

**THE IMPLEMENTATION OF PEER ASSISTED LEARNING
STRATEGY IN TEACHING READING COMPREHENSION
SKILL ON EIGHT GRADE STUDENT'S OF SMPN 2 PAKEM
BONDOWOSO**



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
By:
J E M B E R
FASYA ASMARA KAMILA
SRN T20196002

**STATE ISLAMIC UNIVERSITY KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT
JUNE 2023**

**THE IMPLEMENTATION OF PEER ASSISTED LEARNING
STRATEGY IN TEACHING READING COMPREHENSION
SKILL ON EIGHT GRADE STUDENT'S OF SMPN 2 PAKEM
BONDOWOSO**

THESIS

Thesis Submitted University
Kiai Haji Achmad Siddiq Islami of Jember
in Partial Fulfillment of the Requirement for Bachelor Degree
of Education (S.Pd)
Faculty of Tarbiyah dan Teachers Training
English Education Department



FASYA ASMARA KAMILA
SRN T20196002

**STATE ISLAMIC UNIVERSITY KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT
JUNE 2023**

**THE IMPLEMENTATION OF PEER ASSISTED LEARNING
STRATEGY IN TEACHING READING COMPREHENSION
SKILL ON EIGHT GRADE STUDENT'S OF SMPN 2 PAKEM
BONDOWOSO**

THESIS

This Thesis Submitted to University
KH Achmad Siddiq Islamic of Jember
in Partial Fulfillment of the Requirement for Bachelor Degree
of Education (S.Pd)
Faculty of Tarbiyah and Teachers Training
English Education Department

By:

FASYA ASMARA KAMILA
SRN T20196002

Approval by Advisor



KHUSNUL KHOTIMAH M.Pd
NIP.197706042014112001

**THE IMPLEMENTATION OF PEER ASSISTED LEARNING
STRATEGY IN TEACHING READING COMPREHENSION
SKILL ON EIGHT GRADE STUDENT'S OF SMPN 2 PAKEM
BONDOWOSO**

THESIS

This Thesis has been examined and approved in Partial Fulfillment of the
Requirement for Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teachers Training
English Education Department

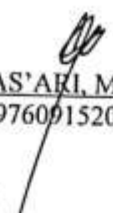
Day: Tuesday

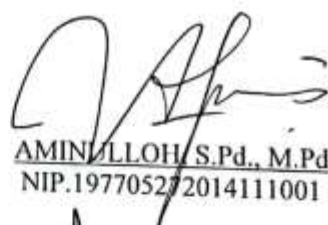
Date: 20th June 2023

The board of the examiners

Chairman

Secretary


AS'ARI, M.Pd.I
NIP.197609152005011004




AMINULLOH, S.Pd., M.Pd
NIP.197705272014111001

Members:

1. H. MOCH. IMAM MACHFUDI, Ph.D
2. KHUSNUL KHOTIMAH, M.Pd


()

Approved by,
The Dean Faculty of Tarbiyah and Teacher Training
OCHIK H Achmad Siddiq Jember

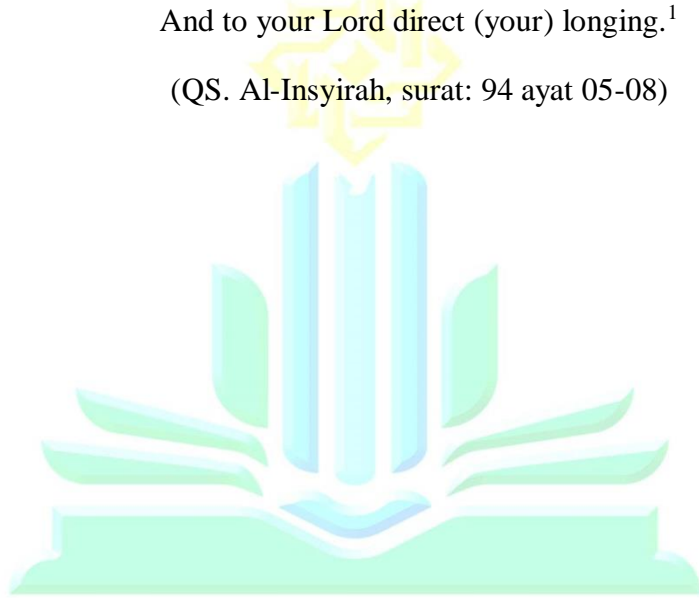


Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP.196405111999032001

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦) فَإِذَا فَرَغْتَ فَانصَبْ (٧) وَإِلَىٰ رَبِّكَ فَارْغَب (٨)

5) For indeed, with hardship (will be) ease. 6) Indeed, with hardship (will be) ease. 7) So when you have finished (your duties), then stand up for worship. 8) And to your Lord direct (your) longing.¹

(QS. Al-Insyirah, surat: 94 ayat 05-08)



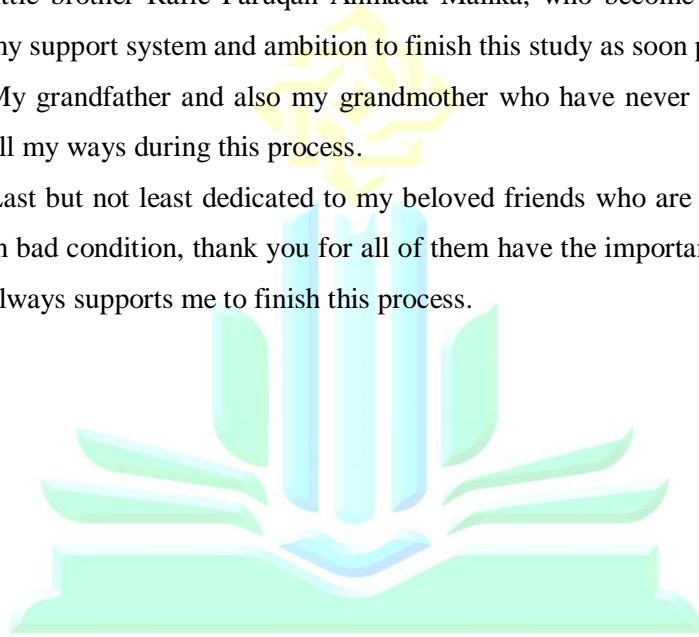
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

¹ Qur'an Kemenag.online access from <http://quran.kemenag.go.id/>

DEDICATION

I dedication this thesis to:

1. My lovely family, my father Muhammad Djoery M, my mother Musrifah and my little brother Rafie Faruqan Ahmada Malika, who become my first inspiration, my support system and ambition to finish this study as soon possible.
2. My grandfather and also my grandmother who have never forgotten to pray for all my ways during this process.
3. Last but not least dedicated to my beloved friends who are always there as I am in bad condition, thank you for all of them have the important role in my life and always supports me to finish this process.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ACKNOWLEDGEMENT

First of all let's say thank to our god the allah the almighty who have give us marcy and blessing until we meet together here in this nice condiction for all things we feel health and spirit until today.

The secondly sholawat and salam never forget to send to our prophet Muhammad S.A.W peace be upon him to always be given to the best creature ever and the most amazing human and the most important figure of human being and who has broke us to the darkness to the lightness to be the islamic era.

All praises to Allah the almighty for all his mercies and guidance so as to the author can complete such thesis entitle "THE IMPLEMENTATION OF PEER ASSISTED LEARNING STRATEGY IN TEACHING READING COMPREHENSION SKILL ON EIGHT GRADE STUDENT'S OF SMPN 2 PAKEM BONDOWOSO" to archieve the undergraduate degree of English Education Department, Faculty of Education and Teaching Training State Universty of KIAI Achmad Siddiq Jember.

The author is aware that thesis has never finished without any helps and support from others during this process. Therefore in this opportunity the author would like to thankful to:

1. Prof. Dr. H. Babun Suharto, S.E, M.M as the Rector of the Universty of Kiai Achmad Siddiq Jember who has facilitated me during this undergraduate study
2. Prof.Dr.Hj Mukni'ah as the Dean of Tarbiyah and Teacher Training Faculty who has permission to do this research.
3. Dr. As'ari, M.Pd.I as the Head of English education department who has permit me to have this research until thesis finished, thanks for the advice, suggestions and guidance.
4. Khusnul Khotimah, M.Pd. as the advisor who has helped me a lot in conducting this research until thesis finished. Big thanks for the more

advice, suggestions and also guidance me from the first consultation until the thisis finished.

5. Dr.Ninuk Indrayani, M.Pd as the DPA from the first semester until the last semester.
6. Fahrizal Hamzah S.Pd as the teacher of the eighth grade students of Smpn 2 Pakem Bondowoso who helped me to conduct this research.
7. All of the lecturers and staff of English Language Department who helped and gave me a lot of precious knowledge and experience during the entire semester.

I hope Allah SWT give blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I am thanks for many people who has helped me.

Jember, 16 June 2023

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

FASYA ASMARA KAMILA
SRN. T20196002

ABSTRACT

Fasya Asmara Kamila 2023: The Implementation of Peer Assisted Learning Strategy In Teaching Reading Comprehension Skill on Eight Grade Students of SMPN 2 Pakem Bondowoso

Keywords: Reading Comprehension Skill, Peer Assisted Learning Strategy

Reading Comprehension is the ability to process of the text, understand its meaning, and to integrate with what the reader already knows. An individual's ability to comprehend text is influenced by their skills and their ability to process information. Reading comprehension is a crucial need that should be mastered by the students in learning English. Peer Assisted Learning Strategy as the teaching and learning process through peer interaction and mutual discussion, students can develop communication, presentation, and explanation abilities.

The research problem of this research are: 1) How is the implementation of Peer Assisted Learning strategy in Teaching Reading Comprehension Skill on eight grade students of SMPN 2 Pakem Bondowoso?. 2) What are the problem faced of implementing of Peer Assisted Learning Strategy in Teaching Reading Comprehension Skill of the eight grade students of SMPN 2 Pakem Bondowoso? The research objective of this research are: 1) To know the implementation of Peer Assisted Learning strategy in Teaching Reading Comprehension Skill on eight grade students of SMPN 2 Pakem Bondowoso. 2) To know the problems faced by implementing of Peer Assisted Learning Strategy in Teaching Reading Comprehension Skill of the eight grade students of SMPN 2 Pakem Bondowoso.

Researcher used a qualitative approach with the type of descriptive research. The research used purposive sampling to take the informant. The data collection used are observation, interviews and documentation. The data analysis used are data reduction, data display and conclusion. The researcher used source triangulation and techical triangulation for checking the validity of data.

The research finding are: 1) The implementation of Peer Assisted Learning strategy in Teaching Reading Comprehension Skill on eight grade students of SMPN 2 Pakem Bondowoso is able to make students more active, creative and enthusiastic during the learning process. The students feel very helpful with this learning strategy. 2) The problems faced by implementing of Peer Assisted Learning Strategy in Teaching Reading Comprehension Skill on eight grade students there are 2 problems such as : 1) The Problem of Peer Assisted Learning strategy in the learning process are : Unequal participation, Lack of content mastery, and Social dynamics. 2) The Problem of Reading Comprehension in the learning Process are : Lack of vocabulary and Lemited exposure of reading materials. From the findings, it can be concluded that Peer Assisted Learning Strategy assist the students in Reading Comprehension skill mastery. Peer Assisted Learning Strategy totally reach of the standard score of the english subject.

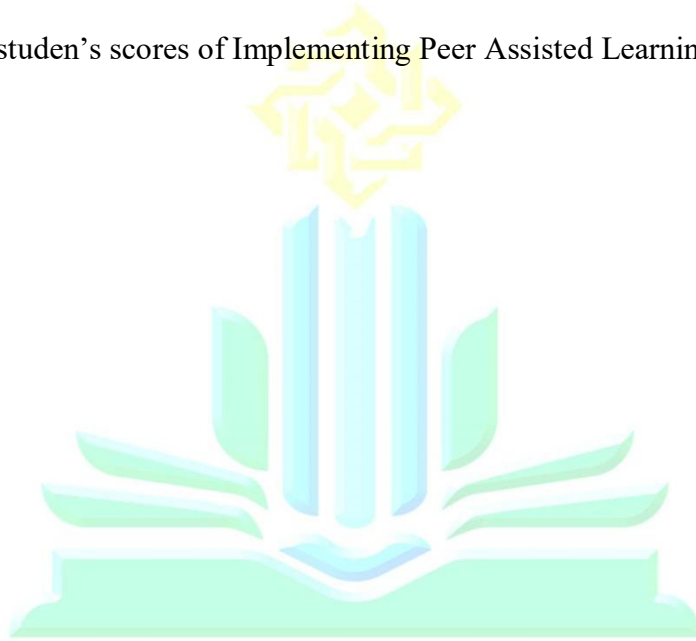
TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
APPROVAL OF EXAMINERS	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF PICTURE	xii
LIST OF APPENDIXES	xiii
CHAPTER I INTRODUCTION	1
A. Research Context	1
B. Research Problem	8
C. Research Objective	8
D. Research Significance	9
E. Difinition of Key-Term	10
CHAPTER II LITERATURE REVIEW	12
A. Previous Study	12
B. Theoretical Description	19
1. Reading Comprehension	19
a. Type of Reading	21
b. Technique of Reading	24
c. Level of Reading	26
d. The Purpose of Reading	28
e. Teaching Material of Reading	29
f. The Evaluation of Reading	30

2. Peer Assisted Learning Strategy	32
a. The definition of Strategy	32
b. The definition of Peer Assisted Learning Strategy.....	34
c. The Purpose of Peer assisted Learning Strategy	37
d. The Benefit of Peer Assisted Learning Strategy	38
e. The Step of Peer assisted Learning Strategy.....	38
f. Learning Effectiveness.....	40
g. Lackness of Peer Assisted Learning Strategy	41
h. Learning Adventages	42
CHAPTER III RESEARCH METHOD	43
A. Approach and Type of Research.....	43
B. Research Location.....	44
C. Research Subject	44
D. Date Collection Technique	45
E. Data Analysis	47
F. Validity Data.....	48
G. Research Steps	49
CHAPTER IV REAJA FINDING AND DISCUSSION	52
A. Description of the Research Object.....	52
B. Research Finding.....	55
C. Discussion.....	73
CHAPTER V CONCLUTION AND SUGGESTION.....	81
A. Conclusion	81
B. Suggestion	82
REFERENCES	84

LIST OF TABLE

2.1 Similarities and differences of previous study	15
4.1 The data of students of SMPN 2 Pakem Bondowoso	53
4.2 The studen's scores of Implementing Peer Assisted Learning Strategy	65



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF PICTURE

4.1 Picture of Structure organizational SMPN 2 Pakem Bondowoso 53



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDIXES

Appendix 1 : Research Permission Letter	85
Appendix 2 : Research Granting Letter Study	86
Appendix 3 : Research Completion Letter	87
Appendix 4 : Research Journal.....	88
Appendix 5 : Research Instrument	89
Appendix 6 : Worksheet	91
Appendix 7 : Students Worksheet	93
Appendix 8 : Lesson Plan	94
Appendix 9 : Matrix of Research	105
Appendix 10 : Documentation	108
Appendix 11 : Declaration of Authenticity.....	110
Appendix 12 : Biographical Data	111

J E M B E R

CHAPTER 1

INTRODUCTION

This chapter contains some discussion topics related to the current research including Research Context, Research problem, Research objective, Research significance, and Definition of key terms, the explanation about them to complete this chapter as follows.

A. Research Context

Language is one of the most important parts in social environment. It is a system of conventional spoken or written symbols used by people for communicating with each other. People need language to communicate, to interact and to get information from other people. English is one of the languages in the world as means of communication which is used by many people in many of countries. English has become one of the foreign languages that must be mastered in schools or formal institutions. It also makes English mastery as a primary requirement to communicate in global communication. Mastery of English is necessary, since this language is considered as international language that is used by many people in the world.

English proficiency must cover oral and written activity. Communicating is understanding and expressing information, thoughts, feelings, and develop science, technology, and culture using that language. Ability to communicate in a complete sense is the ability to discourse, ie ability to understand and or produce spoken and or written texts realized in four language skills, namely

listening, speaking, reading and writing. Therefore, English subjects are directed to develop these skills for graduates able to communicate and discourse in English at the level certain literacy.

English as means internasional communication linked to the progress of a country. A country's culture can also change with its openness to information, which is achieved by its citizens' initiative to find credible news sources, limitless knowledge and tendency to share crucial topics. This implies that Indonesia has great potential in improving the English quality of its human resources. A massive approach and awareness-building on the role of English as the most widely spoken foreign language in the world is what is needed to improve the quality of human resources in Indonesia. Learning this language is no longer an obligation to get good grades or rankings at school, but also as a defense in the face of increasingly challenging globalization. The teaching method must also be adapted to the learning patterns of students in Indonesia. With good curriculum analysis and design, it is hoped that this can create a tendency for the next generation to like English lessons.

In Indonesia, English is considered as the first foreign language that must be learnt by students start from any level of school. It can be seen from the 2013 curriculum for junior high school that the objectives of teaching English are to develop the communication competency, both oral and written form to reach the level of functional literacy level.² Therefore, the students need to develop their English language skills consisting of: speaking, writing, reading,

² Kemendikbud. *“Kulrikulum 2013 Mata Pelajaran Bahasa Inggris untuk SMP/MTS”* (Jakarta: Kemendikbud)

and listening. Besides, the students also need to master English language components covering: grammar, pronunciation, and vocabulary. Therefore, the English subject is directed at developing these skills so that graduates are able to communicate and discourse in English at a certain level of literacy.

Literacy levels include performative, functional, informational, and epistemic. At the performative level, people are able to read, write, listen, and speak with the symbols used. At the functional level, people are able to use language to meet the needs of everyday life such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with language skills, whereas at the epistemic level people are able to express knowledge into the target language.

The English subject at SMP/MTs aims to enable students to have the following abilities: (1) develop competence in communicating in both spoken and written form to reach a level of functional literacy; (2) have awareness of the nature and importance of English to increase the nation's competitiveness in a global society; and (3) developing students' understanding of the relationship between language and culture.³

According to Hurmer these four english skill are grouped into two types, namely receptive and productive skills. Productive skills refer to speaking and writing skill where students actually must produce language themselves and also speaking and writing skill involve producing words, phrases, sentences and paragraphs. Hurmer adds further that is contrast to productive skills.

³ M.Zaim, *"Implementasi dan Permasalahannya dalam Pembelajaran Bahasa Inggris di Sekolah Menengah"* (Proceeding of the Internasional Seminar on Languages and Arts, 2018)

Receptive skill refer to reading and listening, because there skills are extracted from the discourse and involve receiving information, the students simply decode the texts which they receive while they are reading the text, therefore to understand the message of the recived text to the understand the both functions.⁴

Reading is an important stage in the student's development process because reading is the first gateway to a more complex learning process. Reading is a way or a means to maintain one's own level of knowledge and to add new knowledge. It can be interpreted, reading is an activity carried out with the mind's ability to store data, from a media which is a source of information to broaden knowledge. There are many benefits to be gained from reading. By reading children can broaden knowledge, add information for themselves, increase knowledge and add ideas. Cultivating children to read since childhood is very important. Supporting the habit and culture of reading for children, the school library plays an important role in developing an interest in reading books. Efforts to improve student reading.

The ability to read comprehensively is considered as the source of knowledge to master the other skills such as listening, speaking and writing. Reading comprehension is a medium to build knowledge especially in the academic world. People will have a good understanding of a certain phenomenon if they have a good ability in reading comprehension. Therefore, Reading comprehension is included on of some section tests, like TOEFL,

⁴ Jeremy Harmer, "The Practice of English Language Teaching Third Edition" (New york : Cambridge University Press, 2001) Page.199

TOEIC and IELTS. It is required in one of the sections of each test. Reading comprehension is related to the literacy skill in which reading will be done effectively by a reader with that great ability.⁵

The purpose of reading comprehension, getting meaning from written text. A major goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences become a good reader. A learning disability in reading comprehension affects the learner's ability to understand the meaning of words and passages. Some students with a learning disability in reading comprehension can read aloud with little or no difficulty pronouncing words, but they do not understand or remember what they have read.⁶

The low score of the student's Reading comprehension skill can be caused by some factors, such as the teaching and learning strategy applied by the teacher in the classroom or the lack of media to support the teaching and learning process. Lack of vocabulary also became a problem on student Reading comprehension skill.

Peer assisted learning is one method or strategy student centered learning, because it is considered as a method collaborative learning, cooperative and provide academic benefits. According to Tice (2014) wrong one theoretical basid for all types of peer teaching and learning is cooperative learning. The perspective that guides the research and the development of cooperative

⁵ Rina Devianty, "Bahasa Sebagai Cermin Kebudayaan," (Jurnal Tarbiyah 2017) Vol.24 No.2 Page.228

⁶ Winda Widyaningrum and Mu'thia Mubasyira. "Improving Student's Reading Comprehension skill using Peer Assisted Learning Strategy." (Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra. 2020). Vol.3 No.2. Page 1.

learning is social interaction, cognitive development and learning behavior theories.⁷ Peer assisted learning program were preceded by discussions between tutor or groups Peer assisted learning also to improve students significantly.⁸ And also teachers train students to Implement peer assisted learning strategy to be using from the each pair includes a higher and lower ability students in terms of what they know in learning and also every session includes peer assisted learning strategy activities with partner reading to make it easier for students to overcome the difficulties in learning.⁹

The Peer Assisted Learning Strategy (PALS) is a class-wide peer-tutoring program that addresses the different learning needs of every student. This cooperative learning technique pairs students together and gives them the roles of a “Coach” and a “Player”. The PALS technique is typically a 25-35 minute activity, conducted at least 2-4 times a week. It enables students to participate in various activities and allows the teacher to observe, supervise and give individual intervention when needed. When equipped with peer reviewing techniques, students can rate each other on their effectiveness as a coach. Teachers can determine the effectiveness of the strategy by observing the students’ behavior and learning behaviors such as student motivation and participation.

⁷ Wiwiek Retti Andriani, Elsy Maria Rosa, Moh Afandi, *Peningkatan Capaian Kompetensi Kognitif Mahasiswa Akper Pemkab Ponorogo dengan Penerapan Peer Assisted Learning*, (Indonesia journal of Nursing Practices.2017) Vol. 1 Page. 108

⁸ S Diana, *Peer Assisted Learning Strategy for Improving Student’s Physiologic Literacy*, (Internasional Conference on Mathematic and Science Education, 2017)

⁹ Douglas Fuchs, Lynn S.Fuchs, *Peer Assisted Learning Strategies Promoting Word Recognition, Fluency and Reading Comprehension in Young Children*, (The Journal of Special Education,2005) Vol. 39 Page. 35

Peer-Assisted Learning Strategy was developed from a strategy called Class-wide Peer Tutoring that developed as a technique for improving students. Peer-Assisted Learning Strategies is one of the strategies that can be applied by the teacher in teaching English, especially in teaching reading. Benefits of PAL include significant gains in intellectual and social awareness and empathy, and positive consequences on student self-esteem.

English is conducted to be taught from elementary school then proceed to the higher level of education. Many junior high school students still have lack of background of knowledge that affected their low Reading Comprehension Skill. For this reason English instructors in junior high schools must have good coaching strategies. There are several strategies that can be used, such as is Peer Assisted Learning Strategy. By implementing this strategy in junior high school by teachers hope that students Reading Comprehension Skill will be improve.

Many previous researcher have conducted these research, one of them is Piaget & Inhelder said peers have a powerful influence on both students academic motivation and achievement. Peer assisted learning refers to peer-led strategies that focus on academic content.¹⁰ Peer assisted learning is the development of new knowledge and skill through active learning support from peers.¹¹

¹⁰ Cythi A. Rohrbeck. "Peer Assisted Learning : An Academic Strategies for Enhancing Motivation Among Diverse Students," (Germal Library 2008) Page. 247

¹¹ Joshua Jauregi MD, Steven Bright MD, Jared Strote, MD, MS, Jamie Shandro, MD, MPH, "A Novel Approach to Medical Student Peer Assisted Learning Through Case Based Simulations," (Educational Advances, 2018) Vol. 19 No. 1, Page. 193.

Before conducting the research, a preliminary study was done by giving test and observing the students of SMPN 2 PAKEM BONDOWOSO to know the students Reading Comprehension Skill.

Therefore, according to the descriptions of the background above, the title of the research is “THE IMPLEMENTATION OF PEER ASSISTED LEARNING STRATEGY IN TEACHING READING COMPREHENSION SKILL ON THE EIGHT GRADE STUDENT OF SMPN 2 PAKEM BONDOWOSO”

B. Research Problem

Based on the background presented, the following focus of research:

1. How is the Implementation of Peer Assisted Learning Strategy in Teaching Reading Comprehension skill on Eight grade Student of SMPN 2 PAKEM BONDOWOSO?
2. What are the problem faced of Implementing of Peer Assisted Learning Strategy in Teaching Reading Comprehension skill on Eight grade Student of SMPN 2 PAKEM BONDOWOSO?

C. Research Objective

Objective of research is an overview of what will be addressed in conducting the research.¹² The objectives of this research are:

1. To know the Implementation of Peer Assisted Learning Strategy in Teaching Reading Comprehension Skill on Eight grade Student of SMPN 2 PAKEM BONDOWOSO

¹² Tim penyusun, “*Pedoman Penulisan Karya Ilmiah*,” (Jember: IAIN Jember Press, 2022), 45.

2. To know the problems faced by Implementing of Peer Assisted Learning Strategy in Teaching Reading Comprehension Skill on Eight grade Student of SMPN 2 PAKEM BONDOWOSO

D. Research Significance

The result of this research is fully expected to to give some theoritical and practical knowledge for the following parties:

1. Theoretical Benefit

Theoretically, the research findings could contribute to enrich the teaching strategy of Reading comprehension. The strategy give the general knowledge of how to deal with the teaching and learning process especially in teaching reading comprehension skill by using Peer Assisted Learning Strategy. It could also provide additional point of view on how the strategy can improve the students reading comprehension significantly.

2. Practical Benefit

The results of the research are expected to be a source of learning for students so that they are more interested and attracted in the process of Reading Comprehension. This research is expected to develop and to facilitate students in the Peer Assisted Learning strategy.

Practically, the result of this research are useful for the English teacher as the alternative Strategy in teaching Reading Comprehension. Through Peer Assisted Learning Strategy, it is expected that the students become more active and interesting in the learning process.

For the researcher, it can develop her experience related to her knowledge in research on education and English teaching, especially in teaching Reading Comprehension Skill by applying Peer Assisted Learning Strategy.

E. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception in interpreting some terms that will be used in this research. They are also intended to avoid any ambiguity or misinterpretation. The terms are as follows:

1. Reading Comprehension

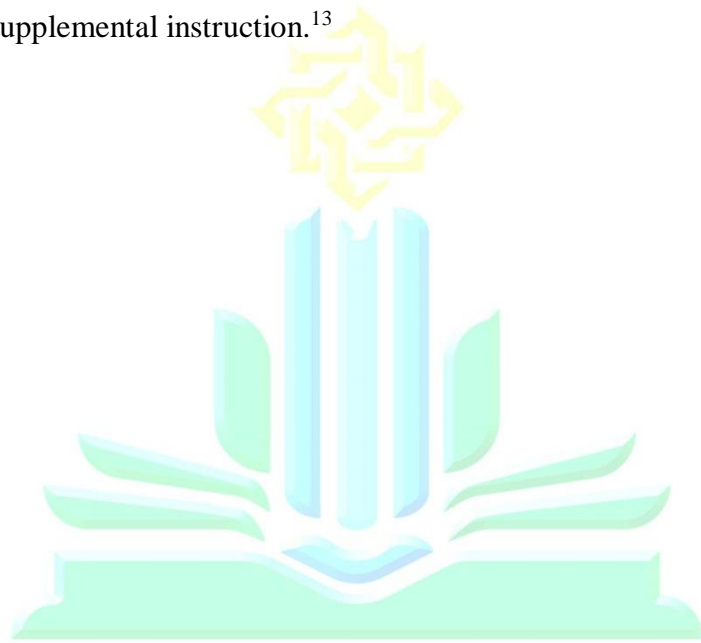
Reading comprehension is the ability to process of the text, understand its meaning, and to integrate with what the reader already knows. An individual's ability to comprehend text is influenced by their skills and their ability to process information. Reading comprehension is a crucial need that should be mastered by the students in learning English.

The reasons are quite obvious in which reading comprehension is needed in all aspects of life especially in the academic world. The students must to have a good ability in Reading comprehension in order to be successful in their study since most of the learning materials provide the written-form to read.

2. Peer Assisted Learning Strategy

Peer-Assisted Learning Strategies (PALS) is a peer tutoring instructional program that supplements the primary reading curriculum. 2

Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Many of the peer Assisted learning programmes in higher education are derived from the supplemental instruction.¹³



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

¹³ Winda Widyaningrum and Mu'thia Mubasyira. “ *Improving Student’s Reading Comprehension skill using Peer Assisted Learning Strategy.*” (Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra. 2020). Vol.3 No.2. Page 4.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Previous research are attempts by researcher to seek comparisons and additional references for future research. In this section the researcher lists the various results of previous research related to the research to be carried out, then summarizes, both published or unpublished research (mini thesis, thesis, dissertation, etc.). By doing this step, it will be possible to see the extent to which originality and research will be carried out.¹⁴

There are several studies that have been carried out and related to this research are as follows:

1. The first researcher is by Sulistami, Pahamzah, Baratayaomi, syafriza (2018). And the title “Improving Student’s Reading Comprehension By Using Peer Assisted Learning Strategies (PALS) In EFL Contexts.” The result of this research is to the process teaching reading comprehension and identifying whether peer assisted learning strategies can improve student’s reading comprehension. The researcher was helped the english teacher to collaborator to observing the research and to know the process of teaching reading comprehension Through PALS, and the result

¹⁴Tim penyusun, “*Pedoman Penulisan Karya Ilmiah*”, (Jember: IAIN Jember Press, 2021), 93

also using of pre-test to know the improvement reading comprehension.¹⁵

2. For the second researcher is Min Mize, Diana P, Bryant and Brian R (2019) in the title of the research “Teaching Reading to students with learning disabilities : Effect of combined Ipad-assisted and Peer Assisted Instruction on oral Reading fluency performance”. In this research to improve students oral reading fluency by pairing less proficient readers with more proficient readers by using Peer Assisted Learning Strategy with the result provide moderate evidence of improve oral reading fluency.¹⁶
3. The third researcher is Darmawan Budiyanto (2019) with the research is “Using Peer Assisted Learning Strategy on Reading Comprehension of Analytical Exposition.” In this research was to find out whether of any significant difference on reading comprehension of analytical exposition that were taught by using peer assisted learning strategy and those who were not and to find out whether or not it was effective to use Peer Assisted Learning Strategy on Reading Comprehension.¹⁷
4. For the next researcher is Winda Widyaningrum and Mu'thia Mubasyira (2020). In the title “ Improving Student’s Reading Comprehension skill using Peer Assisted Learning Strategy.” In this research is a major goal of reading comprehension instruction is to help student develop the

¹⁵ Sulistami, Pahamzah, Baratayaomi, Syafriza). *“Improving Student’s Reading Comprehension By Using Peer Assisted Learning Strategies (PALS) In EFL Context”*s. (Internasional Journal of Language and Literature, 2018) Vol. 2, NO. 2 Page.53

¹⁶ Min Mize, Diana P, Bryant and Briant R. *“Teaching reading to students with learning disabilities : Effects of combined Ipad-assisted and Peer Assisted instruction on oral reading fluency performance”*. (The Official Journal of RESNA, 2019) Page.7

¹⁷ Darmawan Budiyanto. *“Using Peer Assisted Learning Strategy on Reading Comprehension of Analytical Exposition.”* (Journal Ilmiah Bina Edukasi/Bina Darma. 2019) Vol.12 No.1. Page,54.

knowledge, skill and experiences become a good reader by using Peer Assisted Learning Strategy can also can improve student's reading comprehension skill.¹⁸

5. Another researcher is relevant with his topic in the title "The Role of Peer Assisted Learning Strategies (PALS) In Enhancing Student's Reading Skill For Second Language Acquisition" from Hursul Khusnul (2022). the result of this research is also using Peer Assisted Learning strategies (PALS) received a good responses and opinions by the students to applied it in the classroom activity. And also using Peer Assisted Learning Strategies has certain skill reading to improving in fluency, pronunciation, words recognition in order to good development the reading skill.¹⁹

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

¹⁸ Winda Widyaningrum and Mu'thia Mubasyira. "Improving Student's Reading Comprehension skill using Peer Assisted Learning Strategy." (Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra. 2020). Vol.3 No.2. Page 14.

¹⁹ Hursul Khusnul. "The Role of Peer Assisted Learning Strategies (PALS) In Enhancing Student's Reading Comprehension Skill For Second Language Acquisition".(Journal of English and Linguistics, 2022) Vol. 5 No. 2 Page. 134

Table 2.1

Similarities and differences of previous study

No	Name/Title of the research	Similarities	Differences
1.	Sulistami, Pahamzah, Baratayaomi, syafriza (2018). And the title “Improving Student’s Reading Comprehension By Using Peer Assisted Learning Strategies (PALS) In EFL Contexts.”	- Both researchers about students’ reading comprehension - Both researcher’s use Peer Assisted Learning Strategy.	- The design of this research used Classroom Action Research - Conducted at SMAN 6 Kota Serang or at Senior High School - Also Using Narrative text to improve students reading comprehension.
2.	Min Mize, Diana P, Bryant and Brian R (2019) in	- Both researcher about student’s reading skill .	- Using Ipad-assisted instruction

	<p>the title of the research “Teaching Reading to students with learning disabilities : Effect of combined Ipad-assisted and Peer Assisted Instruction on oral Reading fluency performance”.</p>	<ul style="list-style-type: none"> - Both of using Peer Assisted Learning Strategy 	<ul style="list-style-type: none"> - And also use oral reading fluency performance. - The design of this research is quantitative research.
3.	<p>Darmawan Budiyanto (2019) with the research is “Using Peer Assited Learning Strategy on Reading Comprehension</p>	<ul style="list-style-type: none"> - Both research about student’s reading comprehension - Also using Peer Assisted Learning Strategy 	<ul style="list-style-type: none"> - Conducted at SMAN 2 Palembang - Use Quasi-experimental method

4.	<p>of Analytical Exposition.”</p> <p>Winda Widyaningrum and Mu'thia Mubasyira (2020). In the title “ Improving Student’s Reading Comprehension skill using Peer Assisted Learning Strategy.”</p>	<p>- Both researchers research about of student’s reading comprehension</p> <p>- Both researcher’s use Peer Assisted Learning Strategy</p>	<p>- This research using Classroom Action Research</p>
5.	<p>Hursul Khusnul (2022)</p> <p>“The Role of Peer Assisted Learning Strategies (PALS) In Enhancing Student’s Reading Skill For Second</p>		<p>- Use Descriptive Qualitative Research</p>

	Language Acquisition”		
--	--------------------------	--	--

Based on the previous research above showed that the similarities with this research are focus on studen’s reading comprehension use Peer Assisted Learning Strategy. While the differences are focus on using a Qualitative research, Classroom action research and also use quasi-experimental method. The novelty of this research many studies examining the Peer Assisted Learning Strategy but each of these studies is different and has its own characteristics both in terms of the causes of the process of learning English. The novelty of this research is actually used PALS greatly influenced the student learning process because in this study students would be more able to understand and help among their peers and the problems found at SMPN 2 Pakem Bondowoso use a Peer Assisted Learning Strategy that is different from previous research.

This research is very effective in helping students who are lacking in understanding English. This research is also different from previous studies because this research was conducted injunior high schools located in regions with less facilities which hindered the learning process. The research method in this study is different from previous research methods.

B. Theoretical Description

1. Reading Comprehension

There are many definitions of reading comprehension. A prevalent and current view is that comprehension is a special kind of readers to comprehend by actively constructing meaning internally from interacting with the material that is read.²⁰

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experience background, and interpret it in relation to their own needs and purposes.²¹

According to Kligners, reading comprehension is “The process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing. Teachers mention the skills that students want to use then, they give them opportunities to

²⁰ Alexander J. Estil, *“Improving Reading Speed”* (New York: Scottforesman, 1999), 168

²¹ Khoiriyah, *“Reading 1”* (Kediri: English Department Nusantara PGRI Kediri University Press, 2010), 1

practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully.²²

Reading comprehension is not a static competency, it varies according to the purpose for reading and the text that is involved. Additionally, Samuels in Lems, et al. put it even more simply: *“In order to comprehend a text, one must identify the words on the page and one must construct their meaning”*.

Furthermore, there are also three elements entailed in reading comprehension. Snow explains these three elements are the reader, the texts and the activity. The first element is the reader who is doing the comprehension. A reader, when he tries to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that is to comprehend also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part. This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.²³

In reference to the above definitions from the experts, it can be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written text to get information related to

²² Klingner, Janette. *“Teaching Reading Comprehension to Students with Learning ”* (London, The Guildfold Press,2017) Page.2

²³ Snow Catherine. *“ Knowledge To support The Teaching of Reading”* (San Fransisco, The Nasional Academy of Education,2012) Page.11

the text and also to give students pleasure. Moreover, reading comprehension can be seen as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.²⁴

Therefore, reading in this research means that the activity to comprehend the printed-texts by comprehending the words meaning based on the context. The information found in the text can be connected with the students' prior knowledge to make an inference of the text they read.

a. Types of Reading

According to Hurmer (2007) There are two types of reading such

as:

1) Extensive Reading

Extensive reading activities can be beneficial in assisting learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. The process of choosing reading texts will be done according to content, level of difficulty, and length. Hurmer mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading skill, become more

²⁴ Winda Widyaningrum and Mu'thia Mubasyira. " *Improving Student's Reading Comprehension skill using Peer Assisted Learning Strategy.*" (Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra. 2020). Vol.3 No.2. Page 4.

independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning.

2) Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies.

Hurmer mentioned there are three kinds of intensive reading :

a) Intensive reading : The roles of the teacher

In order to get students to read enthusiastically in class, we need to work to create interest in the topic and tasks. However, there are further roles we need to adopt when asking students to read intensively:

- **Organiser:** we need to tell students exactly what their reading purpose is, give them clear instructions about how to achieve it and explain how long they have to do this. Once we have said You have four minutes for this, we should not change that time unless observation (see below) suggests that it is necessary.

- Observer: when we ask students to read on their own, we need to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions.
- Feedback organiser: when our students have completed the task, we can lead a feedback session to check that they have completed it successfully. We may start by having them compare their answers in pairs and then ask for answers from the class in general or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibility for the answers.
- Prompter: when students have read a text, we can prompt them to notice language features within it. We may also, as controllers, direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously.

b) Intensive reading : The vocabulary question

Reading lessons is that while teachers are encouraging students to read for general understanding, without worrying about the meaning of every single word, the students, on the

other hand, are desperate to know what each individual word means given half a chance, many of them would rather tackle a reading passage with a dictionary (electronic or otherwise) in one hand and a pen in the other to write translations all over the page.

c) Intensive reading : Letting the student in

It is often the case that the comprehension tasks we ask students to do are based on tasks in a coursebook. In other words, the students are responding to what someone else has asked them to find out. But students are far more likely to be engaged in a text if they bring their own feeling and knowledge to the task, rather than only responding to someone else ideas of what they should find out.

Another way of letting the students in is to allow them to create their own comprehension task.²⁵

b. Technique of Reading

There are some Techniques of reading, as follows²⁶ :

1) Previewing

When a reader previews, they quickly read a chapter of a book, a report, a newspaper article, or other sources before deciding whether or not to continue reading the complete selection. The title,

²⁵ Jeremy Harmer. *“How to Teach English, New Edition.”* (New york : Cambridge University Press, 2017) Page.283

²⁶ Jeremy Harmer. *“How to Teach English, New Edition.”* (New york : Cambridge University Press, 2017) Page.288

headings and subheadings, summaries or introductions, illustrations and graphics, as well as the first and last phrases of each paragraph, are all previewable to the reader.

2) Skimming

Skimming is a more thorough form of previewing in which the reader reads not only the important points at the beginning and end of the text but also different supplementary elements. Signal words like first, second, because, furthermore to, also, but, and others can be used to draw attention to supporting details. While saving time throughout a full reading, the reader is strengthening his knowledge of the main themes by reading these details.

3) Scanning

The reading technique known as scanning allows readers to quickly and efficiently locate the information they need without reading the entire page of text. The reader typically uses scanning when reading a dictionary or phone book as well as when looking up a term, date, number, or specific phrase. The scanning process involves these three steps: 1) Having a clear understanding of the goal 2) Quickly scanning the page, list, or column with anticipation that the fact will stand out from the other information 3) Carefully reading the solution once it has been found to confirm it.

c. Level of Reading

According to Martimer and Charles Doren, there are four levels of reading, such as :

1) Elementary Reading

The first level of reading will call Elementary reading. Other name might be rudimentary reading, basid reading or initial reading, any one of these terms server to suggest that as one masters this levels one passed from nonliteracy to at least beginning literacy. In mastering this level, one learns the rudiments of the art of reading, receives basid training in reading, and acquires initial reading skills. We prefer the name elementary reading, however, because this level of reading is ordinary learned in elementary school.

2) Inpectional Reading

The second level of reading will call Inpectional reading. It is characterized by its special emphasis on time. When reading at this level, the student is allowed a set time to complete an assigned amount of reading. Another way to describe this level of reading is to say that its aim is to get the most out of a book within a given time usually a relatively short time, and always too short a time to get of the book everything that can be gotten.

Still another name for this level might be skimming or pre-reading. However, we do not mean the kind of skimming that

is characterized by casual or random browsing through a book. Inspectional reading is the art of skimming systematically.

3) Analytical Reading

The third level of reading we will call Analytical reading. It is both a more complex and a more systematic activity than either of the two levels of reading discussed so far. Depending on the difficulty of the text to be read, it makes more or less heavy demands on the reader.

Analytical reading is through reading, complete reading, or good reading and the best reading. If inspectional reading is the best and most complete reading that is possible given a limited time, then analytical reading is the best and most complete reading that is possible given unlimited time.

4) Syntopical Reading

The fourth and highest level of reading we will call Syntopical reading, it is most complex and systematic type of reading. It makes very heavy demands on the reader, even if the materials being read are themselves relatively easy and unsophisticated.

Another name for this level might be comparative reading. When reading syntopically, the reader reads many books, not just one, and places them in relation to one another and to a subject about which they all revolve. But mere comparison of texts is not enough.

Syntopical reading involves more. With the help of the books read, the syntopical reader is able to construct an analysis of the subject that may not be in any of the books. It is obvious, therefore, that syntopical reading is the most active and effortful kind of reading.²⁷

d. The purpose of reading

The purpose of reading is to connect the ideas on the page to what already know. The reader's purpose plays an important part in determining the kind of reading they do. Different persons may read the same book in different ways, because their purposes vary. The readers establish their purposes by thinking and by asking question about what they plan to read. Comprehension and speed vary according to the reader's purpose.

It is important to read with purpose. It helps to understand more what is read by people. As we know that the purpose of reading is to get the meaning from the written symbol. One of the most important tasks for the reader is to find out what the writer said. There are two basic purposes of reading ability, those are:

- a. Reading for information. It is reading to study for goal such as to obtain factual information and solve problem.
- b. Reading for pleasure. It is reading for enjoyment which may vary in to follow our favorite sport, comics, article, fairy tale and movie program.

²⁷ Mortimer J, Charles Van, "How To Read a Book"(New York, Simon and Schuster 2011) Pege. 17-20

e. Teaching material of reading

The materials used in teaching reading intensely influence the success of the student's reading comprehension skill. The readability level of the reading material also influence the student's reading comprehension. For instance, the reading material which involves the high-frequency words in almost all of the text causes the difficulties of reading comprehension. Therefore, the suitable reading materials are required to use in teaching reading so that they will cover the students' needs.

According to Tomlinson, the materials for language learning can be chosen based on the students' needs in order to facilitate them with the appropriate materials to learn since they have different ways of learning the language.²⁸ In this context, the consideration of choosing the suitable materials is based on the students' level of learning the language whether they are beginning, intermediate, or advanced learners. For instance, English Young Learners involve the children who are in the age range of elementary or primary schools. They have different needs of learning than the adult learners. They also should be given a gracious material to cover their primary need. The high-quality materials (there are the instruction how to deal with the tasks) can be considered as the best materials for the students since they still need the clues in doing all of the tasks.

²⁸ Tomlinson B. "*Materials development for language learning and teaching.*" (London: Continuum, 2012), 143

Furthermore, Brinton in Nunan proposes that the texts and tasks to teach should be authentic.²⁹ On the other hand, Harmer asserts that the authentic materials are too difficult to read by young learners since there are many things that they cannot understand.³⁰ The students' motivation to read will extremely decrease. For that reason, the teacher is supposed to give the materials that are understandable for them.

f. The evaluation of reading

According to Heilman there are several level of Reading Comprehension involves more of an active role on the part of the reader.³¹ The levels are as follows:

a) Literal Comprehension

The reader's involvement at this level of comprehension is the lowest possible. It is a straightforward grasp of the author's words and concepts. The author's point is understood, but it is not investigated, assessed, or used in any way.

b) Interpretive Comprehension

At this level, the reader has acquired more knowledge than just what the author stated. It requires an attempt to comprehend relationships, contrast information with one's own

²⁹ Nunan, D., *“Task-based language teaching,”* (Cambridge: Cambridge University Press, 2004), 133

³⁰ Jeremy harmer, *The practice of english language teaching fourth edition.* (United Kingdom, Pearson Longma, 2014) Page 205

³¹ Heilman A. et.al, *“The Principles and The Practices of Teaching Reading,”* (Ohio: Charles E. Merill Publishing Co, 1998), 246

experiences, and comprehend sequences. see a relationship between causes and effects and generally interpret the message. It calls for a more involved reading experience from the reader.

c) Applied Comprehension

At this stage, reading involves more than just taking in and deciphering the message. The reader assesses the author's ideas and decides whether to accept, reject, or apply them to a new circumstance.

d) Critical Comprehension

At this level, readers analyze, assess, and respond personally to the data offered in a passage. At this level of comprehension, the focus is typically on actively applying the reader's overall knowledge to the ideas and concepts found in the reading material. Higher understanding, especially with challenging material, requires synthesis.

According to Danielle, the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies. For example, assessing students' reading comprehension ability and skills before an intervention allows potential weaknesses of an individual reader to be diagnosed. Training can then be adjusted to meet the needs of that reader to maximize the impact of the intervention. given reading comprehension assessment tool needs to be evaluated by taking into consideration various relevant factors, such as the assessment

purpose, the processes and products of comprehension that the assessment is designed to assess, the target examinees, and the texts used in the assessment.³²

The multidimensional framework of reading comprehension presented here was inspired by the general framework of reading comprehension advocated by Snow (2002), which takes into consideration the reader, texts, and reading activities, all of which are bounded by a sociocultural context. Similarly, we propose that reading comprehension assessment tools (here after called assessment tools) should be evaluated in light of the reading comprehension processes, products, and activities the assessment tool is designed to observe to measure the ability levels to target reading.

2. Peer Assisted Learning Strategy

a. The definition of Strategy

According to Fred Nickols, Strategy is perspective, position, plan, and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions,

³² Danielle S, McNamara, "*Reading Comprehension Strategie.*" (Lawrence Erlbaum Associates 2007) 143

and expectations that provides general guidance for specific actions in pursuit of particular ends.

Strategy is at once the course we chart, the journey we imagine and, at the same time, it is the course we steer, the trip we actually make. Even when we are embarking on a voyage of discovery, with no particular destination in mind, the voyage has a purpose, an outcome, and an end to be kept in view.

Strategy has no existence apart from the ends sought. It is a general framework that provides guidance for actions to be taken and, at the same time, is shaped by the actions taken. This means that the necessary precondition for formulating strategy is a clear understanding of the ends to be obtained. Without these ends in view, action is purely tactical and can quickly degenerate into nothing more than a flailing about.³³

According to KBBI (Kamus Besar Bahasa Indonesia) strategy is the plan to reach target.³⁴ Strategy is one of the important way for the teacher to improve their ability in teaching their students, to make the students more active and easy to understand to the teacher goals as good teacher. According to Martin H Manse in Oxford learners pocket, strategy is plan intended to achieve a particular purpose.³⁵

³³ Fred Nichols, *“Strategy Definition and Meanings”* (Canada, Author House, 2016) Page.07

³⁴ Jusuf Udaya, Luky Yunia Wennadi, Devi Angrahini Anni, *“Manajemen Stratejik”* (Yogyakarta : Graha Ilmu, 2013). Page.06

³⁵ Martin H Manser, *“Oxford Learners Pocket Dictionary”* (New York: Oxford University Press, 2008) Page.427

Strategy to build comprehension are available to increase neural efficiency at each step of the comprehension process. From quotation above, it can be concluded that the strategy is away to do something be succesfu. Strategy in teaching should be easy and enjoyable, so that the goals in learning can be achieved.

b. The definition of Peer Assisted Learning Strategy

Peer assisted learning program was preceded by discussions between tutor or groups peer assisted learning to improve students ability in reading comprehension skill significantly. Moreover teachers train students to implement peer assisted learning strategy to be using from the each pair includes a higher and lower ability students in terms of what they know in learning and also every session includes peer assisted learning strategy activities with partner reading to make it easier.

PALS involve people from similar social grouping. It means, Peer-learning giving a chance to students to learn and help each other in gaining knowledge during learning activities. Students who have higher understanding can help their friends who get difficulties to understand English, especially in reading comprehension. Lems also adds that “Peer-Assisted Learning Strategy as the teaching and learning process through peer interaction and mutual discussion, students can develop communication, presentation, and explanation abilities”. It means that during the process of PALS, the students are

paired together to help each other to gain knowledge. In this process, the high performers of students have good understanding about the materials given. In another study, Routman points out that the primary aim of PALS is to raise students' self confidence. Students are provided with opportunity to practice and discuss with their peers when they encounter problems or difficulties during reading activity. The students also feel free to convey their opinion to the peer without being afraid to make mistake.

Assistance or Peer Assisted Learning (PAL) can be defined as a method of learning people from the same social group (equivalent) who are not professional educators, helping each other others to learn and teach lessons to themselves by teaching (Topping, 1996). Peer

learning can be defined as how to acquire knowledge and skills through activeness and mutually support one another. This method involves social group among students who study alone without a teacher assist in the learning process (Topping, 2005).³⁶

There are several kinds of Peer Assisted Learning strategy, such as :

1) Peer tutoring

Peer tutoring is the most common type of assistance known and often targets skill mastery. Colleague tutoring can be known by the dividing of roles in assistance. Peer tutors are more focused on the

³⁶ Topping, *The effectiveness of Peer Tutoring in Futher and Higher Education: A Typology and Review of the Literature*, (higher education 1996), Page.321-345

content of the learning curriculum in which the participants will receive training from tutors to gain skills certain.

2) Peer Modeling

In this type of assistance, Peer modeling directs participants to identify or imitating imitators rather than accepting the material as it is in peer guidance. Peer modeling was considered more effective in participants who dominant on the visual side compared to the dominant participants on the verbal side.

3) Peer assessment

Peer assessment is a system where participants can assess the work results, products or learning outcomes of the participants other. This system provides benefits for participants so that they can judge what is right and should be done. This peer assessment also supports the occurrence of self-punishment or self-assessment for the participants.

4) Peer Education

Peer education usually involves the offering of sensitive information from credible peers who are seen to identify with and understand the life circumstances of the recipients. This is coupled with opportunities to discuss the material in an informal group peer setting, hopefully likely to maximize disclosure of resistance, misconception, and ignorance. This tends to lead to exploration of different social and emotional responses to the material, affecting

self-perceptions, group identification and attitudes and possibly subsequent behavior

5) Peer Monitoring

Peer monitoring is about peers keeping an eye on whether their partners are going through appropriate and effective processes and procedures of learning. These latter could also be termed study behaviors, but this seems a little grandiose for younger children, for whom simple indicators such as time engaged with task, time on-task, or just time in seat are more relevant.³⁷

The reason for choosing this strategy in this research is the teacher can use this strategy in learning english, especially in english learning process. Peer Assisted Learning strategy is effective in increasing student's performance and confident in the learning process. Based on the theory above Peer Assisted Learning has a positive result for the students. In this research students make to work together and help each other. The last is the teacher's roles that help them to improve their teaching reading comprehension and learning activities because the teacher does not only teach the students but also guides and observer the students activities.

c. The purpose of Peer Assisted Learning Strategy

The purpose of Learning Objectives Peer-Assisted Learning (PAL) :

³⁷ Keith Topping and Stewart Ehly, "*Peer Assisted Learning Strategy*" (New York and London, Lawrence Erlbaum Associates, 1998) Page.185

- 1) Improving students of knowledge in accordance with contained in the modules, carry out enrichment efforts relevant material
- 2) Improving the ability and skills of students about how solve problems, overcome difficulties or obstacles in order to be able guide yourself
- 3) Improving students' ability on how to learn independently and apply it to each module being studied.

d. The benefit of Peer Assisted Learning Strategy

Cate & Durning (2007) explained that during the teaching and preparing for the learning process, there is a process of verbalization and elaboration that makes a person able to remember and be able to understand better a teaching than just listening. The reasons for

implementing peer assisted learning are:

- 1) Provide education to students according to their cognitive abilities
- 2) Achieve a comfortable educational atmosphere
- 3) Provide opportunities to socialize with others
- 4) Provide internal motivation to students
- 5) Practicing leadership skills and self-confidence³⁸

e. The step of Peer Assisted Learning Strategy

There are some steps that should be prepared by the teacher in order to have success teaching and learning activities through Peer-

³⁸ Ten Cate,O, & Durning,S, *The effect of In-Class Formality during a Peer Teaching Activity on Student's Satisfaction, Perceived Participation and Learning Gain*,(Creative Education,2007)

Assisted Learning Strategy (PALS) explained by Routman (2012) such as :

- 1) Introduce to the students about the concept and benefits of PALS.
- 2) Organize the sessions in PALS well, for instance; emphasizing that the students willingness to participate in the sessions of PALS are needed because it will influence the success of PALS.
- 3) Explain the students' roles in the group. In the other hand, Allington (2011) also states that there are some procedures of Peer-Assisted Learning Strategies (PALS):
 - a) Partner Reading with retell (students will retell about the reading material).
 - b) Paragraph shrinking (Tutee reread the text, and after that identifies the indicator then tutor confirms the right answer).
 - c) Prediction relay (the students make prediction and then confirm or disconfirm them).

On the same study, Fuchs and Fuchs in Durkin (2014) state that during the treatment, the students will be working in pair. The group will be determined by ranked the students score from the top to the bottom. Each pair consists of the higher and lower performance. The higher performance will be the tutor and the lower performance as tutee. During to the tutoring activity, the higher performance reader

will read first in order give a model to the lower performance readers.³⁹

Peer assisted learning strategy has a very important role in the peer assisted learning process. The learning process using this strategy has been explained according to the theory of Routman and Allington stating that there is a learning process using PALS is by reading together. The reading partners here are explained when in a group there are students with the highest scores and students with the lowest scores, the students with the highest scores help students with the lowest scores because it is clear that the Peer Assisted Learning Strategy helps in the peer learning process.

f. Learning effectiveness

One type of learning method which is part of cooperative learning is peer tutoring. Peer tutors (Peers Learning) refers to learning methods that use child pairs achievers with children who have low abilities in the class who are supervised by the teacher. There is the term "teach" and "give direction", as a tutor who has a role including defending support and encouragement.

The effectiveness of Peer Assisted Learning in improving academic outcomes has been featured in numerous reviews across a

³⁹ Winda Widyaningrum and Mu'thia Mubasyira. " *Improving Student's Reading Comprehension skill using Peer Assisted Learning Strategy.*" (Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra. 2020). Vol.3 No.2. Page 11.

wide range of ages, circumstances and abilities peer assisted is a low-cost, high-impact, effective strategy for teachers to use all learners in a class.⁴⁰ Mathes and Fuchs found that peer tutoring in reading can effectively improve the reading achievement of children with learning disabilities who are in general school classes.⁴¹

According to Winda Widyaningrum and Mu'thia Mubasyira as the researcher in teaching learning process by using Peer Assisted Learning Strategy can improve students Reading Comprehension skill. There are developments in the student vocabulary, grammar mastery, their self confidence and their motivation in learning english. Besides yhat by using Peer Assisted Learning Strategy can gain understanding on the process of teaching reading.⁴²

g. Lackness of Peer Assisted Learning Strategy

There are several disadvantages that exist if using peer assisted learning strategy :

- 1) Students who are assisted often study less seriously, because they only deal with their friends, so the results are unsatisfactory.
- 2) There are some children who are embarrassed to ask.

⁴⁰ Keith Topping and Stewart Ehly, *Peer Assisted Learning Strategy*, (New York and London, Lawrence Erlbaum Associates, 1998) Page.121

⁴¹Mathes,Patricia G, Fuchs,Lynn S, "*The Efficacy of Peer Tutoring In Reading for Students with mild Disabilities : A best Evidance Synthesis*", (School Psychology Review,1994) Vol.23(1), Page 60

⁴² Winda Widyaningrum and Mu'thia Mubasyira. "*Improving Student's Reading Comprehension skill using Peer Assisted Learning Strategy.*" (Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra. 2020). Vol.3 No.2. Pege 14.

- 3) In certain classes tutoring work will be difficult to carry out, due to gender differences between tutors and students.
 - 4) For teachers, it is difficult to determine the right tutor for one or several people who must be guided first
- h. Learning advantages

According to Green (2011), there are some advantages of PALS, it provides a less formal, and more comfortable and relax environment, while group leaders can ask appropriate questions and provide feedback to their peers directly and they can feel free also to ask questions correctly.⁴³



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

⁴³ Winda Widyaningrum and Mu'thia Mubasyira. " *Improving Student's Reading Comprehension skill using Peer Assisted Learning Strategy.*" (Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra. 2020). Vol.3 No.2. Page 11.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

Research approach is a scientific way to get data, goals, and certain uses. Based on the scientific way, scientific data, purpose, and use.⁴⁴

The approach that has been used in this research is a qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by the research subject such as behaviour, perception, motivation, action, etc. Holistically means descriptions in the form of words and language, in a particular natural context and by benefit various methods.⁴⁵

While the type of research that has been used is descriptive research. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.⁴⁶

The descriptive qualitative research method attempted to describe the implementation of Peer Assisted Learning Strategy in Teaching Reading Comprehension Skills on Eight grades students of SMPN 2 PAKEM BONDOWOSO.

⁴⁴ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), 2.

⁴⁵ Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Roesdakarya Offset, 2014), 6.

⁴⁶ Riyanto Yatim, "*Metodologi Penelitian Pendidikan*," (Surabaya: SIC, 2010), 23.

B. Research Location

This research has been conducted in SMPN 2 PAKEM BONDOWOSO, Jl Lojaja Ardisaeng Kec. Pakem Kab. Bondowoso, Jawa Timur. The school is chosen due to some consideration, one of main consideration is this school has Implemented of Peer Assisted Learning Strategy in Teaching Reading Comprehension in the eighth grade.

C. Research Subject

Purposive sampling was used to take the sample of qualitative Research purposive sampling means that to learn or understand the essential phenomenon, a researcher selects individuals and sites intentionally.⁴⁷ Purposive sampling is a technique for collecting data sources with certain considerations. The chosen is consideration to know the most about what we expect, or perhaps as the person in command. So it will be easier for the researcher to investigate an object or social situation the research. This sampling technique is appropriate for case study research, evaluation program, and other types of the research of qualitative data research.⁴⁸

Research subjects are informants who will be used as data sources to report data sources that are related to the research focus. The description includes what data it wants to obtain, who wants to be an informant or research subject, and how the data will be sought and captured so that its validity can be guaranteed.

⁴⁷ Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. (London, Sage.2017)

⁴⁸ Sugiono, "*Metode Penelitian (Kualitatif, Kuantitatif & R&D)*", (Bandung Alfabeta, 2017), Page.218

Two sources of data used in this research, those are:

1. Primary data

Primary data is the data obtained directly from interviews between the researcher and the informant.

- a. English teacher of SMPN 2 PAKEM BONDOWOSO
- b. Eight-grade students of SMPN 2 PAKEM BONDOWOSO

2. Secondary data

Secondary data are supporting and complement primary data obtained in the form of observations, documentation, and various references.

D. Data Collection Technique

Data collection method is a technique data that must be used by researchers to gather study records from many resources. information collection strategies are mandatory, as they will be used as a foundation for compiling research instruments.⁴⁹ Records series strategies will be used by the researcher are as follows:

1. Observation

Observation is essentially a hobby to get facts via the sense of sight, which is preceded by observation and then systematic, logical, goal, and rational recording of diverse phenomena in real situations. in this observation, participation and position of the researcher is as mild participation, in which the researcher observes the character/ object being

⁴⁹ Bungin, M, Burhan. *Penelitian Kualitatif: Komunikasi Ekonom, Kebijakan Publik dan Ilmu Sosial Budaya*, (Kencana Prenada Media Group, 2007)

studied whilst the researcher is concerned with a hobby being located. The records that the researcher needs with this technique are:

- a. How is the Implementation of Peer Assisted Learning Strategy in Teaching Reading Comprehension skills on Eight grades Student of SMPN 2 PAKEM BONDOWOSO
- b. The problem faced by Implementing Peer Assisted Learning Strategy in Teaching Reading Comprehension skills on Eight grades Student of SMPN 2 PAKEM BONDOWOSO

2. Interview

Interviews is one of the methods to collecting data technique to complete data of the research. The interview is a manner of the interplay between the researcher and the source of statistics immediately through communication or query and answer.

The interview technique may be accomplished systematically or unsystematically. Systematically way those interviews are conducted first by compiling an interview instrument. in the meantime, unsystematic interviews are carried out without getting ready the interview instrument. The data that researcher needs to obtain through the usage of interviews are:

- a. The implementation peer assisted learning strategy in teaching reading comprehension skills on Eighth grade of SMPN 2 PAKEM BONDOWOSO

- b. The problem faced by implementing peer-assisted Learning Strategy in Teaching Reading Comprehension Skills on eight grade students of SMPN 2 BONDOWOSO

3. Documentation

The researcher uses documentation the way to collect the data. For documentation, the instrument is the document of authentic materials like books, newspapers, documents, diaries, and magazines used to ease the process of document analysis. The data that the researcher wants to obtain from this study are:

- a. Profile and history of SMPN 2 PAKEM BONDOWOSO
- b. Vision and mission of SMPN W PAKEM BONDOWOSO
- c. The organizational structure of SMPN 2 PAKEM BONDOWOSO
- d. Data of Eighth grades students of SMPN 2 PAKEM BONDOWOSO
- e. Documentation related to the research such as: Documentation related to the students score, Documentation to the students worksheet.

E. Data Analysis

Data Analysis is a process of editing, coding and classifying the data to facilitate the researcher to make some report publication. Data analysis is simplifying the data to ease the researcher to interpret and make a conclusion. Milles and Huberman defined data analysis as consisting of three steps as follows⁵⁰ :

⁵⁰ Matthew, B. Milles & A. Michael Huberman, “*Qualitative Data Analysis*”. (Thousand Oaks: Sage Publications, 1994), 16.

1. Data Reduction

The focus of this step is that the research problems just selected the data related to the research problem and skipped the unrelated data gotten the observation and interviews.

2. Data display

The data display is presented in form of specifically about the process of reading comprehension skill teaching and learning in the classroom.

3. Conclusion

Conclusions are drawn from the have been presented. The researcher looks for the means from the records that have been reduced by using comparing, seeking out patterns, issues, similarities, grouping and inspecting the result acquired inside the examination.

F. Validity Data

After all of the data is collected, the researcher verify the validity of the data with two steps, such as :

1. Source of Triangulation

Triangulation is checking out the credibility of records is carried out by checking information that has been obtained through many sources.

2. Technical Triangulation

Technical triangulation is the use of various fact finding strategies achieved for data provision. Testing the credibility of information through triangulation strategies and checking information with the same sources.

In this research, the researcher varied the validity of the data by using source of triangulation and technical triangulation.

G. Research Steps

This section outlines the studies implementation plan to be achieved by the researcher, starting from preliminary studies, design development, real research, and reading reviews.

1. Pre-field Stage

The pre-field stage is the stage that was comes out before being involved in studies. The pre-field stage is:

a. Expand the study design

In preparing this plan researchers set the following: the title of the research, the reasons for conducting the research, recognition of research, motives from viewing, benefit from examination, examination items, and techniques used.

b. Choose a field of study

Before conducting research, researchers must choose the first subject. The chosen discipline is SMPN 2 PAKEM BONDOWOSO

c. Enable processing

Before conducting research, researchers need permission in the form of a closing letter from the university of KH Achmad Siddiq (UIN KHAS) Jember as the study permits applications submitted to SMPN 2 PAKEM BONDOWOSO

d. Assess the condition of the field

Once given permission, the researcher started out finding and grading to better identify the background study the object and all the examples to be studied, to make it easier for researchers.

e. Preparing research equipment

In any case, researchers prepare equipment research, including preparing a list of questions for the interview and creating statement sheets, notebooks and paper.

b. Stage of Fieldwork

The fieldwork stage is carefully prepared, the next step conduct a review of the activities that aim to be completed at this stage include:

1) Information gathering

Researchers collect notes at predetermined times using comments, interviews, and documentation.

2) Data processing

Processing information from the results of the intended series of records to facilitate statistical analysis.

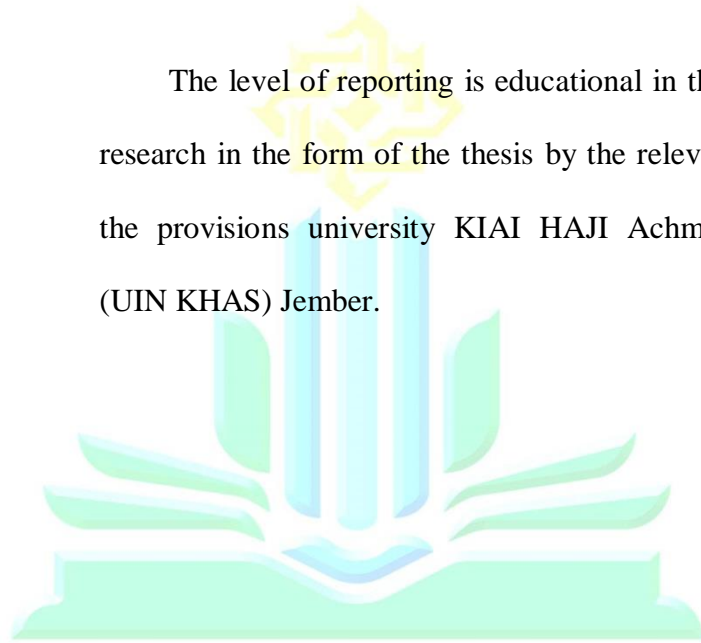
3) Analysis of information

After all the information has been collected, analyze the complete information with qualitative evaluation techniques by providing an overview that has been obtained during the result of

the analysis rates are described in the information presented and the study findings.

4) Reporting Stage

The level of reporting is educational in the consequences of research in the form of the thesis by the relevant guidelines with the provisions university KIAI HAJI Achmad Siddiq Islamic (UIN KHAS) Jember.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented an overview of the research object, research findings and discussions. It was intended to answer the research problem contained in the first chapter. In the findings, the researcher described the process of collecting data and presented the result of the data and the discussion the researcher would analyze the finding.

A. Description of the Research Object

1. History of SMPN 2 PAKEM BONDOWOSO

SMPN 2 Pakem Bondowoso is a public school that was established in 2004 and built on a land area of 5930 square meters. The condition of the school is enough adequate and reached by society. SMP Negeri 2 Pakem has made efforts to improve the quality of education services through collaboration with stakeholders, relevant agencies, community leaders, and teachers of the Koran in the area of SMP Negeri 2 Pakem. From this collaborative role, several educational service innovations were realized, namely “*Geladak Kancil Jawara, Seblak Pedas Mas Panco, and SI OPAG.*”

2. The vision and mission of SMPN 2 PAKEM BONDOWOSO

a. Vision: Smart, Creative, Skilled, Noble, and Environmentally Insightful

b. Mission:

- 1) Implement effective, optimal, fair, and comprehensive learning services for students without exception to remote areas.
- 2) Developing the appreciation and practice of devotion to God Almighty
- 3) Forming national cadres so that they have high skills and discipline
- 4) Fostering the habit of reading through active literacy
- 5) Developing the appreciation and practice of piety towards God Almighty
- 6) Carry out the implementation of SBM and optimize school administration
- 7) Developing traditional and Islamic cultural arts
- 8) Increasing attention and concern for the environment with the participation of committees, community leaders, and all school members.
- 9) Foster the cultivation of awareness for cultural heritage through the Ijen Geopark corner.

The mission is a long-term activity that still needs to be broken down into several activities that have more detailed and clear objectives.

3. The organizational structure of Smpn 2 bondowoso



Figure 4.1 the structure organization SMPN 2 Pakem Bondowoso

4. The data of students of Smpn 2 Pakem Bondowoso

➤ The student's data of VIIIA of SMPN 2 Pakem Bondowoso

No	Name of student
1.	CAIM
2.	FDY
3.	FF
4.	HF
5.	HBU
6.	IFL
7.	IP
8.	MAS
9.	MAS
10.	MK
11.	MSAR

12.	PDS
13.	SI
14.	SSB
15.	SW
16.	SA
17.	SR
18.	SW
19.	VW
20.	VDSR
21.	YF
22.	VNB
23.	BU

Table 4.1 The data students 8A SMPN 2 Pakem Bondowoso

B. Research Finding

The researcher collected the data using observation, interview and document review, based on the result of observation, interviews and document review, the researcher found the data about the implementation of Peer Assisted Learning Strategy in teaching Reading Comprehension Skill the eighth grade students of SMPN 2 Pakem Bondowoso

The data were displayed and analyzed based on the questions, such: 1) How is the implementation of Peer Assisted Learning Strategy in teaching Reading Comprehension Skills on eighth grade student's of SMPN 2 Pakem Bondowoso, 2) What are the problem faced by the Implementation of Peer Assisted Learning

Strategy in teaching Reading Comprehension Skill on eight grade student's of SMPN 2 Pakem Bondowoso were obtained the data as follow:

1. How is the Implementation Peer Assisted Learning Strategy in teaching Reading Comprehension skills on eight grade students of SMPN 2 Pakem Bondowoso

a. The purpose of Peer Assisted Learning Strategy in teaching Reading Comprehension skills on eight grade students of SMPN 2 Pakem Bondowoso

According to the English teacher of the eight grades students, the purpose of Peer Assisted Learning Strategy is :

“As we know that the majority of students like group work in the learning process, Peer Assisted Learning Strategy is strategy, therefore this is one of the easy ways to apply to students with this aim so that students can more easily understand the contents of the material presented and build their enthusiasm in the learning process. This peer-assisted learning strategy is to help students broaden their horizons in helping their peers in the classroom and to make it easier for the students to understand and remember what they are going to learn as I have applied this peer-assisted learning in the descriptive text material, I want them to be able to understand the descriptive reading well, and also be able to use the reading correctly such as understanding the content in the text and knowing the meaning of their understanding when reading the descriptive text.”⁵¹

From the interview above, it showed the goal of the Peer Assisted Learning Strategy in Reading Comprehension Skill of the eight grades students of Smpn 2 Pakem Bondowoso those are: 1) Peer-assisted learning

⁵¹ Mr. Fahrizal, Interview, 14th of March 2023

is one of the strategies applying to the students 2) to help students understand and make it easier for a student to convey the content of the material to build students enthusiasm in the learning process 3) to help students to update using peers 4) for the students make is easier to remember the material 5) to make it easier for students to understand reading texts to develop students reading comprehension and to know the meaning of their understanding when reading texts.

According to Mr Fahrizal, teaching reading comprehension skills by using this strategy is more effective and makes the class atmosphere more active not only one or two students participate, but almost all of the students play roles in this strategy well. Apart from enjoying the student's enjoyment, this strategy also performed students' creativity and responsibility, such as how to implement peer assisted learning strategy. So a student can also be more active and creative in class to motivate themselves in reading comprehension skills.

It was also supported by student one of the 8A class, she said:

"I like this strategy when using peer-assisted learning strategy students become more active and enthusiastic in English learning activity in reading comprehension skill and also become easier on understanding the text."⁵²

The others were supported by the student from class 8A named Muhammad, he said:

⁵² Cinta, Interview, 17th of March 2023

"I not only added reading knowledge but I can also understand the reading well because of the help of my peers, the descriptive text user helped me to understand the content of the reading easily by using the peer-assisted learning strategy."⁵³

Based on the interview above, the purpose of Peer Assisted Learning Strategy in teaching Reading Comprehension skills is to make students more active, enthusiastic and easier in understanding the descriptive text. They feel very helpful with this learning strategy. Therefore, the teacher implements this strategy to help the class be more active and creative and the students can be enthusiastic about learning English and practice reading comprehension skills.

b. The material of Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eighth grades students of SMPN 2 Pakem Bondowoso.

According to an English teacher for eighth-grade students, the material of Peer Assisted Learning Strategy in teaching Reading Comprehension is:

"The material is about descriptive text. While in the When English Bell book there are various topics and one of them is descriptive text and also at google internet. The material this time about is relatively simple because the purpose of this text is to describe everything around us such as people, objects, animals and places. I am here to focus on texts that describe animals first because this text is relatively easy to teach to grade VIII students.

He adds:

⁵³ Muhammad Septian A, Interview, 17thof March 2023

"In this material, the reason why I did not choose other texts is, in my opinion, other texts such as narrative text or recount text are still relatively difficult to teach to students because the text is quite long. besides, I want to teach students to understand more easily but some students are still classified as unable or confused in understanding the text. So, my step is to take the reading text description text to make it easier for students in the reading comprehension process."⁵⁴

Based on the interview above, it can be seen that the material of peer-assisted learning strategy in teaching reading comprehension skills of the eight grades students of Smpn 2 Pakem Bondowoso was about descriptive text.

Regarding to the learning material of Peer Assisted Learning Strategy in teaching Reading Comprehension Skills, Muhammad as a student of eight grade student Smpn 2 Pakem Bondowoso said:

"The teacher gave us a reading about the descriptive text. Then, the teacher asked us to read first and then told us to understand the core of the text that had been given to us, when we had gotten the text we were divided into several groups to solve everything that we did not understand. Furthermore, we have to help our friends when our friends don't understand the content of the text, therefore we can learn to read English using peer-assisted learning strategies."

He said also:

"We learn about description text using this peer assisted learning strategy we can understand English learning better and also can help our friends when our friends are in trouble to understand the meaning of the descriptive text."⁵⁵

⁵⁴ Mr.Fahrizal, Interview, 14th of March 2023

⁵⁵ Muhammad, Interview, 17th of March 2023

Based on the interview above students learn about descriptive text. For the first one, the teacher gave them a descriptive text about describing animals and then asked them to understand the meaning of the description text. Through the peer-assisted learning strategy, they do not only learn the meaning of the text and understand the reading, but they can also help other students when they are struggling to understand the reading.

Based on the observation, the researcher found that the descriptive text contained in the book “When English Ring a Bell” is a descriptive text and also from google internet. While the teacher provides descriptive text as material in teaching students' comprehension in reading English through the peer-assisted learning strategy In the learning process the teacher uses the strategy as a solution guide to making it easier for students to learn, where students must first read and understand the description text given by the teacher makes students interested in knowing how to understand reading quickly and correctly, this can be seen when they want to solve the questions that have been given in the descriptive text and students answer that they know the correct answer when they understand the reading descriptive text so they are interested in finding out more in answering the questions that have been given.

The teacher so gave some clues to the students that made them understand better when they were asking questions in the learning process activities in the classroom. teacher designed this material not only to teach reading to students but also to use it as a method for pronunciation in

English in the right way and as another means for students to be more confident that English is fun.

Based on the interviews, document reviews, and observations above, the researcher concluded that the materials used in teaching Reading Comprehension Skills to eighth-grade students of SMPN 02 Pakem Bondowoso about descriptive texts taken from several sources. one of which is from Google and the book "When English Rings a Bell" by Kamendikbud, Jakarta 2017, as instructions and examples of reading texts to improve reading comprehension skill learning.

c. The Steps of Peer Assisted Learning Strategy in teaching Reading Comprehension Skill on eight grade students of SMPN 2 Pakem Bondowoso.

The steps of learning Reading Comprehension Skills based on the result of observations were applied at the eight grades students of SMPN 2 Pakem Bondowoso regarding the process of learning reading comprehension skills through Peer-assisted learning strategy. According to Routman theory on the chapter II that should be prepared by the teacher in order to have success teaching and learning activities through Peer Assisted Learning Strategy Mr. Fahrizal said :

"The learning process of reading comprehension using peer-assisted learning strategies is implemented by the lesson plan (RPP) that I have compiled and also I used by Rountman theory in ordet to have success teaching using Peer Assisted Leaning Strategy such as: introduction to the students about the concept and benefits of PAIS, organize the sessions in PALS well, for intance emphasizing that the students willingness to participate in the

sessions of PALS are needed because it will influence the success of PALS, and also explain the students' roles in group. For learning in the classroom Firstly, I divided the students into several groups. Second, I gave them a descriptive text. Third, each group reads the descriptive text. Fourth, students understand the descriptive text. Fifth, students identify the meaning of the text. Sixth, students answer some questions related to the text and each group leader presents the answers by writing the answers on the whiteboard, then I and the students make a summary of the material that has been learned.⁵⁶

Based on the interview above, it can be seen that the steps of learning Reading Comprehension using Peer Assisted Learning strategies are: The teacher divides the students into several groups. The teacher gives a descriptive text. Each group has to read the text. The students have to understand the text. Students identify the meaning of the descriptive text. Students receive feedback from the teacher and other students on the social functions and language features used. Students answer some questions related to the text and each group leader presents their answers by writing them on the board. The teacher together with the students makes a summary of the material that has been learned.

The statement related to the steps of learning Reading Comprehension using Peer Assisted Learning Strategy was reinforced by Cinta, the eight grade student who stated:

"First, P Fahrizal divides the students into several groups consisting of 4-5 students in each group. Then P Fahrizal gave a text about descriptive. Next, each group reads the text and understands the

⁵⁶ Mr. Fahrizal, Interview, 14th of March 2023

text, students identify the meaning of the text. After P Fahrizal gave feedback to the class, we answered some questions related to the text and the leader of each group presented it on the board. Finally, P Fahrizal discussed and summarized the material that had been learned.⁵⁷

Based on the interview above, it can be seen that the steps of learning Reading Comprehension using Peer Assisted Learning Strategy are: P Fahrizal divides the students into several groups consisting of 4-5 students in each group, then gives a text about descriptive. Next, each group reads and understands the text based on the context and identifies the meaning of the text. After Mr Fahrizal gave feedback to the class then students answered some questions related to the text and the leader of each group presented it on the board. Finally, Mr.fahrizal discussed and summarized the material that had been learned.

The observation was conducted to observe several group discussion, so that studenta easier to improve reading comprehension skill and find out the meaning descriptive text. The teacher gave feedback on social functions and language features. After that, students answer some questions and the leader of each group presents the answer by writing the answer on the board. finally, discuss and summarize the material with the teacher and students.

Based on the results of interviews, observations and documentation, the researcher concluded that the steps of learning to read

⁵⁷ Cinta, Interview, 17th of March 2023

comprehension using a peer-assisted learning strategy are: The teacher divides the students into several groups consisting of 4-5 students in each group, then gives a text about descriptive. Next, each group reads and understands the text based on its context. Students identify the meaning of the descriptive text. After the teacher gives feedback to the class then students answer some questions related to the text and the leader of each group presents it on the board. Next, the teacher and students discuss and conclude the material at the end of the lesson.

d. The evaluation of The Implementation of Peer Assisted Learning Strategy in teaching Reading Comprehension skills on eighth grade students of SMPN 2 Pakem Bondowoso.

According to the English teacher Mr, Fahrizal as the English teacher explained that:

“The evaluation of peer-assisted learning strategy in teaching reading comprehension skill, I applied the formative assessment which is from the knowledge competence I presented a descriptive text then the student must be understanding the text, and from skill competence, the student must read the text in front of the class and explained the text to the other student. I also do another student assessment such as attitude assessment.”⁵⁸

Based on the interview above, it can be seen that though Peer-Assisted Learning Strategy in teaching Reading Comprehension Skills the student must understand text related to knowledge competence and also

⁵⁸ Mr.Fahrizal, Interview, 14th of March 2023

read the text in front of class to be explained the descriptive text to other students for the skill competence and also attitude assessment.

The statement above was by an interview of a student named Citra, she said:

“After discussing to understanding the descriptive text, Mr.fahrizal usually gives questions related to the text.”⁵⁹

Based on the interview above, it can be seen evaluation form though Peer Assisted Learning Strategy in teaching Reading Comprehension Skills was students question and answer related to the provided text during the learning process. The evaluation used by Mr Fahrizal is formative evaluation, where the students work on tests and non-test assignments. The statement above was emphasized on the assessment, where it was stated that: test knowledge competence, skill competence and attitude competence.

The result of the documentation above is supported by the result observation that the teacher give test to the student in the form of questions related to the text, usually provides in the students worksheet. Besides, the teacher also evaluates the student's skills and attitude during the learning process.

Besides the observation and the interview above, there was documentation about the score of the students, the researcher asked the student's score to the teacher, because it can be data for the research.

⁵⁹ Cinta, Interview, 17th of March 2023

No	Name of student	Score
1.	CAIM	85
2.	FDY	75
3.	FF	70
4.	HF	70
5.	HBU	75
6.	IFL	75
7.	IP	85
8.	MAS	70
9.	MAS	70
10.	MK	70
11.	MSAR	85
12.	PDS	75
13.	SI	85
14.	SSB	85
15.	SW	75
16.	SA	75
17.	SR	75
18.	SW	80
19.	VW	75
20.	VDSR	70
21.	YF	80
22.	VNB	70
23.	BU	70

Table 4.2 Student's score of Implementing Peer assisted learning Strategy

Based on the table 4.2 on the students score of Implementing Peer Assisted Learning Strategy the teacher used KKM 70 for english material to criteria of success in the learning process. From this research there are several students get score of 70 have 8 students, the score of 75 have 8 students, get the score of 80 have 2 students, and the score of 85 have 5 students.

From this research the students totally reach of the standard score of the english subject. In addition, There are several factors that the researcher found related to the effectiveness of Implementing Peer Assisted Learning Strategy on teaching Reading Comprehension skill on the learning process which were good solution, they are: 1. developments their Reading Comprehension, 2. develop in students vocabulary, 3. develop their self confidence and, 4. motivation in learning english. Besides, using Peer Assisted Learning Strategy were able to of obtain gain understanding on the process of teaching reading.

2. What are the problems of Implementing Peer Assisted Learning Strategy in Teaching Reading Comprehension skill on Eight grades Student of SMPN 2 PAKEM BONDOWOSO

a. The problems of Peer Assisted Learning Strategy of Eight grade students.

Peer Assisted Learning Strategy is a teaching method that involves students teaching and learning process collaboratively. Peer-assisted learning strategy is an effective strategy for improving academic achievement and social skills. However, several potential problems may arise when implementing a peer-assisted learning strategy in eighth grade classrooms in every strategy there must be advantages and disadvantages in implementing any teaching method.

This is also confirmed by P.Fahrizal the English teacher in class 8 he explained that:

"This strategy does contain several things such as disadvantages and advantages itself so it depends on how we as teachers solve problems during the learning process".⁶⁰

And also confirmed by an 8th-grade student, named Cinta :

"Peer-assisted learning strategy also has disadvantages so we as students must know about it from the learning strategies we use"⁶¹

Based on the interview, it has been explained that the Peer-assisted learning strategy has weaknesses during the student learning process in the classroom but all of that is solved if there is a great contribution from a teacher. Therefore, the weaknesses of Peer Assisted Learning are follows :

1) An equal Participation

One problem with PAL is that it may be difficult to ensure that all students participate equally in the learning process. Some students

may be more dominant than others and may take over the learning activities, leaving other students with less opportunity to contribute.

This can lead to feelings of frustration and disengagement among some students, participation inequality also affects problems in

English language learning using peer-assisted learning strategy, this is explained by P.fahrizah:

"Equality of student participation also affects the learning process using this strategy in the classroom."⁶²

This is also confirmed by grade 8 students:

⁶⁰ Mr.Fahrizal, Interview, 14th of March 2023

⁶¹ Cinta, Interview, 17th of March 2023

⁶² Mr.Fahrizal, Interview, 14th of March 2023

"Maybe the inequality of students also affects the learning process using this strategy because in the classroom it is clear that this strategy requires sufficient participation to facilitate the learning process."⁶³

Based on the interview above, it is explained that the unequal participation of students in the classroom affects the learning process of students, and this also causes problems that arise in the classroom using peer-assisted learning strategy.

2) Lack of Content Mastery

Peer-assisted learning strategy is most effective when students have a solid foundation of content knowledge. However, in some cases, students may lack the prerequisite knowledge or skills to effectively teach their peers. This can lead to confusion and misunderstandings among students. This is also explained by

P.Fahrizal:

"Content mastery is also very applicable during the learning process when using Peer Assisted Learning Strategy. Because this involves students in the learning process. So, the selection of material is also relied on. Therefore in the learning process using Peer Assisted Learning Strategy using descriptive text material".⁶⁴

This was also conveyed by one of 8th-grade students who were empowered by P.fahrizal

⁶³ Cinta, Interview, 17th of March 2023

⁶⁴ Mr.Fahrizal, Interview, 14th of March 2023

"The content used by P.fahrizal during the learning process is the descriptive text"⁶⁵

Based on the interview above, the lack of content mastery also greatly affects the problems in the learning process using peer-assisted learning strategy because when the content given is not appropriate, the learning process will not run smoothly.

3) Social Dynamics

Peer relationships can be complex, and some students may not feel comfortable working with certain peers. PAL may exacerbate existing social dynamics and lead to cliques or the exclusion of certain students. P.fahrizal said:

"A sense of socialism must also be fostered by students so that the learning process using peer-assisted learning strategies runs smoothly".⁶⁶

Cinta as an 8th-grade student said:

"A sense of social dynamics in relating to friendship must also be considered because learning using this strategy is assistance between friends in the classroom."⁶⁷

In the interview above, it has been explained that the learning process must also be contributed by social dynamics because this is

⁶⁵ Cinta, Interview, 17th of March 2023

⁶⁶ Mr.Fahrizal, Interview, 14th of March 2023

⁶⁷ Cinta, Interview, 17th of March 2023

one of the influences that cause problems during process of implementing this strategy to studens.

b. The problems of Reading comprehension skills of eight grades students

The problem of reading comprehension skills among eighth-grade students is a complex issue that may have several underlying causes. Some possible factors that may contribute to this problem include:

1) Lack of Vocabulary

Students who do not have a strong vocabulary may struggle to understand the meaning of words and phrases within the context of the text, making it difficult for them to comprehend what they are reading.

This was also conveyed by P.Fahrizal:

"The lack of vocabulary for students who do not have much knowledge causes one of the problems that occur when in the process of learning reading comprehension."⁶⁸

Cinta an 8th-grade student said:

"lack of vocabulary, so it makes it less in reading comprehension in the classroom"⁶⁹

Based on the interview above, it is explained that students' lack of vocabulary in the reading learning process is a general difficulty for students in the learning process. The solution to increasing lack vocabulary is to expand your knowledge and vocabulary, it is can communicate more clearly and learning new words or vocab is a fun

⁶⁸ Mr.Fahrizal, Interview, 14th of March 2023

⁶⁹ Cinta, Interview, 17th of March 2023

activity. There are several ways to increase vocabulary, namely: 1. Engage in 1 word every day, 2. Use games in the learning process and 3. Engage in conversation.

2) Limited Exposure to Reading Materials

Students who do not have access to a variety of reading materials or who do not engage in regular reading may struggle with comprehension skills. Reading frequently can help students build fluency, comprehension, and critical thinking skills. This problem is limited exposure to reading material, this is reinforced by the exposure of P.fahrizal said:

"Exposure to reading material is a problem that arises in every learning process, therefore when teaching always look for reading texts that make them understand the reading text."⁷⁰

Based on the interview above, according to P.fahrizal, one of the problems in the reading comprehension during learning process is limited exposure to reading materials for students in showing that students can understand reading if students get reading materials that are by their understanding.

The solution in limited exposure to reading material is also one of the problems in the process of learning English. The solution to prevent this from happening is that the teacher must be more careful in choosing reading material because this will tend to bore students when

⁷⁰ Mr.Fahrizal, Interview, 14th of March 2023

students have difficulty with comprehension skills. Frequent reading can help students build fluency, comprehension and critical thinking skills. The material taught is dancing because the material is one of the factors that will help students more easily understand learning English.

C. Discussion

This part will discuss related data collection technique from observation, interview, and documentation found in the field with relevant theory. The following discussion is described based on the research focus that has been presented.

- 1. How is the implementation of Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso**
 - a. The purpose of Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso**

The purpose is a very important part of the learning system, as the activities of teachers and students are directed towards the achievement of the learning purpose.

Learning purposes are educational goals that should be achieved at the educational level. The result of this achievement is a student who gradually acquires character and technical skills. These purposes are expectations of what the students will be able to do at the end of the

lesson. In a competency-based curriculum, learning purposes are often associated with learning outcome indicators. These are closely related to the learning outcomes that students should achieve by students.⁷¹

Based on the findings, the purpose of the Peer Assisted Learning Strategy in teaching Reading Comprehension skills to eight grades students of Smpn 2 Pakem Bondowoso is to make students more active, creative and enthusiastic during the learning process. So, the learning activity is not boring and can make them like competing with other groups. Furthermore, the learning activities running well. Students become more concentrated on the subject matter because each student can discuss and express their answer in a group, whereas usually reading was the kind of activity that students feel trouble indeed. Moreover, students also become easier in understanding the text by using descriptive text based on the context. Applying a peer-assisted learning strategy in teaching reading comprehension skills helps students to comprehend the text to solving improve students" reading comprehension. so, they can answer the question based on the text provided by the teacher.

b. The material of Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso.

Learning materials are proceeded in the learning process. Without learning materials, the teaching and learning process would not run well.

⁷¹ Ahmad Susanto, *“Teori Belajar Dan Pembelajaran Di Sekolah Dasar”* (Jakarta: Kencana, 2016), Page.40

Therefore, teachers who teach must own and master the learning materials provided to their students. Learning materials are learning resources for students. Material means a learning resource that contains a message for learning purposes. The materials used in reading intensely have a great impact on a student's reading success, the readability of reading materials influences the reading comprehension of students. The materials can be selected based on the student's needs to facilitate them with appropriate material to learn with they have different ways of learning English language material. In this context, the considerations for choosing appropriate teaching materials are based on the learning level of the students, whether they are beginner, intermediate or advanced.

The material of the Peer Assisted Learning Strategy in teaching Reading Comprehension skills of eight grades students of Smpn 2 Pakem Bondowoso is descriptive text. The teacher used a descriptive text provided in students' worksheets the title is "Giraffe, My Dog, and My Cat". The text was about the description of the giraffe, the description of the my dog and the description of the my cat. From this Strategy used really helped students to be more understanding of the descriptive text of the learning material to facilitate the learning reading process.

- c. **The steps of Peer Assisted Learning Strategy in teaching Reading Comprehension skills on eight grade students of SMPN 2 Pakem Bondowoso.**

Peer-Assisted Learning (PAL) is an educational approach in which students learn from each other in pairs or small groups. PAL has proven to be effective in improving various academic skills, including reading comprehension. Several studies have investigated the effectiveness of PAL in improving reading comprehension. A study by Mathew et al. (2019) found that PAL is effective in improving reading comprehension in elementary school students. In this study, students were divided into pairs and participated in a peer tutoring session where they practised reading comprehension together.

According to chapter II on learning effectiveness of Peer Assisted Learning Strategy in Reading Comprehension Skill by Winda Widyaningrum and Mu'thia Mubasyira as the researcher in teaching learning process by using Peer Assisted Learning Strategy can improve students Reading Comprehension skill. There are developments in the student vocabulary, grammar mastery, their self confidence and their motivation in learning english. Besides using Peer Assisted Learning Strategy can gain understanding on the process of teaching reading.⁷²

The step of Implementing Peer Assisted Learning Strategy are from 2 until 5 students form pairs or groups and spend 3 to 5 minutes completing the activity. Applying Peer Assisted Learning Strategies to Reading Comprehension begins with teachers dividing students into groups. The

⁷² Winda Widyaningrum and Mu'thia Mubasyira. " *Improving Student's Reading Comprehension skill using Peer Assisted Learning Strategy.*" (Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra. 2020). Vol.3 No.2. Page 14.

teacher gives a text about the descriptive text. Each group reads the text. Students take time to understand the content of the text. Students identify the meaning of the descriptive text. Students receive feedback from teachers and other students on the social functions and features of the language being used. Students will answer a few questions about the text and each group leader will indicate their answers by writing their answers on the whiteboard. Teachers and students create summaries of what they have learned.

d. The evaluation of Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso

The evaluation of Peer Assisted Learning Strategy in Teaching Reading Comprehension uses formative assessment by teachers as students work through test and non-test items. Formative testing is a type of test conducted by teachers in regular meetings to determine how successful the classroom teaching and learning process. The type of the test is an important part of reading class. Provides information on student reading progress. This will ultimately serve as a reference for determining a student's reading comprehension.⁷³

Based on the results, the teacher gave the student a test answering the questions 5-10 questions on the text on the student worksheet. In addition, teachers assess students' competence by pointing out which sentences in

⁷³ Norman E. Gronlund, *Measurement and evaluation in Teaching*, (New York: Macmillan Publishing Co., Inc., 1981), 126

the descriptive text, and attitude assessments during the learning process measure students' enthusiasm, activity, and seriousness in practice evaluate by measuring each learning activity.

2. What is the problem of Implementing Peer Assisted Learning Strategy in Teaching Reading Comprehension skill on Eight grade Student of SMPN 2 PAKEM BONDOWOSO

a. The problems of peer-assisted learning strategy eight grades students

Peer Assisted Learning Strategy is one of the methods of learning while playing and in groups so that the learning process can produce positive results. Peer Assisted Learning Strategy is one of the good ways that can be applied to the learning process.

Peer-assisted learning is a teaching method that involves students in teaching and learning from each other collaboratively. Peer-assisted learning strategy is effective for improving academic presentation and social skills. However, some potential problems often arise when implementing peer assisted learning strategy in the learning process. Peer-assisted learning strategy itself has many problems such as: weaknesses, therefore as a teacher must be able to solve problems using peer-assisted learning strategy in the learning process.

Several problems often occur when using peer-assisted learning strategies in the learning process such as: unequal participation, lack of content mastery, social dynamics, and teacher training. Each strategy must

have appropriate countermeasures to make the learning process more effective.

b. The problems of reading comprehension skills of eight grades students

The problem of reading comprehension skills among students has become common thing because for students themselves this is a complex problem that has several underlying causes. The causes of students' problems in the English learning process have become frequent. Problems over time arise such as: Lack of vocabulary, this lack of vocabulary is a problem that often occurs among students because limited learning in adding vocabulary causes a lack of student vocabulary in the learning process and The solution to increasing lack vocabulary is to expand your knowledge and vocabulary, it is can communicate more clearly and learning new words or vocab is a fun activity. There are several ways to increase vocabulary, namely: 1. Engage in 1 word every day, 2. Use games in the learning process and 3. Engage in conversation. Limited exposure to reading materials is so many students who do not have access to reading materials who are not involved in reading may have difficulty with reading comprehension skills and the solution in limited exposure to reading material is also one of the problems in the process of learning English. The solution to prevent this from happening is that the teacher must be more careful in choosing reading material because this will tend to bore students when students have difficulty with comprehension skills. Frequent reading can help students build fluency, comprehension and critical thinking skills.

The material taught is dancing because the material is one of the factors that will help students more easily understand learning English.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings of The Implementation of Peer Assisted Learning Strategy in teaching reading comprehension skills of the eight grade student's of Smpn 2 Pakem Bondowoso than can be concluded :

1. The Implementation of Peer Assisted Learning Strategy in Teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso has several steps to implemented the Peer Assisted Learning Strategy of eight grades students, so that students can follows the Teaching and Learning process effectively. The teacher devided the students into several group, The teacher gives a descriptive text, Each group has to read the text, The students have to understand the text, Students identify the meaning of the descriptive text, Students receive feedback from the teacher and other students, Students answer some questions related to the text, Each group leader presents their answer by writing in the whiteboard and the teacher with the studens make a summary of the material that has been learned.
2. The Problem faced by Implementing of Peer Assisted Learning Strategy in Teaching Reading Comprehension Skill on eight grade students of SMPN 2 Pakem Bondowoso, there are 2 problems such as : 1) The Problem of Peer Assisted Learning strategy in the learning process are : Unequal participation, Lack of content mastery and Social dynamics. 2)

The Problem of Reading Comprehension in the learning Process are :
Lack of vocabulary and Limited exposure of reading materials.

In this research, the researcher found the effectiveness of Implementing Peer Assisted Learning Strategy on teaching Reading Comprehension skill on the learning process which good solution, they are: 1) Developments their Reading Comprehension, 2) Develop in students vocabulary, 3) Develop their self confidence and, 4) Motivation in learning english. Besides, using Peer Assisted Learning Strategy were able to obtain understanding on the process of teaching reading.

B. Suggestion

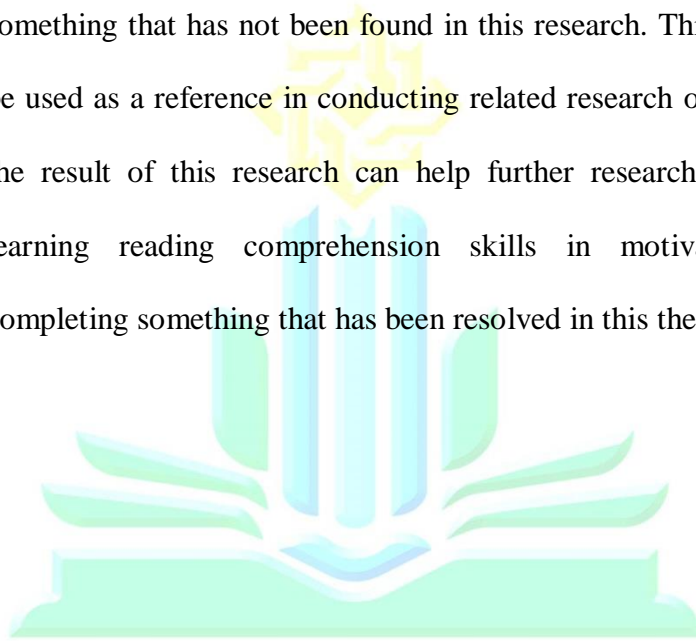
After conducting the research at SMPN 2 Pakem Bondowoso, the researcher put forward some suggestion in order to success of the learning english in SMPN 2 Pakem Bondowoso. The suggestion are as follow :

1. For the english teacher

Teacher should increase their creativity by creating learning strategies or learning media that are fun and easily accepted by students. That way, students will be more happiness and more excited in the learning process. The teachers must adjust to the material taught in choosing and applying learning strategies and teachers must consider the characteristics and conditions of students. Teachers must be able to motivate students to develop their abilities and be active during the learning process.

2. For future researcher

For other researchers, the research suggests more comprehensive research of course with various preparations that are more mature to find something that has not been found in this research. This research can also be used as a reference in conducting related research on other objects and the result of this research can help further research in the process of learning reading comprehension skills in motivating students in completing something that has been resolved in this thesis.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

REFERENCES

- Andriani Wiwiek Retti, Rosa Elsy Maria and Afandi Moh. (2017) *Peningkatan Capaian Kompetensi Kognitif Mahasiswa Akper Pemkab Ponorogo dengan Penerapan Peer Assisted Learning*, indonesia: Indonesia journal of Nursing Practices.
- Aster Hanna. (2021) "The Four Levels of Reading : Mortimer Adler's Guide", Jakarta: Shortform.
- Bungin, M Burhan. (2007) *Penelitian Kualitatif: Komunikasi Ekonom, Kebijakan Publik dan Ilmu Sosial Budaya*, Surabaya: Kencana Prenada Media Group.
- Budyanto Darmawan. (2019) "Using Peer Assited Learning Strategy on Reading Comprehension of Analytical Exposition." Jakarta: Journal Ilmiah Bina Edukasi/Bina Darma.
- Burke Joanne. (2007) *Peer Assisted Learning in the Acquisition of clinic skill: a Supplementary Approach to Musculoskeletal System Training*. Inggris: Nasional Library of Medicine.
- Creswell. (2017) *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. Singapore: Sage Publication
- Catherine Snow. (2012) "Knowledge To support The Teaching of Reading". San Fransisco: The Nasional Academy of Education
- Cate Ten and Durning. (2007) *The effect of In-Class Formality during a Peer Teaching Activity on Student's Satisfaction, Perceived Participation and Learning Gain*, Inggris: Creative Education.
- Danielle, McNamara. (2007) *Reading Comprehension Strategies*, Lawrence Erlbaum Associates.
- Devianty Rina. (2017) "*Bahasa Sebagai Cermin Kebudayaan*," Surabaya: Jurnal Tarbiyah Uinsu.
- Diana S. (2017) *Peer Assisted Learning Strategy for Improving Student's Physiologic Literacy*, Bandung: Internasional Conference on Mathematic and Science Education.


- Estil Alexander. (1999) *“Improving Reading Speed,”* New York: Scottforesman.
- Fuchs Douglas and S Lynn , (1997) *Peer Assisted Learning Strategies : Making Classroom More Responsive to Diversity*, American: American Educational Research Journal.
- Fuchs Douglas, S.Fuchs Lynn, (2005) *Peer Assisted Learning Strategies Promoting Word Recognition, Fluency and Reading Comprehension in Young Children*, American: The Journal of Special Education.
- Fuchs and Kazdan, (1999) *Effects of Peer Assisted Learning Strategies oh High School Student with Serious Reading Problem*, American: Remedial and special Education.
- Gronlund Norman E. (1981) *“Measurement and evaluation in Teaching,”* New York: Macmillan Publishing Co.Inc.
- Heilman A. et.al, (1988) *The Principles and The Practices of Teaching Reading*, Ohio: Charles E. Merill Publishing Co.
- Harmer Jeremy. (2017) *“How to Teach English, New Edition.* New york : Cambridge University Press.
- Hurmer Jeremy. (2014) *The practice of english language teaching fourth edition.* United Kingdom: Pearson Longma.
- Jauregi Joshua, Bright Steven, Strote Jared, Shandro Jamie, MD, MPH, *A Novel Approach to Medical Student Peer Assisted Learning*
- Kemenag. (2023) *“Qur’an Kemenag”* Jakarta: Kemenag.go.id, (<https://quran.kemenag.go.id/>)
- Khusnul Hursul. (2022) *The Role of Peer Assisted Learning Strategies (PALS) In Enhancing Student’s Reading Comprehension Skill For Second Language Acquisition.* Jakarta: Journal og English and Linguistics.
- Kemendikbud. *Kulrikulum 2013 Mata Pelajaran Bahasa Inggris untuk SMP/MTS.* Jakarta: Kemendikbud.
- Khoiriyah, (2001) *“Reading 1. Kediri: English Department Nusantara PGRI”*, Kediri: University Press.

- Klingner and Janette. (2017) *“Teaching Reading Comprehension to Students with Learning”*. London: The Guildford Press.
- Moleong Lexy J. (2014) *Metode Penelitian Kualitatif Edisi Revisi*, Bandung: PT. Roesdakarya Offset.
- Manser Martin H, *“Oxford Learners Pocket Disctionary”*(2008), New York: Oxford University Press.
- Mathes,Patricia G and Fuchs Lynn S, (1994) *The Efficacy of Peer Tutoring In Reading for Students with mild Disabilities : A best Evidance Synthesis*, New York: School Psychology Review.
- Matthew, Milles & Huberman A Michael, (1994) *Qualitative Data Analysis*. Thousand Oaks: Sage Publications
- Miller. (2008) Teaching Learning for new times : *“Repurposing new Multimodal Literacies and digital-video Composing for Schools”*, Lawrence Earbaum & Internasional Reading Association.
- Mize Min, Diana , Bryant and Briant. (2019) *“Teaching reading to students with learning disabilities : Effects of combined Ipad-assisted and Peer Assisted instruction on oral reading fluency performance”*. The Official Journal of RESNA.
- Mortimer and Van Charles. (2011) *“How To Read a Book”* New York: Simon and Schuster
- Rohrbeck Cycthi A. (2008) *Peer Assisted Learning : An Academic Strategies for Enhancing Motivation Among Diverse Students*, Germany: Germal Library.
- Susanto Ahmad, (2016) *“Teori Belajar Dan Pembelajaran Di Sekolah Dasar.”* Jakarta: Kencana
- Schofield Janet ward, Robinso Debbie & Katrina L, (2005) *Peer and Cross Tutoring in Math:Outcomes and Their Design Implications*, Education Psychology Review.
- Sugiono, (2016) *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta.

- Sulistami, Pahamzah, Baratayaomi and Syafriza. (2018) *Improving Student's Reading Comprehension By Using Peer Assisted Learning Strategies (PALS) In EFL Contexts*. Internasional Journal of Language and Literature.
- Tenenbaum Gershon. (1998) *The Tutoring Process and its Manifestation in the Classroom Behaviour Tutors and Tutees*, London: British Educational Research Journal.
- Topping Keith and Ehly Steward. (1998) "*Peer Assisted Learning Strategy*"
- Tim penyusun, (2022) *Pedoman Penulisan Karya Ilmiah*, Jember: IAIN Jember Press.
- Tomlinson. (2012) "*Materials development for language learning and teaching.*" London: Continuum.
- Topping K, Ehly S. (1998) *Peer Assisted Learning*, Lawrence Erlbaum Associates.
- Topping. (1996) *The effectiveness of Peer Tutoring in Futher and Higher Education: A Typology and Review of the Literature*, higher education.
- Udaya Jusuf, Wennadi Luky Yunia, Anni Devi Angrahini, (2013) "*Manajemen Stratejik*", Yogyakarta: Graha Ilmu.
- Widyaningrum Winda and Mubasyira Mu'thia. (2020) "*Improving Student's Reading Comprehension skill using Peer Assisted Learning Strategy.*" Surakarta: Jurnal Kredo/Jurnal Karya Ilmiah Bahasa dan sastra.
- Yatim Riyanto. (2010) "*Metodologi Penelitian Pendidikan,*" Surabaya: SIC.

Appendix 1

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-0844/In.20/3.a/PP.009/02/2023
 Sifat : Biasa
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 2 PAKEM
 Jl. Tancak Kembar, Ardisaeng Kec. Pakem Kab Bondowoso


Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: T20196002
Nama	: FASYA ASMARA KAMILA
Semester	: Semester delapan
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF PEER ASSISTED LEARNING STRATEGY IN TEACHING READING COMPREHENSION SKILL OF THE EIGHT GRADES STUDENT'S OF SMPN 2 PAKEM" selama 20 (dua puluh) hari di lingkungan lembaga wewenang Bapak/Ibu SUPARMAN S.Pd, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.


Jember, 27 Februari 2023
 an. Dekan
 Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 2

Research Granting Letter Study


PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN
UPTD SPF SMP NEGERI 2 PAKEM
 Jl. Tancak Kembar Ardisaeng, Kecamatan Pakem, e-mail: spadapakem2005@gmail.com
BONDOWOSO
 Kode Pos 68253


SURAT IZIN PENELITIAN
 Nomor: 420 / 610 / 430.9.9.3.059/2023

Yang bertandatangan dibawah ini kepala SMP Negeri 2 Pakem menyatakan bahwa Mahasiswa berikut ini:

Nama : FASYA ASMARA KAMILA
 NIM : T20196002
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Perguruan Tinggi : Universitas Islam Negeri KHAS Jember

Memberikan izin untuk melaksanakan penelitian dalam rangka memenuhi persyaratan penyusunan skripsi S-1 dengan judul "The Implementation Of Peer Assisted Learning Strategy In Teaching Reading Comprehension Skill of The Eight Grades Students of SMPN 2 Pakem Bondowoso" di SMPN 2 Pakem kabupaten Bondowoso selama kurang lebih 20 hari mulai tanggal 27 Februari 2023 – 18 Maret 2023.

Demikian surat izin penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk dapat digunakan sebagaimana mestinya.

Bondowoso, 27 Februari 2023
 Kepala Sekolah

SUPARMAN, S.Pd.M.Pd
 NIP. 19670804 20070 1 1016

Appendix 3

Research Completion Letter


PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN
UPTD SPF SMP NEGERI 2 PAKEM
 Jl. Tancak Kembar Ardisaeng, Kecamatan Pakem, e-mail: spadapakem2005@gmail.com
BONDOWOSO
 Kode Pos 68253

SURAT KETERANGAN
 Nomor: 420 / 622 / 430.9.9.3.059/2023

Yang bertandatangan dibawah ini kepala SMP Negeri 2 Pakem menyatakan dengan sebenarnya:

Nama : FASYA ASMARA KAMILA
 NIM : T20196002
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris

telah melakukan penelitian skripsi yang berjudul "The Implementation Of Peer Assisted Learning Strategy In Teaching Reading Comprehension Skill of The Eight Grades Students of SMPN 2 Pakem Bondowoso" di SMPN 2 Pakem Bondowoso selama kurang lebih 20 hari mulai tanggal 27 Februari 2023 – 18 Maret 2023.













Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat digunakan sebagaimana mestinya.

Bondowoso, 18 Maret 2023
 Kepala Sekolah


SUPARMAY, S.Pd.M.Pd
 NIP.19670804 20070 1 1016


Appendix 4

Research Journal

Research Journal			
No	Day/date	Activity	TTD
1.	Saturday, 25th of february 2023	The researcher look at location and enviromental conditions of Smpn 2 Pakem Bondowoso	
2.	Monday, 27th of february 2023	The researcher confirm the research permission	
3.	Monday, 27th of february 2023	Submit the research proposal	
4.	Wednesday, 01st of march 2023	Pre-test reading comprehensio skill of the eight students of Smpn 2 Pakem Bondowoso	
5.	Thursday, 02nd of march 2023	Observasi the classroom activity using peer assisted learning strategy in reading comprehension skill at Smpn 2 Pakem Bondowoso (Meeting 01)	
6.	Monday, 06th of march 2023	Observasi the classroom activity using peer assisted learning strategy in reading comprehension skill at Smpn 2 Pakem Bondowoso (Meeting 02)	
7.	Thursday, 09th of march 2023	Observasi the classroom activity using peer assisted learning strategy in reading comprehension skill at Smpn 2 Pakem Bondowoso (Meeting 03)	
8.	Monday, 13th of march 2023	Observasi the classroom activity using peer assisted learning strategy in reading comprehension skill at Smpn 2 Pakem Bondowoso (Meeting 04)	
9.	Tuesday, 14th of march 2023	Interview with the English teacher about the strategy used the learning process	
10.	Friday, 17th of march 2023	Interview with the eighth grades students of Smpn 2 Pakem Bondowoso	
11.	Friday, 17th of march 2023	Complete the researcher data and documentation	
12.	Saturday, 18th of march 2023	The research asking for the letter of reseach finishing	

Bondowoso, 18th March 2023

Headmaster



SUPARMAN, S.Pd. M.Pd
NIP.19670804 20070 1 1016

Appendix 5

Research Instrument

A. Observation Instruments

1. Geographical location of Smpn 2 Pakem Bondowoso
2. History of Smpn 2 Pakem Bondowoso

B. Interview Instruments

1. How is the purpose of the implementation Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso
2. What are the steps that used peer Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso
3. What is your opinion before using Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso
4. What is your opinion after using Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso
5. What are the obstacles using Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso
6. How is the student's activeness and enthusiasm using Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso
7. How is the evaluation of the implementation Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso
8. How did the students feel before and after using Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso

9. What are the problem faced of Implementing Peer Assisted Learning Strategy in teaching Reading Comprehension skill on eight grade students of SMPN 2 Pakem Bondowoso
10. What are the problems of Peer Assisted Learning Strategy of eight grade students of SMPN 2 Pakem Bondowoso
11. What are the problems of Reading Comprehension Skills of eight grade students of SMPN 2 Pakem Bondowoso
12. How is the solusion of the problem in Reading Comprehension skill of eight grade students of SMPN 2 Pakem Bondowoso

C. Documentation Instruments

1. The structure of Smpn 2 Pakem Bondowoso
2. Vasion and mission of Smpn 2 Pakem Bondowoso
3. Documents relevent to the research at Smpn 2 Pakem Bondowoso



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 6

Worksheet

- **Worksheet 1**

➤ **Descriptive text**

GIRAFFE

Giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

Question:

1. The purpose of the text above is?
2. How the eyes of giraffe look like?
3. How is the skin of giraffe?
4. What giraffe eating?
5. "Its tail is long with thick hair..." the antonym of the underline word is?

- **Worksheet 2**

My Dog

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet. His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really likes it. Jiji is already as the part of our family.

- **Worksheet 3**

➤ **Descriptive text**

MY CAT

Fina have a pet cat. It's name is Winkie. It's white and grey in color. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it's love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it.

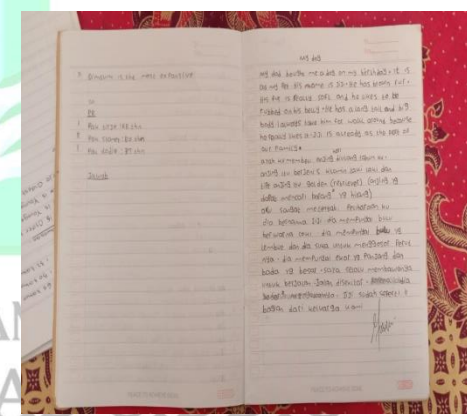
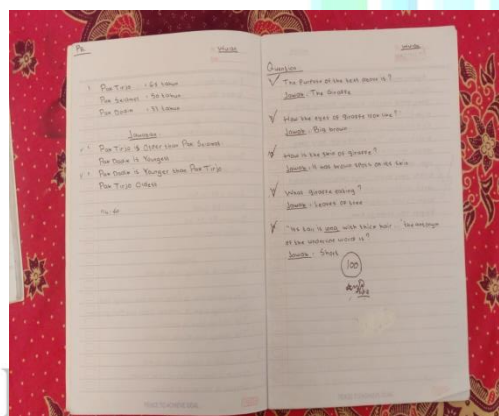
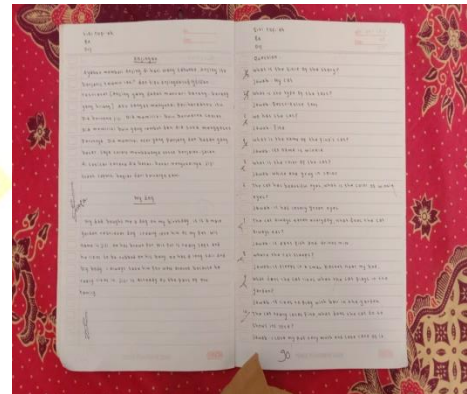
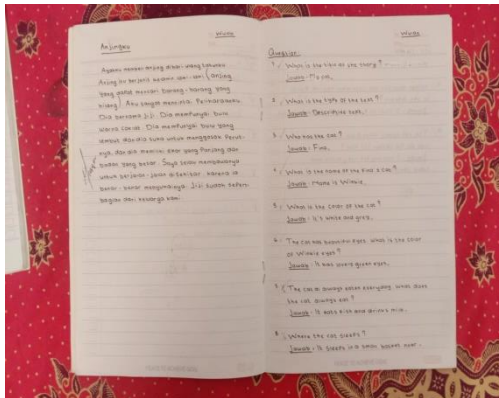
Question:

1. What is the title of the story?
2. What is the type of the text?
3. Who has the cat?
4. What is the name of the fina's cat?
5. What is the color of the cat?
6. The cat has beautiful eyes, what is the color of Winkie eyes?
7. The cat always eaten everyday, what does the cat always eat?
8. Where the cat sleeps?
9. What does the cat likes when the cat plays in the garden?
10. The cat really loves fina, what does the cat do to shows its love?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 7

Students worksheet



J E M B E R

Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMPN 2 Pakem Bondowoso
 Kelas/semester : VIII/2
 Tema : Descriptive Text
 Alokasi waktu : 2 x 45 Menit (1 x Pertemuan)

A. Kompetensi inti

- KI.1 Menghargai dan menghayati ajaran agama yang diajarkannya
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1.Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai	1.1.1. Menunjukkan rasa syukur kepada tuhan selama pembelajaran 1.1.2. Bersemangat dalam

	<p>bahasa pengantar komunikasi internasional yang di wujudkan dalam semangat belajar</p>	<p>melaksanakan setiap kegiatan pada pembelajaran bahasa inggris</p> <p>1.1.3. Serius dalam melaksanakan setiap kegiatan pada pembelajaran bahasa inggris</p>
2.	<p>2.1. Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan fungsional</p>	<p>2.1.1. Menunjukkan perilaku peduli dalam proses pembelajaran</p> <p>2.1.2. Menunjukkan rasa bertanggungjawab dalam proses pembelajaran</p> <p>2.1.3. Menunjukkan rasa kerjasama antar sesama ketika dalam proses pembelajaran</p> <p>2.1.4. Menunjukkan rasa cinta damai d dalam proses pembelajaran</p>
3.	<p>3.1. Menerapkan struktur text dan unsur kebahasaan untuk menanyakan tentang descriptive text sebagai pemahaman dalam mendeskripsikan sesuatu secara sederhana sesuai dengan konteks penggunaanya</p>	<p>3.1.1. Menentukan tujuan tentang komunikatif text</p> <p>3.1.2. Mengidentifikasi unsur kebahasaan dalam teks</p> <p>3.1.3. Mengidentifikasi struktur teks</p>
4.	<p>4.1. Menyusun</p>	<p>4.1.1. Menanyakan tentang karakter</p>

	descriptive text untuk menyatakan dan menanyakan tentang benda, hewan dan seseorang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	di dalam teks 4.1.2. Mengidentifikasi text descriptive 4.1.3. Mendeskripsikan isi dari descriptive text 4.1.4. Menyusun descriptive text sederhana
--	--	--

C. Tujuan Pembelajaran

Setelah melakukan rangkaian kegiatan pembelajaran, siswa dapat melakukan :

1. Memiliki semangat dan kesanggupan untuk melakukan setiap kegiatan dalam pembelajaran bahasa inggris
2. Mengidentifikasi tujuan komunikatif teks
3. Mengidentifikasi struktur dan ciri kebahasaan teks
4. Mengidentifikasi makna kalimat atau kata asing dalam bahasa inggris sesuai dengan konteksnya
5. Mengidentifikasi kalimat descriptive text dalam ungkapan bahasa indonesia dengan proses pemanahan membaca menggunakan Peer Assisted Learning Strategy
6. Menjawab pertanyaan yang berkaitan dengan teks dan menjawab pertanyaan dengan benar

D. Materi Pembelajaran

1. Pengertian descriptive text

- Descriptive text, sesuai dengan namanya yaitu descriptive, diambil dari kata describe. Pengertian describes dikutip dari Macmillan Dictionary as to give details about what someone or something is like.
- Describe artinya memberikan detail tentang seperti apa seseorang atau sesuatu itu.
- Maka, descriptive text artinya salah satu jenis teks Bahasa Inggris yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek.
- Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.

2. Contoh descriptive text

Giraffe

Giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

1. The purpose of the text above is?
2. How the eyes of giraffe look like?
3. How is the skin of giraffe?
4. What giraffe eating?
5. "its tail is long with thick hair...." the antonym of the underline word is?

Fungsi sosial:

1. Menggambarkan dan mengidentifikasi text
2. Mampu menjawab soal descriptive text dengan baik dan benar
3. Mampu untuk membuat descriptive text secara sederhana

E. Metode Pembelajaran

- Peer Assisted Learning Strategy

F. Media dan Alat Pembelajaran

- Worksheet
- Papan tulis dan spidol

G. Sumber belajar

- Buku siswa “When English rings a Bell”, Jakarta: Kamendikbud 2017
- Contoh descriptive text by google internet :
 1. https://roboguru.ruangguru.com/question/the-text-below-is-for-questions-1---3-giraffe-is_QU-9HVXKAHG
 2. <https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1>
 3. <https://www.ilmubahasainggris.com/contoh-description-text-tentang-cat-kucing-dalam-bahasa-inggris-dan-artinya/>

H. Langkah-langkah Pembelajaran

1. Perencanaan
2. Implementasi
 - a. Pre-kegiatan

Ada beberapa cara yang dapat dilakukan dalam pra-kegiatan sebelum pembelajaran, antara lain adalah:

- 1) Buka kelas dengan berdoa bersama
- 2) Mengecek daftar hadir siswa
- 3) Memberikan gambaran kepada siswa tentang materi yang akan dipelajari atau di bahas dalam pertemuan kali ini
- 4) Apresiasi atau penilaian keterampilan atau pengetahuan dasar siswa
- 5) Menciptakan kondisi kelas pada awal pembelajaran melalui upaya menciptakan semangat siswa dan kesiapan siswa dalam proses pembelajaran melalui guru kepada siswa agar siswa ketika dalam waktu pembelajaran akan merasakan bahwa pembelajaran kali ini akan menyenangkan.

- b. Aktifitas utama

Kegiatan pokok terdiri dari empat hal yaitu menyampaikan tujuan pembelajaran pada siswa, penyampaian materi kepada siswa, menunjukkan pemahaman dalam proses pembelajaran siswa dan siswa mampu menjawab soal atau pertanyaan yang sudah disediakan melalui materi pembelajaran.

c. Post-Aktivitis

Setelah proses pembelajaran selesai, guru memberikan kesimpulan tentang materi yang sudah diberikan atau diajarkan kepada siswa yang tercakup dalam kegiatan utama dan memberikan penilaian terhadap penguasaan siswa terhadap materi tersebut.

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<p>a. Orientasi</p> <ol style="list-style-type: none"> 1) Guru menyapa peserta didik dengan salam 2) Guru mengajak peserta didik untuk memulai kegiatan dengan berdoa 3) Guru memeriksa kehadiran peserta didik <p>b. Apersepsi</p> <ol style="list-style-type: none"> 1) Mempersiapkan materi, tema atau kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi, tema atau kegiatan pembelajaran sebelumnya 2) Mengingat kembali peserta didik materi yang 	15 Menit

<p>Kegiatan Inti</p>	<p>akan dipelajari</p> <p>3) Mengajukan pertanyaan kepada peserta didik materi yang akan dipelajari dengan keterkaitannya dengan pelajaran yang akan dilakukan</p> <p>c. Motivasi</p> <p>1) Memberikan gambaran tentang manfaat mempelajari pembelajaran yang akan dipelajari dalam kehidupan sehari-hari</p> <p>2) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</p> <p>3) Mengajukan pertanyaan kepada peserta didik</p> <p>d. Pemberian acuan</p> <p>1) Memberitahukan materi pembelajaran kepada peserta didik pada pertemuan saat ini</p> <p>2) Memberitahukan tentang kompetensi inti, kompetensi dasar, kompetensi indikator dan KKM pada pertemuan yang berlangsung</p> <p>3) Menjelaskan mekanisme pelaksanaan kegiatan pembelajaran kepada peserta</p>	<p>60 Menit</p>
-----------------------------	---	-----------------

	<p>didik sesuai dengan langkah-langkah pembelajaran</p> <p>a. Pengumpulan data</p> <ol style="list-style-type: none"> 1) Peserta didik dibagi menjadi beberapa kelompok 2) Guru memberikan text descriptive 3) Setiap kelompok diharuskan membaca teks terlebih dahulu 4) Peserta didik terlebih dahulu harus memahami descriptive text tersebut dengan menggunakan strategy Peer Assisted Learning 5) Peserta didik mengidentifikasi makna dari descriptive text 6) Peserta didik menerima umpan balik dari guru dan siswa lainnya 7) Siswa menjawab beberapa pertanyaan yang berkaitan dengan teks 8) Setiap ketua dari setiap kelompok mempresentasikan atau menjawab pertanyaan dengan menulis di papan tulis 9) Guru dan peserta didik 	
--	--	--

	membuat rangkuman dari materi yang telah dipelajari	
Penutup	<p>1) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka merefleksikan kegiatan pembelajaran yang telah selesai dilakukan</p> <p>2) Guru menjelaskan rencana pelaksanaan pembelajaran yang akan datang</p> <p>3) Guru menutup proses pembelajaran dengan membaca hamdalah bersama-sama</p>	15 Enit

I. Penilaian

1. Kompetensi spiritual

Indikator :

- Memiliki setiap semangat untuk melakukan setiap kegiatan dalam pembelajaran bahasa inggris
- Memiliki keseriusan dalam melakukan setiap kegiatan dalam pembelajaran bahasa inggris

No	Nama siswa	Indikator skor spiritual (1-4)		Total skor akuisisi	Final skor
		Indikator 1	Indikator 2		
1.					
2.					
3.					

4.				
5.				

Catatan :

- 4 : Sangat baik (Jika **selalu** melakukan perilaku yang diamati)
- 3 : Baik (Jika **sering** melakukan perilaku yang diamati)
- 2 : Cukup (Jika **kadang** melakukan perilaku yang diamati)
- 1 : Kurang (Jika **tidak pernah** melakukan perilaku yang diamati)

2. Kompetensi pengetahuan

- A. Teknik Penilaian : Tes tulis
 B. Formulir Instrumen : Worksheet
 C. Kisi-kisi :

No	Indikator
1.	<ul style="list-style-type: none"> • Peserta didik memahami decriptive teks yang bertemakan Hewan/Animal yang sudah diberika oleh guru • Peserta didik dapat membantu peserta didik lainnya yang kurang dalam memahami proses pemahaman materi decriptive text (Implementasi Peer Assisted Learning Strategy)

Catatan :

- 4 : Sangat memahami (Jika peserta didik melakukan dengan sangat baik)
 3 : Memahami (Jika peserta didik melakukan dengan baik)
 2 : Kurang memahami (Jika peserta didik melakukan dengan cukup baik)
 1 : Tidak memahami (Jika peserta didik melakukan dengan kurang baik)

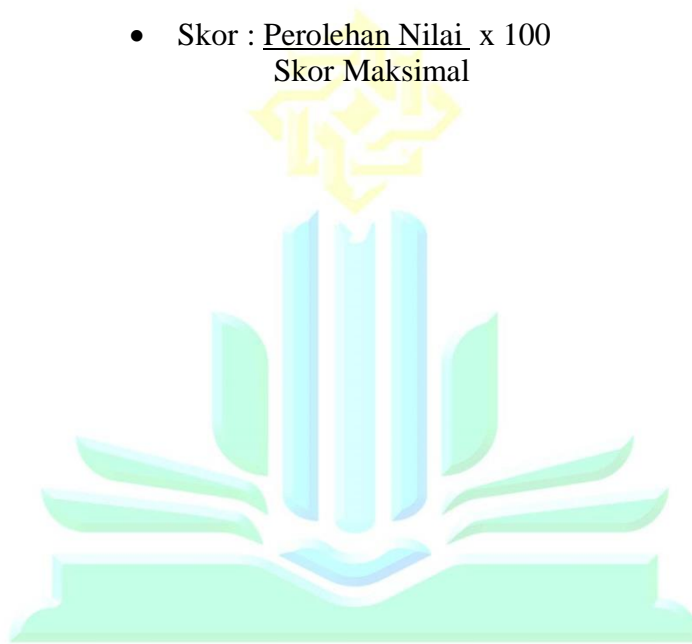
3. Penilaian Keterampilan

No	Indikator
1.	Guru memberikan decriptive teks dengan bertemakan

	Hewan/Animal, yaitu peserta didik mampu dapat menjawab pertanyaan yang berhubungan dengan teks descriptive yang diberikan oleh guru.
--	--

Catatan :

- Skor : $\frac{\text{Perolehan Nilai}}{\text{Skor Maksimal}} \times 100$



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 9

MATRIX OF RESEARCH

TITLE	RESEARCH FOCUS	RESEARCH OBJECTIVE	VARIABLE	SUB VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD
The Implementation of Peer Assisted Learning Strategy in Teaching Reading Comprehension of The Eighth grades Student of SMPN 2 PAKEM BONDOWOSO	a. How is the Implementation of Peer Assisted Learning Strategy in teaching Reading Comprehension of eighth grades of SMPN 2 PAKEM BONDOWOSO?	a) To know the Implementation of Peer Assisted Learning Strategy in teaching Reading Comprehension of grades of SMPN 2 PAKEM	<ul style="list-style-type: none"> Peer Assisted Learning Strategy 	<ul style="list-style-type: none"> Kinds of peer assisted learning strategy 	<ul style="list-style-type: none"> The Purpose of Peer Assisted Learning Strategy The Benefit of Peer Assisted Learning Strategy The Steps of Using Peer Assisted Learning Strategy 	1. Primary data - Interview informants a. The headmaster of SMPN 2 PAKEM BONDOWOSO	1. Approach of Research : - Qualitative Research 2. Type of Research: - Descriptive 3. Research Subject - Purposive

			<ul style="list-style-type: none"> • Reading Comprehension Skill. 	<ul style="list-style-type: none"> • Types of Reading • Technique of Reading • Level of Reading 	<ul style="list-style-type: none"> • The Purpose of the Reading • Teaching Materials of Reading • The Evaluation of Reading Comprehension. 	<p>b. English teacher of SMP N 2 PAKEM BONDOWOSO</p> <p>c. Students of SMP N 2 PAKEM BONDOWOSO</p>	<p>ve</p> <p>4. Data Collection Technique :</p> <ul style="list-style-type: none"> - Observation - Interview - Documentation <p>5. Data Analysis :</p> <ul style="list-style-type: none"> - Data Reduction - Data Presentation - Conclusion
--	--	--	--	--	---	--	---

	<p>b. What are the problem of implementing of peer assisted learning strategy in teaching reading comprehension skill of eight grades student of SMPN 2 Pakem Bondowoso?</p>	<ul style="list-style-type: none"> To know the problem faced by implementing of peer assisted learning strategy in teaching reading comprehension skill of the eight grades student of SMPN 2 Pakem Bondowoso 	<ul style="list-style-type: none"> The problem of peer assisted learning strategy in reading comprehension skill 	<ul style="list-style-type: none"> Learning Effectiveness The lackness of the strategy The advantages of strategy 	<ul style="list-style-type: none"> The Effectiveness Peer Assisted Learning The Lackness of Peer Assisted Learning The Advantages 	<p>2. Secondary data</p> <ul style="list-style-type: none"> Observation Documentation 	<p>6. Validity of Data :</p> <ul style="list-style-type: none"> Source of Triangulation Technique Triangulation <p>7. Research Steps:</p> <ul style="list-style-type: none"> Pre-field Stage Stage of Field work Reporting stage
--	--	--	---	--	--	--	---

Appendix 10

Documantation

- Interview with student



- learning process



- Reading comprehension by using Peer Assisted Learning Strategy



- **Reading comprehension by using Peer Assisted Learning Strategy in group discussion**



- **Student explain the descriptive text**



KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix II**DECLARATION OF AUTHENTICITY**

The undersigned below :

Name : Fasya Asmara Kamila
Nim : T20196002
Major : Tadris Bahasa Inggris
Faculty : Fakultas tarbiyah dan ilmu keguruan
Institution : UIN KHAS Jember

States that thesis entitle “ The Implemtation of Peer Assisted Learning Strategy in Teaching Reading Comprehension Skill of The Eight Grades Student’s of SMPN 2 Pakem Bondowoso” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 16 June 2023

Author



Fasya Asmara Kamila
SRN.T20196002

Appendix 12

BIODATA



Name : Fasya Asmara Kamila
 Data of Birth : Bondowoso, 17th of May 2001
 Studens' Number : T20196002
 Age : 22
 Gender : Female
 Study Program : English Education Department
 Faculty : Tarbiyah and Teacher Training
 Religion : Islam
 Address : Ds Durin, Gadingsari , Rt.06 Rw.02, Binakal-Bondowoso
 E-mail : Fasyaasmarakamila17@gmail.com

Education Background :

2006-2008 : Tk Bina Anaprasa
 2008-2013 : SDN Gadingsari
 2013-2016 : MTsN 2 Bondowoso
 2016-2019 : MAN 1 Probolinggo
 2019- 2023 : UIN KHAS Jember