
 - c. Classrooms
 - d. The teacher's room
5. If you want to wash your face, you can go to

- A. Restroom
 - B. Laboratory
 - C. Library
 - D. Sport hall
6. The place to have science experiment is school is
 - a. Parking lot.
 - b. Library.
 - c. Laboratory
 - d. Teacher's office
 7. The true fact about the giraffe is that
 - a. it needs more water than the camel
 - b. it eats tree leaves for water
 - c. it has small brown eyes
 - d. it is about seven metres tall
 8. The giraffe is about ... metres tall.
 - a. two
 - b. four
 - c. three
 - d. Six
 9. The giraffe has two methods of self protection. One of them is
 - a. looking for other giraffes
 - b. staying to fight with its strong legs
 - c. hiding in a certain place
 - d. staying and doing nothing
 10. They are protected by very thick lashes. The word "they" refers to...
 - a. Giraffe's tail
 - b. Giraffe's eyes
 - c. Giraffe's neck
 - d. Giraffe's skin

II. Answer the questions below correctly!

1. Where is SMP Negeri 1 Kampung Jogo-jogo located?
2. How many rooms does SMP Negeri 1 Kampung Jogo-jogo have in total?
3. What are they?
4. Where is the writer's class?
5. If you feel hungry, where do you go?
6. How tall the giraffe in the zoo?
7. What color does the giraffe have in its eyes?
8. What are protecting them?
9. Where the giraffe has two short horns?
10. Can a giraffe go in a long time without drinking water?

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 1 JOGONALAN
Kelas : VII C
Semester : I
Skill : Reading (membaca)
Mata Pelajaran : Bahasa Inggris
Jumlah Pertemuan : 1 (2 x 45 menit)/pertemuan ke-3.

STANDAR KOMPETENSI

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

KOMPETENSI DASAR

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

INDIKATOR PEMBELAJARAN

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

TUJUAN:

Pada akhir pembelajaran siswa dapat:

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

MATERI AJAR

- Teks fungsional sangat sederhana berbentuk *descriptive*.

ALOKASI WAKTU

- 45 menit

METODE PEMBELAJARAN

A. *Peer Assisted Learning Strategies (PALS)*

B. Materi Pembelajaran

- 1. Teks bacaan pendek "My School" dan "The Giraffe" tentang lingkungan sekitar.
- 2. Kata / Frasa kata terkait Tema / Teks

Misalnya :

- Subject
- Arts
- Surround
- Weather
- Rock

- Hill
- Sacred
- Naughty
- Grab

C. Metode / Teknik

PALS

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

D. Langkah-langkah Kegiatan

Kegiatan Awal

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

Kegiatan Inti

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

Kegiatan Akhir

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

E. Sumber Belajar

- Contoh teks sederhana

F. Penilaian

1. Teknik
 - Tes Unjuk Kerja
2. Bentuk
 - Tes Reading Comprehension
3. Instrumen : Terlampir

**Mengetahui,
Kepala Sekolah**

Guru Mata Pelajaran

Students' worksheet

My Family

My name is Radit. I am student of SMPN 1 Jakarta. I live on Jalan Panglima Sudirman no.23 Jakarta. Now, I am in grade 7C. My favorite subject is English and Biology. My hobbies are arts and sports. I like badminton and swimming. I also like painting and singing. My favorite idol is Gita Gutawa.

My father, Mr. Rahmat is a doctor. My mother is a teacher. My parents have 3 children. Ely, the eldest, works as a programmer in a private company. Sinta is my second sister. We are Students. She goes to SMA 3 Jakarta. I really love my family.

My Holiday

On Sunday, my friend and I went to Lake Kintamani in Bali. The water was clean, the temperature was cool and there were trees surrounding the lake. I really like the weather in this tourism spot.

On the next day, we visited Tanah Lot. We took pictures of the temple. The scenery was amazing. There was holly water beside the rocky hill and there was a hole placed for a big snake that is sacred by the local people.

On Tuesday, we went to Sangeh where many wild monkeys walked freely and climbed the trees. Sometimes they were naughty. They grab my friend's snacks while we enjoying the scenery there. In the afternoon, we went home.

I. Choose the correct answer!

1. Who is Radit?
 - a. He is an SMA student's
 - b. He is a teacher
 - c. He is a doctor
 - d. He is an SMP student
2. How many people are there in Mr .Rahmat's family?
 - a. Five
 - b. Four
 - c.Three
 - d. Two
3. What is Radit's mother?
 - a. She is a programmer
 - b. She is a teacher
 - c. She is a student
 - d. She is a doctor
4. How many children does Mr. Rahmat have?
 - a. Two
 - b. Three
 - c. Four
 - d. Five
5. The main idea of the second paragraph is about.....
 - a. The children in the family
 - b. The jobs in the family
 - c. The parents' job
 - d. The education
6. Where did the writer and his friend go on Sunday?
 - a.To Bali
 - b.To lake Kintamani
 - c.To Sangeh
 - d. To Tanah Lot in Bali
7. How was the lake Kintamani?
 - a. The water was dirty
 - b. There were some houses surrounding the lake
 - c. The temperature was cool
 - d. The water has green color
8. When did the writer and his friend go home?
 - a. On Tuesday morning
 - b. On Wednesday
 - c. On Tuesday afternoon
 - d. After visiting Tanah Lot

II. Answer these question below correctly!

1. Who is Radit?
2. Where does he study?
3. Where does he live?
4. What is his favorite subject?
5. What are his hobbies?
6. What does his father do?
7. What kind of job does Ely have?
8. Who is studying at SMA 3 Jakarta?
9. Where does the writer go on Sunday?
10. What does the writer like in Lake Kintamani?
11. What is the second tourism spot did the writer visit?
12. What is placed in a hole beside the rocky hill?
13. What can the writer found in Sangeh?
14. Why the writer said that the monkeys were naughty?
15. When the monkey did grab the writer's friend snacks?

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMP N 1 JOGONALAN
Kelas	: VII C
Semester	: I
Skill	: Reading (membaca)
Mata Pelajaran	: Bahasa Inggris
Jumlah Pertemuan	: 1 (2 x 45 menit)/pertemuan ke-4.

STANDAR KOMPETENSI

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

KOMPETENSI DASAR

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

INDIKATOR PEMBELAJARAN

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

TUJUAN:

Pada akhir pembelajaran siswa dapat:

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

MATERI AJAR

- Teks fungsional sangat sederhana berbentuk *descriptive*.

ALOKASI WAKTU

- 45 menit

METODE PEMBELAJARAN

A.*Peer Assisted Learning Strategies (PALS)*

B. Materi Pembelajaran

1. Teks bacaan pendek "My Daily Activities" dan "Riana" tentang lingkungan sekitar.
2. Kata / Frasa kata terkait Tema / Teks

Misalnya :

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

- Neighbor
- Accompany
- Helpful
- Gymnastic

C. Metode / Teknik

PALS

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

D. Langkah-langkah Kegiatan

Kegiatan Awal

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

Kegiatan Inti

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

Kegiatan Akhir

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

E. Sumber Belajar

- Contoh teks sederhana

F. Penilaian

1. Teknik
 - Tes Unjuk Kerja
2. Bentuk
 - Tes Reading Comprehension
3. Instrumen : Terlampir

**Mengetahui,
Kepala Sekolah**

Guru Mata Pelajaran

Students' worksheet

My Daily Activities

My name is Bambang. I am a year-seven student at a junior high school. Every morning I have to get up at 4.30. Then I take a bath and say my morning prayers. I have to prepare many things before I go to school. I always check my books and other school equipment. After that, I have breakfast and brush my teeth. Then I wear my school uniform. I usually leave home for school at 6.30. It takes about fifteen minutes to arrive at my school by motorcycle.

The classes end at 2.00 P.M. and I go home when there are no extracurricular activities. I usually take a nap for an hour in the afternoon. Then I prepare the books for the next morning. In the evening, I always read the books. The evening activities usually end at about 9 P.M. and I go to bed.

Taken from: English Students Book Directorate General Management of Primary and Secondary Education, 2009.

Answer the following questions!

1. Who is Bambang?
2. What does he do after take a bath?
3. What does he do before having breakfast?
4. What time does he go to school?
5. What time does he arrive at his school?
6. Does he always go home at 2 P.M?
7. Does he sleep in the afternoon?
8. How long does he take a nap?
9. What does he usually do in the evening?
10. How long does he sleep at night?

Riana

Riana is my best friend. She is also my neighbor. I live at Jalan Seturan number 12 and she lives at the same street number 18. We usually go to school together. She always accompanies me to play around our neighborhood after school.

Like me, Riana study in grade seven at Montessori Bambini Junior High School. In school, Riana is very popular. She is good at Mathematics, Science, and English. Our teacher is very proud of her because of her intelligent and her good attitude. She likes to help our friends who have a difficulty with homework. Tarno, Cahyo and Wahono often ask her helps to solve Mathematics and Science problem.

Now, she is thirteen years old. She is tall. Her hair is black, long and curly. She is thin, not fat. She is smart, diligent and friendly. She is also very helpful to her friends.

Well, although she is thin but she likes to eat very much. Her favorite food is fried rice. Beside like eating a lot, she also likes reading stories and collecting stamps. Her hobbies are also doing some sports. They are cycling, playing badminton and gymnastic.

After you complete the text on Riana, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	Statement	T/F	Correction
1.	Riana and the writer like to play badminton.	T	
2.	Riana is the writer’s neighbor.		
3.	Riana is a seven-grade student.		
4.	Riana lives at Jalan Seturan no 12.		
5.	Riana and the writer always play around in their neighborhood after school.		
6.	Riana studies at Montessori Bambini Junior High School.		
7.	Riana is adorable because of her intelligence and good attitude.		
8.	Riana has red short straight hair.		
9.	Riana’s favorite food is rice and fried chicken.		
10.	Riana likes reading newspapers and stamps cards.		

7

PHOTOGRAPHS



The researcher explaining about PALS



Theresearcher giving apperception about the material.



The researcher monitoring the students



The students sharing their answers in front of the class



The students conducting the “*tutor and tutee role play*”



The students conducting “*retelling*”



The students conducting “*paragraph shrinking*”



The students conducting “*prediction relay*”

8

LETTERS



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 2148b/UN.34.12/DT/XI/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

6 Desember 2013

Kepada Yth.
Bupati Klaten
c.q. BAPPEDA Klaten
Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING THE STUDENTS' READING SKILLS BY USING PEER ASSISTES LEARNING STRATEGIES
TO GRADE VII STUDENTS OF SMP 1 JOGONALAN KLATEN IN ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : PANGESTU ADI WIYASA
NIM : 08202241054
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Desember 2013 – Januari 2014
Lokasi Penelitian : SMP 1 Jogonalan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.


a.n. Dekan
Kastubag Pendidikan FBS,
Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP 1 Jogonalan



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
KLATEN 57424

Nomor : 072/63/1/09

Lampiran : -

Perihal : Permohonan Ijin Penelitian

Klaten, 17 Januari 2014

Kepada Yth.

Ka. SMP 1 Jogonalan Klaten

Di -

Klaten

Menunjuk Surat dari Dekan Fak. Bahasa dan Seni UNY No. 2148b/UN.34.12/DT/XI/2013 Tgl. 6 Desember 2013 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian oleh:

Nama : Pangestu Adi Wiyasa
 Alamat : Karangmalang, Yogyakarta
 Pekerjaan : Mahasiswa UNY
 Penanggungjawab : Indun Probo Utami, S.E.
 Judul/topik : IMPROVING THE STUDENTS READING SKILLS BY USING PEER ASSISTES
 LEARNING STRATEGIES TO GRADE VII STUDENTS OF SMP 1 JOGONALAN
 KLATEN IN ACADEMIC YEAR OF 2013/2014
 Jangka Waktu : 3 Bulan (17 Januari s.d 17 April 2014)
 Catatan : Menyerahkan Hasil Penelitian Berupa **Hard Copy** Dan **Soft Copy** Ke Bidang PEPP/
 Litbang BAPPEDA Kabupaten Klaten

Besar harapan kami, agar berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN

Kepala BAPPEDA Kabupaten Klaten

Uth. Sekretaris



Hari Budiono, SH

Pembina Tingkat I

NIP. 19611008 198812 1 001

Tembusan disampaikan Kepada Yth :

1. Ka. Kantor Kesbangpol Kab. Klaten
2. Ka. Dinas Pendidikan Kab. Klaten
3. Yang bersangkutan
4. Arsip