THE USE OF PEER TUTORING STRATEGY TO INCREASE STUDENTS' READING SKILL

(An Experimental Study at MtsS Lam Ujong Aceh Besar)

THESIS

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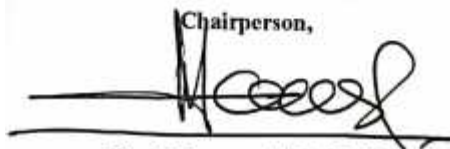for Sarjana Degree (S-1)
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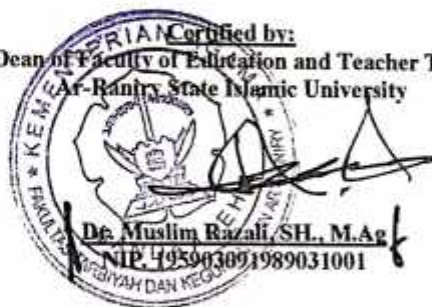
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Menyatakan bahwa sesungguhnya skripsi yang berjudul "The Use Of Peer Tutoring Strategy To Increase Students' Reading Skill (An Experimental Study at MTsS Lam Ujong Aceh Besar)" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

This thesis is entitled "The Use of Peer Tutoring Strategy to Increase Students' Reading Skill (An Experimental Study at MTsS Lam Ujong Aceh Besar)" which seeks to find out whether or not peer tutoring is affective towards students' reading ability at the eighth grade students. The problem of this research is the students are less of concentration when learning alone and the students just want to listen to the explanation of the teacher. By doing peer activity, the students whose ability is better can motivate and reinforce his friend. In other words, every student who has a good understanding will be paired with other friends to learn together and motivate each other. Peer tutoring will make student more confident to teach their friend and study together or at least that will elevate the low motivated students into a better stage. The researcher used a quasi experimental research which is part of quantitative research method. By using intact class technique, the researcher took 40 students as sample. It is divided into two groups; the experimental group which was given peer tutoring strategy and the control group which not given peer tutoring treatment. In collecting the data, the researcher used tests as instrument of the research. The tests were pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment. Therefore, the data of this research is tested by using t-test. The respondents of this study are the second grade students in 2018/2019academic year which consist of 20 students in the classroom.The finding shows that peer tutoring strategy can increase students' reading and this strategy is easy to understand and to makes students more active. Besides, the atmosphere in the classroom is also interesting.

Keywords: Reading, Teaching Reading, Peer Tutoring

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is important and deserves to get more attention. Harmer (1998) suggests some reasons why reading needs to be taught. Firstly, good reading command will be acquired for the future careers of the students. Secondly, any exposure to English is a good thing for language students. Then, reading texts also provide good models for English writing. Moreover, reading texts also provide opportunities to study language, vocabulary, punctuation, grammar, and the way the readers construct sentences, paragraphs and texts. Lastly, good reading texts introduce interesting topics, stimulate discussions, excite imaginative responses, and become a springboard towards fascinating lessons.

Reading is complex. It is not an ordinary activity in which readers just read a text, but it refers to a greater coverage instead. Certainly, it is how they interpret what writers mean appropriately since different texts will refer to different purposes and functions. As stated by Brown (2000), there are two related things by which readers construct meaning and infer the writer's message; schema theory and background knowledge. Both processes refer to a condition where the readers bring information, knowledge, emotion, experience, and culture, that is schemata, to the printed words.

Harmer (1998) states that in groups, students tend to participate more equal, and they are much courageous to practice and use the language than they

are in a whole-class circumstance. Then, they will be much more attractive while the students practice and talk about something, many students will be more active in the activity. Then,it gives the students opportunity to work autonomously. Moreover, this technique is easily when applying to require what is available in the classroom.

Based on the writer's experience as an English teacher when she did teaching practice at MTsS Lam Ujong, the writer' found that students are less of concentration when learning alone and the students just want to listen to the explanation of the teacher. The writer assumed most of students will active if teacher ask them to study with their friends, they share what they know about the topic of study that teacher give, do the task together, and listen to their friend explanation. By doing the peer activity, the students are combined with academic imbalance. It is expected that the student whose ability is better can motivate and reinforce his friend.

In other words, every student who has a good understanding will be paired with other friends to learn together and motivate each other. Peer tutoring will make student more confident to teach their friend and study together or at least that will elevate the low motivated students into a better stage.

There are some previous studies related to the efficiency of peer tutoring strategy. A study conducted by Nur Hidayah (2014) showed that peer tutoring strategy performed better than the control group in the pre-test (comprehension test) and in the post-test. Another research conducted by Meaghan Opuda Swan (2014) revealed that peer tutoring strategy has significant effect on reading

learning of seventh grade students. Then, Yanuar Irahas Prihatno (2014) also showed that peer tutoring strategy were effective to improve the students' reading comprehension base on score of the test.

Considering to the above explanations, this research focuses on the students' expansion toward using peer tutoring in teaching reading, whether it is effective or not. As a result, the students are the participants of this study. The writer would like to test and give peer tutoring treatment to the students of junior high school in learning English reading process.

B. Research Question

To what extent does the peer tutoring strategy increase students' reading skill in experimental teaching reading?

C. Aim of the Study

The aim of this study is to know howthe peer tutoring increase students' reading skill in experimental teaching reading.

D. Significances ofthe Study

The results of this study are expected to inspire English teachers to solve the problems in relation to teaching reading. Also, it is able to strengthen the previousresearches which have proved that peer tutoring is reliably impact tothe students' in English reading.

E. Terminology

1. Peer Tutoring

Greenwood, Du Paul & Henningson in Rico (2003) state while peer tutoring procedures are implemented, teachers are permitted to divide all studentsof a class into two teams. Within each team, students can be randomly paired with one another for one academic subject at a time. Or, students can be paired together by skill pairing according to near-equal ability level, or a higher skilled student paired with a lower achieving student or with a student with disability.

2. Reading

Reading is the one of four language skills that should we learn. Reading is useful to get the information, because reading can help us to read everything that happen around the world. Reading is an activity in which readers respond and make sense of a text being read and connected to their prior knowledge (Spratt, 2005). According to Harmer, reading is model of language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text.

According to Aderson, literary texts are divided into three main text types: Narative, Poetic, and dramatic, but explanation, discussion, exposition, information report, recount, factual description, procedure, and procedural recount text are included in factula texts. At least, there are five reading text related to monolog text in the form of procedure, descriptive, recount, narrative, and

reporttext and each of them should provide linguistic feature, generic structure and social function.

CHAPTER II

REVIEW OF LITERATURE

A. Reading

1. The Definition of Reading

There is a strong relationship between reading and other skills; listening, speaking, and writing. Each of these skills is mutually supportive of each other and cannot stand alone because each skill has its own functioning roleas a link from the previous and next skills.

As stated by Brown (2000), the integration of these four skills is considered the only reliable approach in the communicative and interactive framework as there are several observations that support this technique as described below:

1. Production and reception are quite simply two sides of the same coin; therefore one cannot split the coins in two.

2. Interaction means sending and receiving messages.

3. Written and spoken language often (but not always!) Have a relationship to each other; ignore the relationship is ignore the wealth of language.

4. For educated learners, the connection between written and spoken language is a reflection that intrinsically motivates language, culture and society.

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5. Paying attention to what the learner can do with the language, and only the latter on the forms of language, we invite any or all of the four relevant skills into the classroom.

6. Often one skill will strengthen the other; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.

7. Supporters of the overall language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but the relationship between language and the way we think and feel and act.

For example, reading is the link between speaking skills and writing skills. As we know, English is a discipline consisting of receptive skills and productive skills. Therefore, the reading position, as a receptive skill, should be very important as it brings a productive skill, they speak and write. In addition, reading is important for several reasons.

Rivers and Temperly in Nunan (1999) explain the main purposes of reading as follows:

1. To get information due to some specific purpose or our curiosity about some topics,

2. To gain interaction on how to perform some tasks for work or daily life, to act in play, play games, do puzzles,

3. To keep in touch with friends through correspondence or to understand business letters,

4. To know when or where something will happen or what is available,

5. To know what is happening or has happened as reported in newspapers, magazines, reports, for fun and fun.

After being trained to be talkative, the students then really expected to be able to produce different types of written text. However, it is impossible for them become so if they are not given enough input on how to make it. In conclusion, reading is the best answer on how to improve the gap that exists between the two speaking and writing.

As stated by Birch and Rumelhart in Lems (2010), reading is an interactive process that occurs between text and reader processing strategies and background knowledge as well. For reading, we need to learn skills from the ground up that refer to a set of word level skills. This skill works to enable us to identify connected text. When studying connected texts, we also learn top-down skills and strategies used along with background knowledge to build the meaning of the text.

In line with Birch and Rumelhart, Celce-Murcia (2001) views reading as an interactive process. This term refers to the combination of texts, readers, and the social context in which the reading process takes place. In conclusion, this suggests that past experiences, language backgrounds, and cultural frameworks of the reader engage together to build reader interpretations of the text.

In addition, Urquhart and Weir in Grabe (2009) argue that reading is the process of obtaining and interpreting any information that is converted into language form through print media. However, Grabe (2009) proposes that "reading is understood as a combination of complex processes". Grabe (2009) shows that the process is:

1. A rapid process

2. An efficient process

3. A comprehending process

4. An interactive process

5. A strategic process

6. A flexible process

7. A purposeful process

8. An evaluative process

9. A learning process

10. A linguistic process

Such a definition implies that when we understand a different purposeto read and the various processes listed above, it proves that there are none statements can define the complexity of reading.

In addition, Brown (2004) states that reading is a process that involves the negotiation of meaning. In the process, readers use their initial thinking to the next part of the reading process to finally reach their interpretation of the meaning of the text they read. It concludes that when we have understood the text, there

issome process of 'matching' that occurs initially between the reader's knowledge and the text being read.

2. The Comprehension of Reading

Kendeou in Grabe (2009), states that comprehension does not refer to one event but family of skills and activities. Then, the common component that is often found in most definitions of understanding is the interpretation of the information contained in the text. In fact, the essence of understanding is our ability to mentally connect many different events in the text and form a coherent description of what the text is about.

In addition, Koda in Grabe (2009), adds that understanding occurs when the reader takes and integrates some information from the texts and combines it with the knowledge given. Meanwhile, Smith (2004) states that understanding can be considered as an event when we connect the features of the world around us, including what we read, with knowledge, intentions, and expectations that already exist in our heads. It is definitely the purpose of reading and learning to read.

3. The Reading Strategies

According to Brown (2000), for most of the second learners in previous languages, reading comprehension will be a matter of developing appropriate and efficient understanding strategies. Brown (2000) proposes ten helpful reading strategies as follows:

1. Identifying the process consisting in reading.

2. Employing graphemic rules and patterns to give help in bottom-up decoding (especially for beginning level learners).

3. Employing efficient silent reading techniques for speedy comprehension (for intermediate to advanced levels).

4. Skimming the text to getting main ideas.

5. Scanning the text to searching specific information.

6. Making use of semantic mapping or clustering.

7. Making a guess when we are not certain.

8. Analyzing the vocabulary.

9. Differentiating between literal and implied meanings.

10. Making use of discourse markers to process relationships.

Additionally, Zimmermann and Hutchins in Moreillon (2007) suggest seven reading comprehension strategies as follows:

1. Building background knowledge which is to support reading comprehension.

2. Employing sensory images. It is a part of the background knowledge the readers bring to a text.

3. Questioning. It is an important part of reading comprehension, of carrying research out, and of critical thinking.

4. Predicting and inferring. Doing these activities before, during, and after reading belongs to comprehension strategies that can attract the readers' sense of adventure and challenge.

5. Finding out the main ideas. It is a kind of complex process since main ideas rely on the purpose for reading and the interpretation of the reader.

6. Making use of fix-up options. It will be as effective as readers' ability to monitor their own understanding towards the texts.

7. Synthesizing. It is a condition where teachers help students develop the critical-thinking skills they will employ reading to negotiate the future challenges by making use of the information literacy process, including their interpretations of the ideas and information they are reading.

B. Principles of Teaching Reading

As stated by Harmer (1998), there are some principles behind teaching reading as follows:

1. Reading should not be seen as a passive skill. When reading, students have tounderstand not only the surface of text, but also the deeper layers.

2. Students need to be involved in what they are reading. They have to initially beinterested in the topic of the text or at least pay full attention to what they are reading to maximally benefit from it.

3. Students should be encouraged to take into account the content of reading text, not just to the language.

4. Prediction is a pretty important factor in reading. Reading allows our mind, based on the hints available, to create some prediction relating one word to the others to make meaning.

5. Match the task to the topic. The teachers have to provide the students with interestingly good tasks related to the texts topic. Such a thing can attract the students to be imaginative.

6. Good teachers make use of reading texts to the full. Good teachers willintegrate the reading text into interesting class sequences, employing the topic for discussions and further tasks.

C. Peer Tutoring

1. The Definition of Peer Tutoring And The Benefits

According to Greenwood (1997), "classwide peer tutoring is an instructional strategy which is developed to help teachers individualize instruction, while still providing students with more opportunity to become actively involved during teaching". Apparently, he assumes that there is no typical between Classwide Peer Tutoring and Peer Tutoring.

However, Brown (2000) suggests that group work is a general term that becomes an umbrella for many techniques in which two or more students are given assignments that involve collaboration and language that starts on its own. Then, this term is very popular in the world of education despite various names as peer tutoring, peer assessments, partner work, etc. In addition Brown (2000) says that there are several advantages to this technique as follows:

1. Group work produces interactive language. This means that through group work, students are facilitated to talk more than in too large a class.

2. Group work provides an affective climate that embraces. Small groups become learning communities where they can work together with each other.

3. Group work teaches student responsibility and autonomy. This is a fact that cannot be denied because it is difficult to 'hide' in small groups.

4. Group work is the first step towards individualization instruction. Indeed, small groups can help students have unique abilities to achieve separate goals.

Harmer (1998) states that both groupwork and pairwork havebeen so popular in language teaching for several reasons. In groups, students tend to participate more equally, and they are more daring to practice and use the language than they are in a whole-class circumstance. Then, both of them, especially pair work, will be much more interesting because when the students are paired and talk about something, many of them will be more active in the activity. In addition, it gives the students more opportunities to work independently. Ultimately, it allows the teacher to work with individual students.

In addition, Richards (2005) asserted that most communicative language teaching activities should be done in pairs or small groups because it is useful for students. First, they can learn from hearing the language spoken by other members of the group. Then, they will produce more languages than they would use

inteacher-guided activities. Also, their motivation will tend to increase. Eventually, they will have the opportunity to develop fluency.

According to Du Paul (1998), peer tutoring is helpful for students in reading, spelling, mathematic, and writing. It is used in all grade levels ranging from preschool to high school, and in regular classrooms and special education.

Furthermore, Du Paul (1998) states that peer tutoring help teachers ensure that students have:

a. Someone sits next to them who will personally explain the work in the most appropriate way, not too slow and not too fast;

b. More opportunity to talk about what they learn, to practice what they learn, read aloud, and write;

c. More opportunity to ask when they are still confused, without fear of shame in front of the whole class;

d. Someone who can correct or support them regarding whether their answers are correct or not; and

e. Someone to help and encourage them to complete the task.

2. Peer Tutoring Characteristics

As stated by Deiquadri and Greenwood in Rico (2003), peer tutoring has three main characteristics. First, students are involved in making academic responses. Second, the instructional precursors in the form of schedules, materials, classroom management, activities, and classroom groupings are to cover the scope to be active in the classroom. Finally, strengthening individuals and

teamsprovides control during academic response. Of course, these three components allow students to learn to be better.

3. Peer Tutoring Application

Greenwood, DuPaul & Henningson in Rico (2003), state that while peer tutoring procedures are implemented, teachers are allowed to divide all students from a class into two teams. Within each team, students can be randomly paired with each other for one academic subject at a time. Alternatively, students may be paired together with skills appropriate to an almost equivalent level of ability, or a higher skilled student in pairs with a low-achieving student or with a student with disability.

Harper in Rico (2003) suggests that a student in each pair serves as teacher for 10 - l5 minutes while the other is the tutee. After the time is up, the tutoring pair exchanges roles for the same amount of time. For the best result, the tutors and tutees are seat on adjacent table separately during tutorial sessions (Du Paul & Henningson in Rico, 2003)

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is a detailed outline of how an investigation will take place. A research designtypically includes how data will be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected. This is important to be implemented in order to know how the research is carried out. This research is a type of quasi experimental research. In doing this research, the researcher uses quantitative method. An experimental research is used which requires the careful collection, analysis, and interpretation of quantitative data.

This research is conducted at MTs Lam Ujong Aceh Besar. It is located in Krueng Barona Jaya. The researcher took two classes as the participant. Then, one class as an experimental group and another one is the control group. The objects of this study are the second grade students in 2018/2019 academic year which consist of 20 students in each classroom. The time of the research is conducted in the fourth meeting.

B. Population and Sample

1. Population

Sowell (2001) states, "a population refers to a group that has one or more characteristics in common, such as middle school students, first-born children,

freshman at University, or teacher in school".Population is the defined group from which the participants in the study are to be selected(Barker, Pistrang & Elliot, 2002).The wholepopulations in the second grade students of MTs Lam Ujong Aceh Besar academic year 2018-2019 consistof five classes. Class VIII-1 (20 students), class VIII-2 (20 students), class VIII-3 (20 students), class VIII-4 (18 students), and class VIII-5 (23 students).The total of population in five classes is 101 students. In this research, the researcher takes the whole students in class VIII-1 and the whole students in VIII-2 as population.

2. Sample.

Sugiyono (2009) explains "sample is a part ofpopulation from whom the data of the study are obtained". According to Arikunto(2002), if the population of a research is less than 100, then the researcher can take all of the population as the sample. On the contrary, if it is more than 100, it can be taken 10-25 percent of population as the sample. In this study, the researcher takes a class of second grade students as a population and sample of this research in terms of less than 100.The samples of this study are students in class VIII-2 which consists of 20 students as an experimental group and VIII-1 as a control group which also consists of 20 students.

The technique of choosing the sample is intact classes. "Intact classes are commonly and often by necessity used in research for the sake of convenience. Consider the following design (Gass et al., 1999), which used intact classes to examine the effects of task repetition on learners' production". The researcher

determined the sample by using intact classes sampling because after observing the students learning process in the classroom and asking their English teacher. It can be assumed that the students in the sample class are active and enthusiasm in learning English, especially in reading learning.

C. Methods of Data Collection

To collect the data, the researcher uses test as instrument. Below is the explanation of the instruments:

Test

Test is "a number measuring a person ability, knowledge, or performance in a given domain" (Brown, 2004). The researcher uses pre-test and post-test. Pre-test is given to students before the teachers use their method in teaching and learning process, and post-test given after students receiving the method from teacher. Pre-testand post-test are to know the differences of the students' ability before and after the teacher use the method. In the other word, pre-test is implemented in the school, especially in the class in order to gain the data of the students' prior knowledge before doing the treatment, while post-test is given after the treatment.

D. Methods of Data Analysis

In this research, the writer used a quantitative data analysis technique. The quantitative data of this research was analyzed by using statistical analysis. The quantitative data of this research was using statistical computation. This technique

was used to find the significant difference on the students' achievement after being taught by using Peer Tutoring Strategy.

Test

In analyzing the data from pre-test and post-test, the researcher use statistical formula below Sudjono (2012):

$$x= \sum \frac{fx}{N}$$

Remarks:

X = mean

fx = total score of frequency

N = the number of sample

CHAPTER IV

RESULT AND DISCUSSION

A. Brief Description of Research Location

1. The Description of MTsS Lam Ujong Aceh Besar

This research is conducted at MTsS Lam Ujong Aceh Besar. It is located in T. Iskandar Street Km. 6 Lam Ujong. The research was carried out from September 8 to September 24, 2018. The school has 16 classrooms, two canteens, a library, volleyball court, a teachers' room, an admininstration affairs room and a principal office. There are 314 students in academic year 2018/2019 that consist of 161 males and 153 females. The details of the total students in MTsS lam Ujong Aceh Besar can be seen on the table below:

Table 4.1: The Number of Classroom and Students in MTsS Lam Ujong Aceh Besar

No	Class	Number of Classroom	Number of Students		Total
			Male	**Female**	
1	VII	5	58	57	115
2	VIII	5	52	49	101
3	IX	5	51	47	98
Total		**15**	**161**	**153**	**314**

Source: The Administration office of MTsS Lam Ujong Aceh Besar

Table 4.2: The Data of Second Grade Students in MTsS Lam Ujong

No	Class	Gender		Total
		Male	Female	
1	VIII-1	9	11	20
2	VIII-2	12	8	20
3	VIII-3	10	10	20
4	VIII-4	10	8	18
5	VIII-5	11	12	23
Total		**52**	**49**	**101**

Source: The Administration office of MTsS Lam Ujong Aceh Besar

B. Experimental Teaching

Experimental teaching was conducted within four meetings. The allocation time for each of the meetings is 80 minutes. The description of the experimental teaching will be explained bellow:

1. First Meeting (Saturday, 8 September 2018)

In the first meeting, the researcher came to the class together with English teacher. After reciting do'a, the researcher introduced herself to students and explained the aims of teaching for 4 meetings. Then, the researcher asked students to be cooperative and gave the best contribution during the process of teaching practice. After some minutes for self-introducion, the researcher checked the student's attendance list and calls their name one by one to know them closely. Next, in order to know the students' ability in English reading, the researcher gave the pre-test. In the pre-test, the researcher gave text with several questions. The

students should read the text carefully and answer the choices questions based on text. The pre-test was held as long as 20 minutes.

The rest time after pre-test, the researcher gave some motivations to the students about learning English language, expecially in reading to develop students' enthusiasm before starting the treatment. Next, the researcher introduced the students' about peer tutoring strategy. The researcher explained about what is peer tutoring strategy and how is applied in learning reading.

2. Second Meeting (Thursday, 13 September 2018)

At the second meeting, after greeting the students, the researcher checked the attendace list then gave them some motivation. Then reviewed a short definition about peer tutoring strategy in reading, after that the researcher divided students in pairs based on result of pre-test. In each of groups, they got a paper with the short story text and choices answer sheet based on material of the book. Then, the researcher explained the material and also explained about the text of the paper. The text was the same for each group. The instruction is they must answer the questions based on the text and they just can share each other in pair to answer the questions.

Table 4.3 Students' Position Based on Pre-Test

RJ & RD	IM & RA	MD & SM	ED & NS	MA & KI
HI & BMR	MH & KR	AZ & MAR	AD & MFI	MZ & AA

3. Third Meeting (Thursday, 20 September 2018)

In the third meeting, thestudents were devided into the same groups and also each of them got pieces of paper with the material of study are the text and some questions. As usual, the researcher explained the material to all students. After that, the researcher gave time to students for some discussion each other in pair. In this part, the researcher hoped that students could share each other in pair about the material. After the students discussed each other, they explained what was the answered of the text and showed to others.

Table 4.4 Students' Position Based on Pre-Test

1. RJ	11. RD
2.IM	12. RA
3.MD	13. SM
4.ED	14. NS
5.MA	15. KI
6. HI	16. BMR
7. MA	17. KR
8. AZ	18. MAR
9. AD	19. MFI
10. MZ	20. AA

4. **Last meeting (Saturday, 22 September 2018)**

For the last meeting, it is usual at the beginning of the class we recite do'a and check the attendance list. Before giving the post-test sheets, the researcher gave students motivation to make them enthusiasm before facing the post test. Then, the researcher gave the post-test to the students to figure out their ability in learning reading after treatment. The rules were similar as pre-test.

In the rest of time after the post-test, the researcher asked the students about their feeling after the treatment done by using peer tutoring strategy in learning English. Furthermore, the students gave their responses by answering some questions about using peer tutoring strategy in the classroom.

C. Data Analysis

1. The Analysis of Pre-test

Table 4.5: The table of pre-test score experimental and control class

No	Experiment Class		Control Class	
	Name	Score	Score	Name
1	AA	20	80	LV
2	AD	40	30	MAA
3	AZ	40	50	MF
4	BMR	10	30	MSA
5	ED	50	50	NH
6	HI	40	30	NHF
7	IM	50	60	NS
8	KI	30	70	NR
9	KR	10	90	PA
10	MA	40	60	PM
11	MAR	10	50	RF
12	MD	50	70	RM
13	MFI	30	50	RH
14	MH	50	60	RJ
15	MZ	60	70	RT
16	NS	80	40	SR
17	RA	40	40	SRA
18	RD	30	30	SY
19	RJ	40	70	WR
20	SM	20	30	ZF

Source: Results of Data Processing

There were 20 students in the experimental class and all of them attended the class on the day of pre-test. The data in the table above can be calculated by using the following formulas:

First, the range (R) determined by using the formula below:

R $= H - L$

Where:

R   = range of the score

H   = the highest score

L   = the lowest score

The highest of pre-test was 80 and the lowest score was 10. Thus, the range was:

$R = H - L$

$R = 80 - 10$

$R = 70$

The class interval was identified by using following formula:

$I = 1 + 3,3 \log n$ (n = number of students)

$= 1 + 3,3 \log 20$

$= 5,29$ ≈ 5

Then, the range of the class interval was found out by the formula:

$P = \dfrac{R}{K}$

$P = \dfrac{70}{5}$

$P = 14$

From those result, the frequency distribution of experiment class table can be seen below:

Table 4.6. The Frequency Distribution Table of Students' Pre-Test Score in Experimenta Class

No	Class Interval	Frequency (f_i)	Interval (x_i)	x_i^2	$f_i x_i$	$f_i x_i^2$
1	2 – 15	3	8,5	72,25	25,5	650,25
2	16 – 29	2	22,5	506,25	45	2025
3	30 – 43	9	36,5	1332,25	328,5	107912
4	45 – 58	4	51,5	2652,25	206	42436
5	59 – 72	1	65,5	4290,25	65,5	4290,25
6	73 – 86	1	79,5	6320,25	79,5	6320,25
7	87 – 100	0	93,5	8742,25	0	0
	Total	20			750	163634

Where:

f_i = refers to frequency

x_i = refers to the middle score interval class

$f_i x_i$ = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution in the table above, the writer determines the mean score by using the following formula:

$$\bar{x}_1 = \frac{\Sigma f_i x_i}{\Sigma f_i}$$

$$\bar{x}_1 = \frac{750}{20}$$

$$\bar{x}_1 = 37,5$$

Then, to calculate the standard deviation the researcher used the following formula:

$$S_1{}^2 = \frac{n \Sigma f_i x_i{}^2 - (\Sigma f_i x_i)^2}{n(n-1)}$$

$$S_1{}^2 = \frac{20 \, (163634) - (750)^2}{20(20-1)}$$

$$S_1{}^2 = \frac{3272680 - 562500}{380}$$

$$S_1{}^2 = \frac{2710180}{380}$$

$$S_1{}^2 = 7132,05$$

Then, from the table of pre-test score at control class above, there were 20 students in the class and all of them attended the class on the day of pre-test. The data in the table above can be calculated by using the following steps:

First, the range (R) determined by using the formula below:

R$\qquad$= H – L

Where:

R$\qquad$= range of the score

H$\qquad$= the highest score

L$\qquad$= the lowest score

The highest of pre-test was 90 and the lowest score was 30. Thus, the range was:

R = H – L

R = 90 – 30

R = 60

The class interval was identified by using following formula:

I = 1 + 3,3 log n$\qquad$(n = number of students)

$\quad$= 1 + 3,3 log 20

$\quad$= 5,29$\qquad$≈ 5

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{K}$$

$$P = \frac{60}{5}$$

P = 12

From those result, the frequency distribution table can be seen below:

Table 4.7 The Frequency Distribution Table of Students' Pre-Test Score in Control Class

No	Class Interval	Frequency (f_i)	Interval (x_i)	x_i^2	$f_i x_i$	$f_i x_i^2$
1	17 – 28	0	22,5	506,25	0	0
2	29 – 40	7	34,5	1190,25	241,5	58322,3
3	41 – 52	4	46,5	2162,25	186	34596
4	53 – 64	3	58,5	3422,25	175,5	30800,3
5	65 – 76	4	70,5	4970,25	282	79524
6	77 – 88	1	82,5	6806,25	82,5	6806,25
7	89 – 100	1	94,5	8930,25	94,5	8930,25
	Total	20			1062	218979

Where:

f_i = refers to frequency

x_i = refers to the middle score interval class

$f_i x_i$ = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution in the table above, the writer determines the mean score by using the following formula:

$$\bar{x}_2 = \frac{\Sigma f_i x_i}{\Sigma f_i}$$

$$\bar{x}_2 = \frac{1062}{20}$$

$$\bar{x}_2 = 53,1$$

Then, to calculate the standard deviation the researcher used the following formula:

$$S_2{}^2 = \frac{n \sum f_i x_i{}^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S_2{}^2 = \frac{20\ (218979) - (1062)^2}{20(20-1)}$$

$$S_2{}^2 = \frac{4379580 - 1127844}{380}$$

$$S_2{}^2 = \frac{325176}{380}$$

$$S_2{}^2 = 8557,2$$

2. The Result of Post-Test

Table 4.8: The table of post-test score experimental and control class

No	Experiment Class		Control Class	
	Name	Score	Score	Name
1	AA	80	70	LV
2	AD	80	60	MAA
3	AZ	75	60	MF
4	BMR	75	60	MSA
5	ED	85	70	NH
6	HI	80	60	NHF
7	IM	75	80	NS
8	KI	85	70	NR
9	KR	75	80	PA
10	MA	75	70	PM
11	MAR	75	70	RF
12	MD	90	60	RM
13	MFI	80	80	RH
14	MH	90	70	RJ
15	MZ	80	60	RT
16	NS	100	70	SR
17	RA	90	80	SRA
18	RD	95	60	SY
19	RJ	75	70	WR
20	SM	90	60	ZF

Source: Results of Data Processing

There were 20 students in the experimental class and all of them attended the class on the day of post-test. The data in the table above can be calculated by using the following steps:

First, the range (R) determined by using the formula below:

R   = H – L

Where:

R   = range of the score

H   = the highest score

L   = the lowest score

The highest of post-test of experimental class was 100 and the lowest score was 60. Thus, the range was:

R = H – L

R = 100 – 75

R = 25

The class interval was identified by using following formula:

I = 1 + 3,3 log n   (n = number of students)

   = 1 + 3,3 log 20

   = 5,29   ≈ 5

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{K}$$

$$P = \frac{25}{5}$$

P = 5

From those result, the frequency distribution table can be seen below:

Table 4.9The Frequency Distribution Table of Students' Post-Test Score in Experimental Class

No	Class Interval	Frequency (f_i)	Interval (x_i)	x_i^2	$f_i x_i$	$f_i x_i^2$
1	66 – 70	0	68	4624	0	0
2	71 – 75	7	73	5329	511	261121
3	76 – 80	5	78	6084	390	152100
4	81 – 85	2	83	6889	166	27556
5	86 – 90	4	88	7744	352	123904
6	91 – 95	1	93	8649	93	8649
7	96 – 100	1	98	9604	98	9604
Total		20			1610	582934

Where:

f_i = refers to frequency

x_i = refers to the middle score interval class

$f_i x_i$ = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$\bar{x}_1 = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x}_1 = \frac{1610}{20}$$

$$\bar{x}_1 = 80,5$$

Then, to calculate the standard deviation the researcher used the following formula:

$$S_1{}^2 = \frac{n \sum f_i x_i{}^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S_1{}^2 = \frac{20 \, (582934) - (1610)^2}{20(20-1)}$$

$$S_1{}^2 = \frac{11658680 - 2592100}{380}$$

$$S_1{}^2 = \frac{9066580}{380}$$

$$S_1{}^2 = 23859,42$$

Then, from the table of post test at control class above, there were 20 students in the class and all of them attended the class on the day of post-test. The data in the table above can be calculated by using the following steps:

First, the range (R) determined by using the formula below:

R $\quad$ = H – L

Where:

R $\quad$ = range of the score

H $\quad$ = the highest score

L $\quad$ = the lowest score

The highest of post-test at control was 80 and the lowest score was 60. Thus, the range was:

$$R = H - L$$

$$R = 80 - 60$$

$$R = 20$$

The class interval was identified by using following formula:

$$I = 1 + 3,3 \log n \qquad (n = \text{number of students})$$

$$= 1 + 3,3 \log 20$$

$$= 5,29 \qquad \approx 5$$

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{K}$$

$$P = \frac{20}{5}$$

$$P = 4$$

From those result, the frequency distribution table can be seen below:

Table 4.10The Frequency Distribution Table of Students' Post-Test Score in Control Class

No	Class Interval	Frequency (f_i)	Interval (x_i)	x_i^2	$f_i x_i$	$f_i x_i^2$
1	57 – 60	8	58,5	3422,25	468	219024
2	61 – 64	0	62,5	3906,25	0	0
3	65 – 68	0	66,5	4422,25	0	0
4	69 – 72	8	70,5	4970,25	564	318096
5	73 – 76	0	74,5	5550,25	0	0
6	77 – 80	4	78,5	6162,25	314	98596
7	81 – 84	0	82,5	6806,25	0	0
8	85 – 88	0	86,5	7482,25	0	0
9	89 – 92	0	90,5	8190,25	0	0
10	93 – 96	0	94,5	8930,25	0	0
11	97 – 100	0	98,5	9702,25	0	0
	Total	20			1346	1811716

Where:

f_i = refers to frequency

x_i = refers to the middle score interval class

$f_i x_i$ = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution table above, the researcher determines

the mean of control class score by using the following formula:

$$\bar{x}_2 = \frac{\Sigma f_i x_i}{\Sigma f_i}$$

$$\bar{x}_2 = \frac{1346}{20}$$

$$\bar{x}_2 = 67{,}3$$

Then, to calculate the standard deviation the researcher used the following

formula:

$$S_2{}^2 = \frac{n \; \Sigma f_i x_i{}^2 - (\Sigma f_i x_i)^2}{n(n-1)}$$

$$S_2{}^2 = \frac{20 \; (1811716) - (1346)^2}{20(20-1)}$$

$$S_2{}^2 = \frac{36234320 - 1811716}{380}$$

$$S_2{}^2 = \frac{34422604}{380}$$

$$S_2{}^2 = 90585{,}8$$

3. T - Score

The researcher used t-score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t_{score} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{S_1{}^2}{n_1} + \dfrac{S_2{}^2}{n_2}}}$$

$$= \frac{80,5 - 67,3}{\sqrt{\dfrac{23859,42}{20} + \dfrac{90585,8}{20}}}$$

$$= \frac{13,2}{\sqrt{5722,261}}$$

$$= \frac{13,2}{75,65}$$

$$= 0,17$$

D. Discussion

Language is the basic skill needed for real communication among the people. By using language, people can express their ideas and feelings (Alfitri, 2012). They can interact with other people in the world. People not only communicate with their voices but also sometimes use body language to make recipients know about something.

The aim of this research is to find out whether the peer tutoring strategy can increase students reading skill in experimental teaching readingby analyzing the quantitative data. After analyzing the result of the test, the researcher found that the scores of experimental class increased higher than control class. It can be proved by the result of the tests. The mean score of post-test of experimental class was (80,5) and the control class was (67,3). This finding showed that the mean score for both classes were different. Then, the result of t-score was (0,17), which is positive result. This result showed that the score of experimental class was higher than the control class. Thus, it answered the research question that using peer tutoring strategy helps students increase their reading skill.

According to Greenwood (1997), "classwide peer tutoring is an instructional strategy developed to help teachers individualize instruction, while still providing students with more opportunity to become actively involved during teaching". Apparently, he assumes that there is no typical between Classwide Peer Tutoring and Peer Tutoring.

According to DuPaul (1998), peer tutoring is helpful for students in reading, spelling, mathematic, and writing. It is used in all grade levels ranging from preschool to high school, and in regular classrooms and special education.

Furthermore, DuPaul (1998) states that peer tutoring help teachers ensure that students have:

    a. Someone sits next to them who will personally explain the work in the most appropriate way, not too slow and not too fast;

    b. More opportunity to talk about what they learn, to practice what they learn, read aloud, and write;

    c. More opportunity to ask when they are still confused, without fear of shame in front of the whole class;

    d. Someone who can correct or support them regarding whether their answers are correct or not; and

    e. Someone to help and encourage them to complete the task.

However, Brown (2000) suggests that group work is a general term that becomes an umbrella for many techniques in which two or more students are given assignments that involve collaboration and language that starts on its own. Then, this term is very popular in the world of education despite various names as peer tutoring, peer assessments, partner work, etc. According to Brown (2000), there are several advantages to this technique as follows:

    1. Group work produces interactive language. This means that through group work, students are facilitated to talk more than in too large a class.

2. Group work provides an affective climate that embraces. Small groups become learning communities where they can work together with each other.

3. Group work teaches student responsibility and autonomy. This is a fact that cannot be denied because it is difficult to 'hide' in small groups.

4. Group work is the first step towards individualization instruction. Indeed, small groups can help students have unique abilities to achieve separate goals.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is aimed to improve second grade MTs students' reading skill. After conducting the researcher on teaching reading by using peer tutoring strategy, the writer draws some conclusion, they are as follow:

1. Using peer tutoring is a strategy in which the teacher can motivate students.

2. Teaching reading by using peer tutoring can increase the students' ability in reading skill.

3. Peer tutoring managed to change the classroom atmosphere in much better condition, thereby enabling the students to easily generate their ideas.

4. Before the treatment was implemented, the students felt unmotivated to read English texts and join the teaching and learning process. They found difficulties in comprehending texts. However, after the treatment was implemented, the students felt motivated and paid attention to the researcher. They want to join the teaching and learning process by peer tutoring strategy and that can make comfortable to learn English reading. In other words, the students' behavior had changed after the researcher implemented the peer tutoring.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions for teachers and the next researchers. To increase the quality of teaching learning process of English, especially in learning reading, the researcher draws the following suggestions:

1. The teacher should motivate the students in order to improve their motivation in learning English.

2. To make students interested in learning reading, the teacher should apply the suitable method or strategy of teaching in the classroom.

3. It is important for the teacher to prepare the materials that would be used before teaching learning process in the classroom.

4. To increase students' ability in English, the teacher needs to motivate the students to memorize more vocabularies and bring the dictionary while English subject.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 13916/UN.08/FTK/KP.07.6/12/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
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8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
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10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

Menetapkan : ,
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-619/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
1. Dr. Muhammad AR, M.Ed   Sebagai Pembimbing Pertama
2. Dr. T. Zulfikar, M.Ed   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Zalvi Rahmi
NIM : 231324312
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Use of Peer Tutoring Strategy to Increase Students Rending Skills**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal; 14 Desember 2018
An. Rektor
Dekan

Im Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B- 4417 /Un.08/TU-FTK/ TL.00/04/2018   20 April 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
      Menyusun Skripsi

        Kepada Yth.

        Di -
           Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

        N a m a   : Zalvi Rahmi
        N I M   : 231 324 312
        Prodi / Jurusan   : Pendidikan Bahasa Inggris
        Semester   : X
        Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
        A l a m a t   : Ulee Kareng - Banda Aceh

Untuk mengumpulkan data pada:

MTs Lam Ujong, Kecamatan Krueng Barona Jaya Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Peer Tutoring Strategy to Increase Students Reading Skills

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

                                        An. Dekan,
                                        Kepala Bagian Tata Usaha,

                                        M. Said Farzah Ali

                    BAG.UMUM   BAG.UMUM

Kode 589

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
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Nomor : B- 427 /KK.01.04/1/PP.00.01/08/2018   Kota Jantho, 27 Agustus 2018
Sifat : -
Lampiran : -
Hal : Mohon Bantuan dan Izin Mengumpulkan Data Skripsi

Kepada:
Yth, Kepala MTsS Lam ujong Aceh Besar

Di Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor : B-4417/Un.08/TU-FTK I/TL.00/04/2018 tanggal 24 April 2018. Perihal sebagaimana tersebut dipokok surat, maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut namanya dibawah ini:

Nama : **Zalvi Rahmi**
Nim : 231 324 312
Pogram Studi : Pendidikan Bahasa Inggris

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, di MTsS Lam Ujong Aceh Besar adapun judul Skripsi:

" THE USE OF PEER TUTORING STRATEGY TO INCREASE STUDENTS READING SKILL ".

Demikian surat ini dibuat atas bantuannya kami ucapkan terima kasih.

an. Kepala Kantor Kementerian Agama
Kepala Subbagian Tata Usaha

Azzahri, SH, MH

Tembusan :
1. *Akademik Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh*
2. *Arsip*

SURAT KETERANGAN
Nomor : MTs.a.01.04.24 /PP.00.5/186/2018

Kepala Madrasah Tsanawiyah Swasta (MTsS) Lam Ujong Kecamatan Krueng Barona Jaya Kabupaten Aceh Besar, menerangkan bahwa   :

N a m a	:	Zalvi Rahmi
N I M	:	231 324 312
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiah dan Keguruan UIN Ar-Raniry Banda Aceh.

Telah melakukan Penelitian/mengumpulkan data pada MTsS Lam Ujong Kabupaten Aceh Besar sesuai dengan surat Kementerian Agama Kabupaten Aceh Besar Nomor : B-427/ KK.01.04/I/PP.00.01/08/2018 Tanggal 27 Agustus 2018 dengan judul:

" THE USE OF PEER TUTORING STRATEGY TO INCREASE STUDENTS READING SKILL. "

Demikian Surat Keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Lam Ujong, 24 September 2018
Kepala MTsS Lam Ujong

Syamsul Bahri, S.Ag
NIP. 197410022007101005

Read the text and answer the questions!

Galaxies

A galaxy is collection of stars and other astronomical bodies, including planets, comets and asteroids, held together by gravity.

Galaxies come in different shapes and size. These include the spiral, barrel-spiral and elliptical. Our galaxy, called the Milky Way, is approximately 100.000 light years in width and contains over 100 billion of stars.

The center of galaxies can contain many young, very hot stars as well as older stars. Swirling clouds that have been energized by magnetic forces also exist in the center.

At this time, no one knows the exact number of galaxies in the universe. Astronomers are learning more and more about them every day.

1. What is the purpose of the text?
   a. To retell an experience of traveling around the galaxies.
   b. To entertain the reader with a fiction story of galaxies.
   c. To give information about galaxies.
   d. To show the way to galaxies.
2. What holds stars, planets, comets and asteroids?
   a. Galaxy
   b. Gravity
   c. Astronomers
   d. Magnetic force
3. Below is one of the shapes of galaxies, **except** _____.
   a. Spiral
   b. Cloudy
   c. Elliptical
   d. Barrel-spiral
4. The word "our" in paragraph two refer to _____.
   a. The writer
   b. The reader
   c. The writer and the reader
   d. All humans in the world
5. The word "them" in the last paragraph refers to _____.
   a. Astronomers   c. Universes
   b. Galaxies   d. Stars

A kangaroo

A kangaroo is an animal found in Australia, although it has a smaller relative, called a wallaby, which live on the Australian island of Tasmania and also New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and tails. They use these for jumping and sitting up. Kangaroos have been known to make forward jump over eight meters, and leap across fences more than three meters. They can also run at speed of over 45 kilometers per hour.

The largest kangaroos are the Great Grey and Red Kangaroo. Adults grow to a length of 1.60 meters and weight over 90 kilos.

Kangaroo are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first month of live.

1. What o kangaroos eat?
   a. Fish
   b. Insects
   c. Meat
   d. Grass and plants
2. A kangaroo uses its _____ to sit up.
   a. Tail and pouch
   b. Pouch and front legs
   c. Back legs and tail
   d. Front legs and head
3. Which kangaroo has a pouch?
   a. A wallaby
   b. The Red Kangaroo
   c. The female kangaroo
   d. The Great Grey Kangaroo
4. Kangaroo are fast and strong animals. We can find that idea in paragraph _____.
   a. One   c. Three
   b. Two   d. Four
5. "The largest kangaroos are the Great Grey and the Red Kangaroo". The antonym of the word **the largest** is _____.
   a. The smallest   c. The longest
   b. The biggest   d. The lightest

Choose the correct answer by crossing (x) a, b, c, or d!

The following text for question 1-5

A rabbit is small mammal with a short tail and pointed ears. Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to it small body, rabbit has large sized ears.

A rabbit is a week and timid animal and is always surrounded by many enemies. Therefore nature has gifted it with large ears to help it to hear even the fun of drop sound. The large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. This makes the rabbit to detect its enemies in time and run to safety zones.

1. What is the most suitable title for the text above?
   a. Rabbit
   b. Small mammal
   c. Timid animal
   d. North America mammal
2. Where does rabbit live?
   a. In the ground
   b. In a burrow
   c. In the house
   d. In a hole
3. Where did the first rabbit come from?
   a. North Africa
   b. North Asian
   c. North Europe
   d. North America
4. Rabbit is a weak and <u>timid</u> animal…. (paragraph 2)
   The underlined word is opposite to?
   a. Brave
   b. Confident
   c. Shy
   d. Outgoing
5. What is rabbit's most powerful weapon?
   a. Foot
   b. Body
   c. Tail
   d. Ear

My parents

My mother is 47 years old. Her name is Anisa. She is thin-faced and she is got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he is still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He is quite tall, but a bit shorter than me. He is very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

6. What is the text about?
   a. My parents
   b. The writer's parents
   c. Your parents
   d. His parents

7. How many gaps between their ages?
   a. 4 years
   b. 5 years
   c. 6 years
   d. 7 years

8. Who has bright blue eyes?
   a. Anisa
   b. The writer
   c. The writer's mother
   d. The writer's father

9. Where is the writer's father work?
   a. Travel bureau
   b. Travel company
   c. Traveler
   d. Travel attendance

10. His cooking and his meals are always very <u>tasty</u>…. (last sentence)
    The underline word has the closest meaning to?
    a. Tasteless
    b. Delicious
    c. Flat
    d. Bland

AUTOBIOGRAPHY

1. Full Name   : Zalvi Rahmi
2. Place Date of Birth   : Banda Aceh, 24 April 1995
3. Sex   : Female
4. Religion   : Islam
5. Nationality   : Indonesia
6. Marital status   : Single
7. Occupation   : Student
8. Address   : Jalan Blang Bintang Lama
    Desa Cot Cut, Kuta Baro, Aceh Besar
9. Phone Number   : 0853 6001 5474
10. Student's Reg. Number : 231324312
11. The parents
    a. Father's Name   : Ambia
        - Occupation   : -
    b. Mother's Name   : Nurhasanah
        - Occupation   : Teacher
12. Address   : Jalan Blang Bintang Lama
    Desa Cot Cut, Kuta Baro, Aceh Besar
13. Educational Background
    a. Elementary school : MIN 1 Banda Aceh, Graduated 2007
    b. Junior High School : MTsS Darul Ulum Banda Aceh, Graduated 2010
    c. Senior High School : MAS Darul Ulum Banda Aceh, Graduated 2013
    d. University   : UIN Ar-Raniry, Graduated 2018

Banda Aceh, January 2nd, 2019

Zalvi Rahmi