

**TEACHING READING THROUGH THE PAIRED
READING METHOD**

THESIS

Submitted by

SALSABILLA
NIM. 160203001

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
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by:

SALSABILLA
NIM. 160203001

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,



Syarifah Dahliana, M.Ag., M.Ed., Ph.D

Date: 16/ 12 / 2020



Rita Hermida, M.Pd

Date: 11/ 12 / 2020

It has been defended in *Sidang Munaqasyah*
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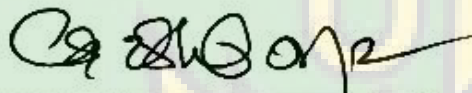
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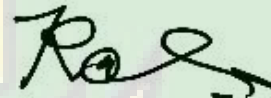
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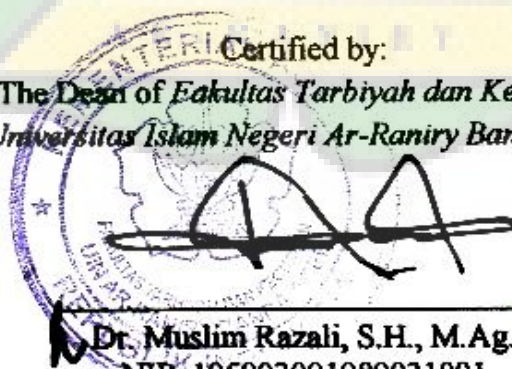
Member,



Yuhar Masna, M.TESOL

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Salsabilla

NIM : 160203001

Tempat/Tanggal Lahir: Matangkuli, 4 April 1999

Alamat : Jln. Prada Utama, Lr. Budaya, No.5, Banda Aceh .

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Teaching Reading Through the Paired Reading Method

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Desember 22th 2020

Yang Menyatakan,



Salsabilla

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most Gracious the most Merciful

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Banda Aceh, Desember 22th 2020
The Researcher,

Salsabilla

ABSTRACT

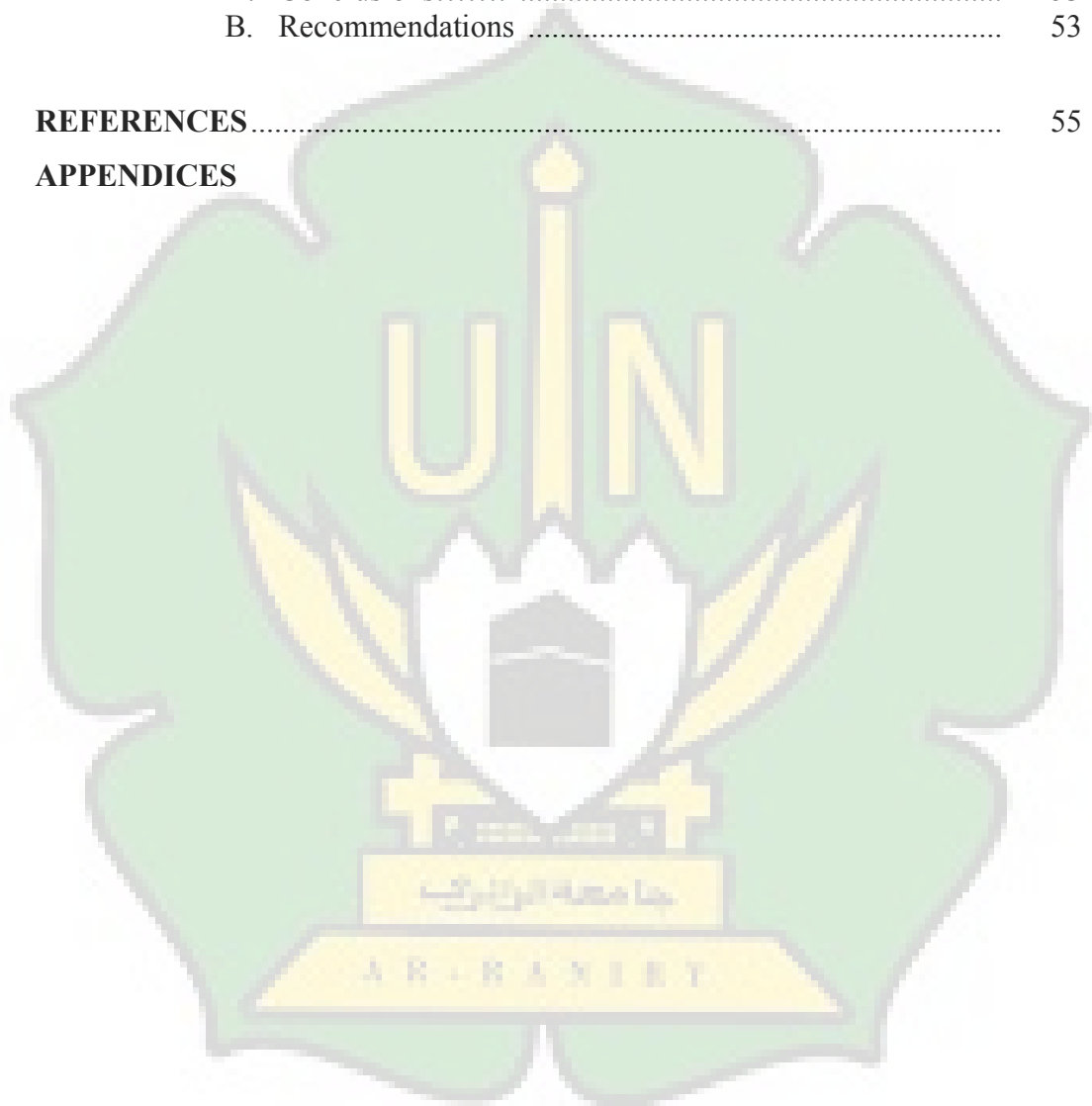
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NIM : 160203001
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : Teaching Reading through the Paired Reading Method
Main supervisor : Syarifah Dahliana, M. Ag., M. Ed., Ph.D
Co-supervisor : Rita Hermida, S.Pd.I., M.Pd
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The purpose of this study is to find out whether the use of paired reading method improve the students' reading skill and students' perception on paired reading method. The data collection process was carried out by doing pre-test and post test; and distributing the questionnaire to 83 students in 3 classes mathematics and natural science (MIPA) of SMA Negeri 1 Matangkuli in the academic year 2020/2021. The sample was chosen by using simple random sampling technique. In the first meeting the students faced difficulties in reading text; but, after they are taught by using paired reading method, the students' comprehension of reading text have improved. It was proven by the improvement of the mean score of students' pre-test and post-test (61 to 83). Moreover, based on the analysis of the questionnaire, most of the students gave positive response (73%) in learning reading by using paired reading method. The researcher found that most of the students were interested and motivated in learning reading. The data also showed that students felt the use of paired reading method could help them in understanding the text. This method made the students more enthusiastic because it made them feel more curious to continue reading text. This also indicated that the teaching by using paired reading method can be applied as one of the techniques to improve students' English reading skill.

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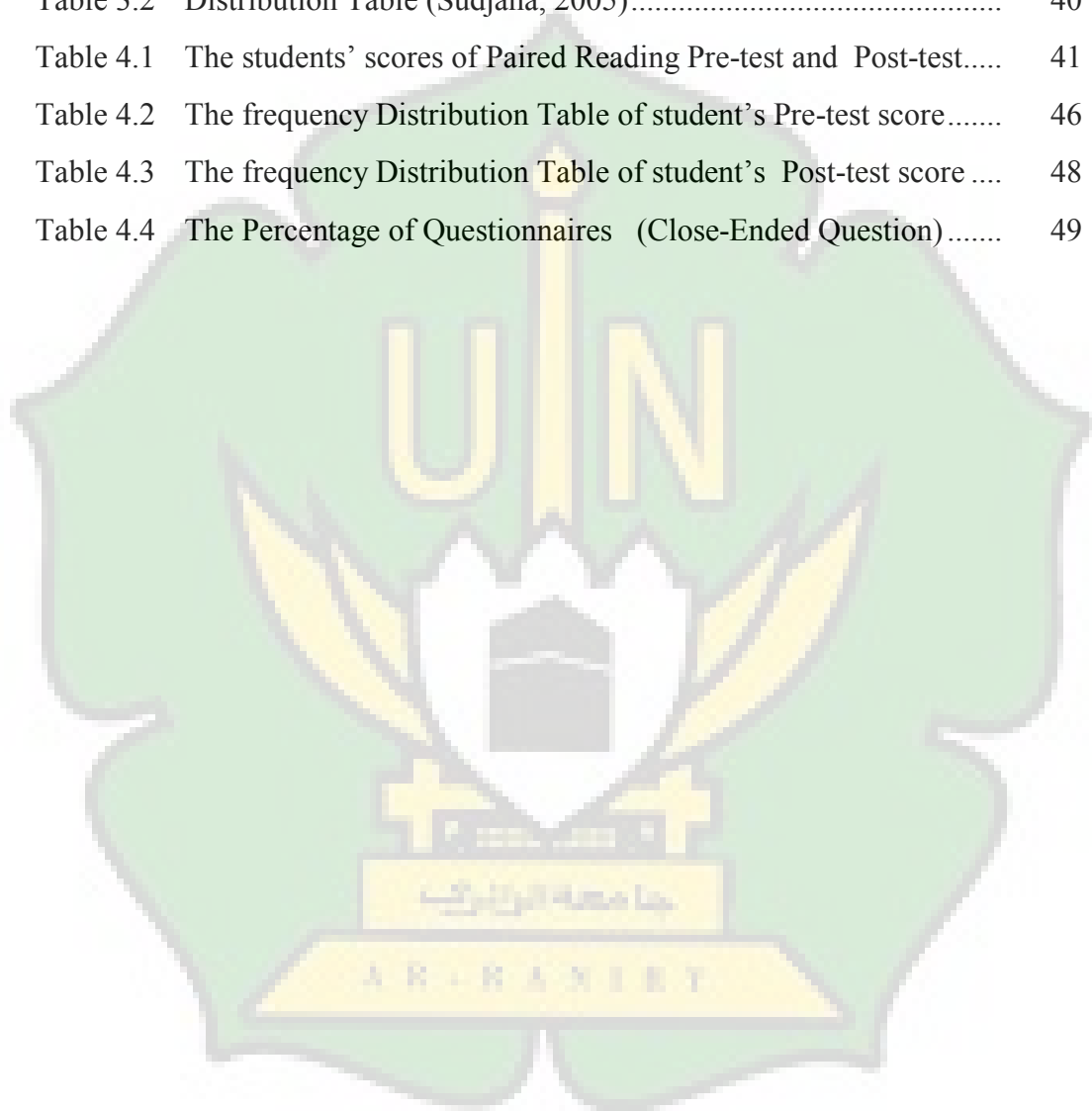
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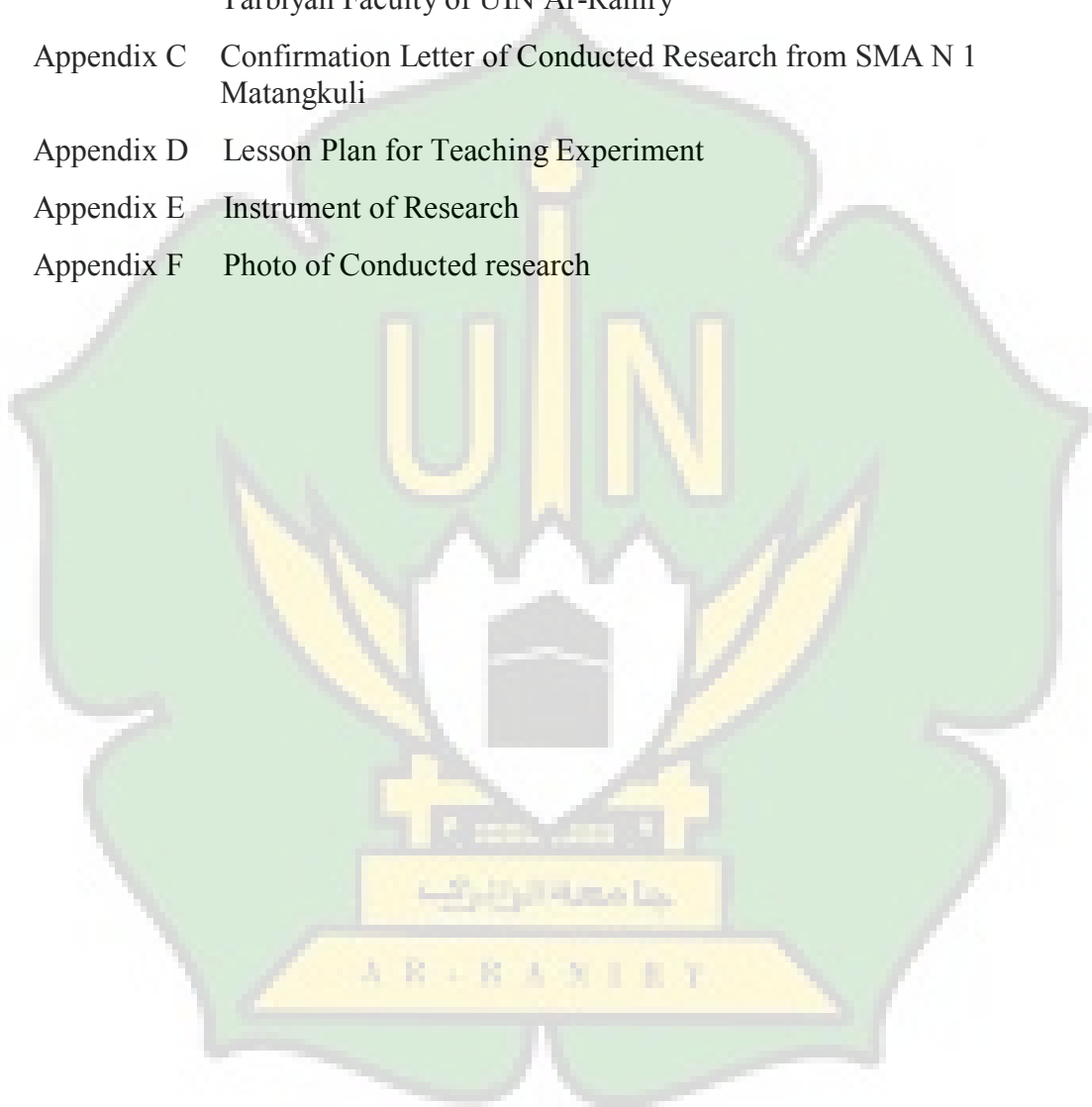
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CHAPTER 1

INTRODUCTION

A. Background of Study

Reading is a skill which involves the students prior knowledge of the learned language and the students understanding on written forms. It is a conscious and unconscious thinking process (Mikulecky, 2008). Anthony, Pearson and Raphael (2012) define reading as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. It seems that the reader constructs the meaning of the text by trying to correlate the text and what he or she already knows about the words. According to Patel and Jain (2008), reading is very necessary to widen the mind and gain understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.

Regardless of its complexity, reading is very important for students who are learning foreign language. Grabe and Stoller (2001), ranked reading as the number one skill that English as a foreign language (EFL) students' wish to gain mastery. Through reading, students are able to gain understanding from written materials that they could not discuss orally with equivalent accuracy or thoroughness.

In the education field, the lack of interest in reading leads to the increasing number of students that face certain problem to improve their reading skills. Many researcher found that the gap in reading ability among student was widening. This matter should be taken seriously since without adequate support, many students with reading difficulties might be unable to compensate for the many difficulties that they experienced in understanding what they read. The difficulties in reading have been the number one reason of why the students are likely to be hesitant readers (Kweldju, 2000). Thus, teachers are responsible to find the most appropriate technique to develop students' interest and build their self confidence in reading (Ferdila, 2014).

Paired reading is a method for improving reading fluency and comprehension in which student is paired and takes turns being the tutor and the tutee. Students sit side-by-side while one reads and the other follows along, assisted by the teacher when necessary (Gerdes, 2000). Paired reading also can be done by allowing a pair of student to read together simultaneously. Both read the words out loud together. Tutors make their speed as fast or as slow as the readers and as the reader makes a mistake the tutor just tells them what the word is. The reader must never struggle or break up the word or sound it out. This gets away from disjointed tedious reading where understanding is affected by the slow pace and the concentration on individual words (Cassidy, 2007).

Paired reading is appropriate to be used in the classroom because it is suitable with many types of reading materials (Fuchs, 2000). Moreover, reading

with someone else encourages students to try reading materials that may be just above their normal reading level. Paired Reading can also be used to build oral skills so that nervous readers can work toward reading in front of a large group (Topping, 2014).

The research about paired reading and reading skills has been widely covered by other researchers (Aminah, 2012; Ana, 2012; Ardiana, 2015; Brigitta, 2017; Eka, 2016; Keith, 2014; Lia, 2017; Maite, 2017; Nurman, 2010 and Yeni, 2013), but the research on the use of paired reading in teaching reading is still uncommon, especially for EFL students. Thus, this study is expected to fill the gap in teaching reading skill. This research will examine the implementation of paired reading strategies in teaching reading and discover how far this strategy can help the students improve their interest in reading as well as their reading skill.

B. Previous Study

There are some previous studies which are similar or in line related to the teaching of Paired reading. Here, the researcher summarizes some previous studies that can be used as guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones.

The first study was done by Eka (2016) with the title, "The Use of Paired Reading Method in Teaching Reading Recount Text at the Tenth Grade Students of SMK N 1 Girimulyo in the Academic Year of 2015/2016". The objective of this research is to find out whether or not using paired reading method is effective

in teaching reading recount text at the tenth grade students of SMK N 1 Girimulyo in the academic year of 2015/2016. This research is a quantitative experimental research. Based on the t-test calculation, there is positive significant effect of the paired reading method to improve students' reading skill recount text at tenth grade students of SMK Negeri 1 Girimulyo in the academic year 2015/2016.

Another study was done by Arief (2017) with the title, "The use of paired reading strategy in teaching reading skills to EFL students"; this study focused on the investigation of the use of paired reading strategy in teaching reading to the EFL students in one junior high schools in Bandung and how the students reacted to the implementation of paired reading strategy in EFL classroom. The mix method case study was employed to obtain the data. The study revealed that the use of paired reading strategy in the form of paired reading activities in the EFL classroom provides several beneficial uses toward the EFL students. First, the activity helped the students to understand the text thus improving their reading skills in general. Second, the paired reading activities helped the students in improving their vocabulary knowledge. Third, the activities increased students' reading rates and fluency. Fourth, paired reading strategy encouraged the students to share the information they acquired from the text. Last but not least, the activities helped to motivate and develop students' interest in reading English text.

The third study was conducted by Shinta (2014) with the title, " The effectiveness of paired-reading method in teaching reading comprehension : an experimental study for the eighth grade students of SMPN 13 Mataram in

academic year 2014/2015", This research aimed to identify the Effectiveness of Paired-Reading Method in Teaching Reading Comprehension for the Eighth Grade Students of SMP Negeri 13 Mataram in academic year 2014/2015. Based on the result of the study, Paired-Reading Method effective to be used in teaching reading comprehension for the eighth grade students of SMPN 13 Mataram in academic year 2014/2015.

Many methods have been applied to teach reading skills, but this research is different. Researchers conducted this research to students studying at SMA N 1 Matangkuli school year 2020/2021 who had different backgrounds from previous studies. This study only use one class as a sample to see how the implementation of paired reading method works to improve students' reading skill.

C. Research Question

Based on the observation above, the problems that will be analyzed in this study are:

1. Does paired reading method improve the students' reading skill?
2. What are students' perception on paired reading method?

D. Aims of Study

The study is aimed at finding the answer to the questions stated in the problem statement. Therefore, the aims of this study are:

1. To find out whether the use of paired reading methods improve the students' reading skill.
2. To discover students' perception on paired reading method

E. Significance of the Study

The study is expected to present broader sight in using the paired reading strategy as the main teaching strategy in English For Learning context, especially reading. The results of this study are expected to provide several benefits for several parties.

1. This study can be a source of information to teachers that the paired reading method can be a good alternative method to apply in reading class. In addition, the results of this study can even be an input to determine the steps and strategies for teaching reading using the paired reading method.
2. This study also enrich students' understanding that their reading ability may improve through this method, as the students will be more active because the method of reading is simultaneously which makes students more enthusiasm to read text; they can read the text with their partners not alone, thus it can motivate them to improve their reading skills.
3. This finding could be one of the inputs for further research relating to the paired reading method. This research can contribute to other researcher as a new reference source related to paired reading method.

F. Terminology

To avoid ambiguous meaning of some terms in this research, the writer gives the operational definition of the topics.

1. Teaching Reading

Teaching can be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing

with knowledge, causing to know or understand (Brown, 2000). According to Nuttal (2000), reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

Teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself (Olson and Land, 2007). Teaching reading is help the students to read English fluently in their class with use their knowledge of reading text and also the teacher should use various techniques to make the students more understand about the material (Brown, 2007). In this research, teaching reading means the transfer of knowledge processes from teachers to students by using particular texts in the process of learning reading.

2. Paired Reading Method

Pair means two similar things, often used together or two persons or animals. Fuchs (2000), states that paired reading strategy can be used in various reading material. The student may be paired with the teacher, a senior student, a classmate with the same reading level or even a parent. According to Koskinen and Blum (2000), Paired reading is repeated reading, students work with a partner to read short self-selected passages of text with the goal of improving fluent reading. The entire activity can be completed in ten to fifteen minutes because the

passages are about 50 words each. For this research, the paired reading method refers to when a student reads a text with another student to develop his or her reading skills. The two students may have the same reading ability or one may be higher than the other.



CHAPTER 2

LITERATURE REVIEW

In the previous chapter, it was mentioned the purpose of this study was to find out whether the use of paired reading methods improve the students' reading skill. Hence, in this chapter, the researcher discusses and reviews the related theories of this study. There are several points discussed in this chapter namely reading, teaching reading, paired reading and several related studies are elaborated as follows.

A. The Nature of Reading

1. Definition of Reading

Reading is useful for language acquisition. Mostly the students want to be able to understand about what they have read. According to Patel and Preeven (2008), reading is an active process which consists of recognition and comprehension skill. It is also described as a complex process of making meaning from a text, or variety of purposes in a wide range of contexts. Kalayo and Anshari (2007), stated that reading is an activity with a purpose. The purpose for reading is also determined an appropriate approach to reading comprehension. It means that before doing reading activity, a reader has to know what the purpose of the reading itself to get the meaning of what he reads.

According to Urquhart and Weir (2009), reading is defined as the process of receiving and interpreting information encoded in language form via the medium of print. Based on Grellet (2004), reading is a constant process of

guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Patel and Jain (2008), states that reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for accademic success.

From the definitions above, the researcher can conclude that reading is most useful and important skill for people, by reading they can get the more knowledge and information from the texts read by them.

2. Types of Reading

According to Patel and Jain (2008), there are many types reading to read a text. Each type has a different advantages and disadvantages for the reader. It depends on what type of reading that will use by the reader to read the text. There are some type of reading: intensive reading, aloud reading, extensive reading, and silent reading. The explanation of type reading can be seen below:

a. Intensive Reading

According to Hedge (2003), intensive reading involves a short reading passage followed by text book activities to develop comprehension or particular reading skill. Intensive reading provided a basic for explain difficulties of structure and for extend knowledge of vocabulary and idioms. Intensive reading

material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Yang (2012), expressed that intensive reading is useful to develop reading comprehension. Pollar et al., (2011), said that intensive reading is considered as a significant instrument for improving reading comprehension.

b. Extensive Reading

According to Alyousef (2005), Extensive reading means reading many books without a focus on classroom that may test comprehension skill. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read to keep them update. Hedge (2003), described it as skimming and scanning activities

c. Reading Aloud

According to Elizabeth (2004), the students are confronted with written sentences which have not spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. Reading aloud prevents the reader from learning to understand the meaning of a sentence even when they not know one word in the sentence. According to Venkateswaran in Patel and Jain (2008), reading aloud is not useful at the secondary level because It is very difficult skill, in unseen text or in other text there are many words which student does not know how to pronounce it.

d. Silent Reading

According to Elizabeth (2004), silent reading means reading something without producing sounds audible to other. Silent reading enables the readers to read silently without making sounds and moving their lips. It helps them to read easily and fluently with speed. It aids comprehension and expands the readers' vocabulary. Silent reading is done to acquire a lot of information. According to Eka (2016), silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners.

3. Purposes of Reading

According to Hernowo (2005), reading is one of the four language skill taught in the school and a crucial subject to be taught. The main purpose of reading is to help students understand a text and to get the information from the text they have read. To increase students' knowledge, the student can read anything interesting for them such as audio book, bulletin, online clipping service, multimedia referencing work, post sending, and the materials from abroad.

According to Grabe and Stoller (2002), reading is a process which needs action as a proof. By reading some materials, the readers get the new vocabularies, understand grammar and also expand the knowledge. Reading purposes can be classified as follows:

- a. Reading to search for simple information is a common reading ability, some researchers see it is a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

In reading to search, we typically scan the text for specific piece of information or specific word (Grabe and Stoller, 2002).

- b. Skimming is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed (Grabe and Stoller, 2002).
- c. Reading to learn from text typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base (Grabe and Fredrika, 2002).
- d. Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources (Grabe and Fredrika, 2002).
- e. Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text (Grabe and Fredrika, 2002).
- f. Reading for general comprehension when accomplished by a skill fluent reader, requires very rapid and automatic processing of words, strong skill in

forming representation of main idea, and efficient coordination of many processes under very limited time constraints (Grabe and Stoller, 2002).

Based on the kinds of reading purposes, the researcher can include reading to learn from texts as appropriate of reading purpose. Reading to learn from texts occurs in academic contexts to learn based on the information in the texts.

4. Models of Reading Process

The reading process involves the text, the reader, and the interaction between the two. Theorists have proposed three basic models of how reading occurs:

- a. Bottom up Theory argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process (Stanovich, 2012).
- b. Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The Top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears (Goodman, 2012).

c. According to Stanovich (2012), the interactive school of theorists which most researchers currently endorse argues that both top-down and bottom up processes are occurring, either alternately or at the same time. These theorists describe a process that moves on both bottom-up and top-down, depending on the type of text as well as on the motivation, strategy use, and culturally shaped beliefs about the reading.

B. Teaching Reading

1. The Definition of Teaching

According to Brown (2000), teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning. It means that teaching is showing or helping someone to learn how doing something, giving instructions, providing knowledge, guiding in the study of something, causing someone to know or understand, and the teacher may become facilitator, motivator, and evaluator for the students.

According to Harmer (2007), teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. Based on explanation, the writer concludes that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

In teaching reading, the teacher should supervise the class activities to make the students able to master the materials. Alyousef in Tanum (2014), states that there are three-phase procedures in reading. They are pre-, while-, and post-reading process. The pre-reading stage helps to activate students' background knowledge. The aim of while-reading stage is to develop students' ability in tackling text by developing their linguistics and background knowledge. The post reading included activities, which enhance learning comprehension. Thus, during the three-phase procedures, teacher should be able to implement a suitable strategy to improve students' reading comprehension.

2. Method in Teaching Reading

According to Lindsay and Knight (2006), reading will be given as soon as language learners have had sufficient practice in listening and speaking. After the language learners have good ability in speaking and listening, reading can be introduced reading lesson weather it is given as a single lesson or supplementary work. The material of reading must be graded depending of the level of the language learners there are different types of reading.

a. Choral Reading (CR) Method

According to Barbara (2000), Choral Reading means the teacher reads aloud the same text at the same time and students can hear the teacher's voice. Use various choir reading methods so students learn about various ways of expressing meaning. There are four types of choral reading :

- 1) Restraint, where the teacher reads most of the sentences and students read the refrain.
- 2) Reading the children's lines, each student reading certain lines, while the whole group reads the beginning and end of the selection.
- 3) Antiphonal or Dialog, Choral Reading is most appropriate for middle or secondary level students. This allows the reader to explore the tone and duration of the sound.
- 4) Simultaneous is the most difficult Choral Reading approach because the entire group speaks all sentences.

According to Mc Cormack and Pasquarelli (2010), the benefit of choral reading is when choir children read a 200-word section, each student gets the same amount of practice. Students do not listen to each other or observe. If a student makes a mistake in reading, no one really knows. Choral Reading is also an excellent method for building prosody. As students listen to each other, students who have natural expressions and expressions will model these characteristics for others.

b. Paired Reading (PR) Method

Paired Reading is a technique that parents can use to help their own child with reading practice. The method involves the parent who is a skilled reader and the child who is learning, reading a book together. According to Koskinen and Blum (2001), Paired Reading is repeated reading, students work with a partner to read short self-selected passages of text with the goal of improving fluent reading.

The entire activity can be completed in ten to fifteen minutes because the passages are about 50 words each. There are seven steps for students, those are:

1. Each student selects an interesting short passage from an easy text and reads it silently, counting out about 50 words.
2. One partner reads the selected passage aloud while the other partner listens, helping with words if asked.
3. The reader evaluates his or her reading, considering reading rate, expression, phrasing, smoothness, and attention to punctuation.
4. The reader then rereads the passage, striving for improvement, and self-evaluates the reading. The listener provides positive feedback about improvement from the first and second readings.
5. The reader reads the passage for a third time, self-evaluates, and gets positive feedback from the listener.
6. The students change roles and follow the same procedure.
7. Students may record their notes and feedback on a recording sheet (Topping, 2001).

Teachers teach the procedures for paired reading, how to listen carefully and make positive comments about reading improvement and how to select material for repeated reading. Teachers give students opportunities to watch others demonstrate the role of the reader, then the role of the listener, and finally practice the procedure while the teacher watches. After students have had the opportunity to watch and practice these activities, they are usually successful on their own (Topping, 2014).

c. PORPE Method

According to Simpson (2000), PORPE is a method to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exam. There are five steps in this learning strategy.

- 1) Predict: After reading the chapter, students predict possible essay questions from the information contained in the text. In the arrangement of these questions, the students should evade questions that begin with what, who, or when and do not include analysis. Some key question words are “explain”, “discuss”, “criticize”, “evaluate”.
- 2) Organize: Few days before the exam, the organization of information is needed to answer the predicted questions. The organization can be done by outlining or by other methods such as mapping. Main concepts and supporting details to answer the questions are highly recommended to be summarized. The more information is organized the more advantage can be taken to arrange the practice answers.
- 3) Rehearse: Teachers recite aloud the information and examine the students’ memory. Reciting aloud must be performed because the more senses that are involved in forming the memory the better understanding the students will get. This step helps students to place the key ideas, examples, and overall organization in students’ long-term memory.

- 4) Practice: In practicing, the students answer the students' predicted essay questions from memory. The students can draft an outline of the essay or organize a complete answer.
- 5) Evaluate: Teachers evaluate the students' work by asking the following question: Do have enough clear examples? Is my answer complete, truthful, and suitable? Is there anything I should study before taking the exam? (Simpson, 2004).

d. KWL Method

According to Ogle (2006), in recent times, an instructional method known as K-W-L, developed by ogle has been implemented in classrooms. Students apply higher-order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward their goals. A worksheet is given to every student that includes columns for each of these activities. There are three steps for KWL reading method, those are:

1. Know

The learners are required to brainstorm on the target topic that they are start studying. The relevant keywords and the phrases in the topic about to be studied have to be listed to help guide the study. The relevant keywords can be found from a study group or in a classroom. The information found has to be listed on the 'Know' column. All the entries should then be organized into general categories on the column (Ogle, 2003).

2. Want

Referring back to the 'Know' column, the learners are required to ask a series of questions on what they need to know about the subject. The students have to discuss what they want to learn before proceeding with any other steps. The questions should however be listed according to what you will learn and all the desired subjects listed on the 'Want to learn' column. All the desired subjects to be learnt should be entered as questions and prioritized (Ogle, 2003).

3. Learned

The students should also list added information learned during the study. After completing the study, the students are required to list all the new things that they have learned. This can be done per section or on the completion of the whole process. The results should be checked against the 'Want' column to ensure that no single question went unanswered. Symbols should also be created to depict the surprising ideas, questionable ideas and the unclear ideas (Ogle, 2003).

e. SQ4R Method

According to Santa et al., (2004), SQ4R method is very practical to help students keep studying organized and efficient. Students are more active because the steps in this method are complete. The keys to learning are organization and repetition, both of which are included in the SQ4R method. "SQ4R" is an acronym for the steps in the method:

- 1) SURVEY: Students survey the entire chapter by reading the headings and subheadings, observing charts and graphs, reading summaries, and skimming

any questions at the end. The survey step provides an organizational overview of the chapter gives a "mind set" for the job and ultimately saves time.

- 2) QUESTION: Students ask questions based on the survey and becoming actively curious about the material aids in concentration, comprehension and memory.
- 3) READ: Students read for understanding and take one major section at a time. (Do not take notes yet.)
- 4) RECITE: After reading each section, students make a deliberate effort to recall the main points. This is the step most students skip, yet it is critical to retention. After reciting, students check in the book for corrections and forgotten points and try to put things in their own words.
- 5) RECORD: Students take notes on each section as the Read and Recite steps are complete. The more organized and detailed the notes, the better for mastery of the material. Once again students use their own language.
- 6) REVIEW: After all sections have been read, recited, and recorded, an overall review of the chapter is needed. This is best accomplished by rereading all notes for the chapter, followed by a deliberate effort to recall the material. This review reminds the student of all material covered, reorganizes the separate sections back into a united whole, allows a check on any material that remains unclear, and helps with retention.

The SQ4R method of study is easy to understand, but can be difficult to put into practice on a regular basis. It may take too much time, but time spent

studying as assignments are read is time saved when studying for exams. Students who learn to use SQ4R typically find it to be well worth the effort.

3. Components in Teaching Reading

Teaching reading is one of ways to make the students understanding and constructing meaning from a piece of text in teaching – learning process. In teaching reading the most important thing that needs to be considered is the components of teaching reading. There are some components of teaching reading as follows:

a) The Goals of the Learning

There are two goals that can be achieved by the students, those are long- and short-term goals. According to Brown (2001), states that Long-term goals may include the mastery of English, the passing of an exam and the better job. on the other hand, Short-term goals might be the learning of a small amount of new languages, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week. The teacher can encourage interest in learning English and the activeness of students in the reading class to achieve the long-term goals. To motivate them in learning English, the teacher can also use the short-term goal by giving them some points and also some rewards.

b) Teacher

There are some aspects which have to pay attention when talking about teachers. There are some characteristics of good language teachers. Firtsly, the teachers should love and comprehend English language such as listening, speaking, reading, and writing. Secondly, they understand and use a wide variety of techniques. Next, they give optimal feedback to students, use appropriate principles of classroom management, adapting textbook material and other audio creatively, enjoy people, and show enthusiasm (Brown, 2001).

c) Students

Students can learn languages well, get good marks, pass exams if they are study hard and have motivation. Motivation can come from outside or inside. According to Brown (2001), states that motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. It means that motivation is people's desire to achieve goal. According to Harmer (2001), states that motivation which comes from outside is called extrinsic motivation and from inside is called intrinsic motivation.

C. Paired Reading

1. Definition of Paired Reading

The paired reading strategy encourages peer teaching and learning. Students are divided into pairs and read along together or take turns reading aloud to each other. Pairs can have the same reading ability or can include a more fluent

reader with a less fluent reader. Each student reads and provides feedback about their own and their partner's reading behaviors (Merrill & Toth, 2001).

According to Meisinger et al., (2004), paired reading is a classroom strategy used to facilitate the development of fluent reading skills. In partner reading, students are paired together for the purpose of supporting each other through the oral reading of connected text. Partners listen, follow along, and provide needed words or assistance while taking turns reading, switching roles every other page. Partner reading, a scripted cooperative learning strategy, is often used in classrooms to promote the development of fluent and automatic reading skills.

Paired Reading is a literacy intervention that has been shown to improve literacy levels when implemented as an individual intervention with looked after children (Brooks, 2007). Paired Reading is a simple and effective intervention which offers a structured way to improve a child's reading, and furthermore is a productive way of engaging both the adult and child in the reading process (Topping, 2001). One technique which has been demonstrated to be effective for improving reading skills is Paired Reading (Brooks, 2013).

2. Advantages and Disadvantages of Paired Reading

The paired reading has numerous advantages over other comparable interventions. For example, catch up literacy is dependent on delivery by trained teaching assistants or teachers and is designed to be delivered over a full year

(Holmes et al., 2012). According to Topping (2014), there are some advantages of paired using reading method, they are:

- a) Children are encouraged to pursue their own interests in reading material. They have more enthusiasm from reading about their own favorite things, and so try harder.
- b) Paired Reading gives them as much support as they need to read whatever book they choose.
- c) Paired Reading is very flexible, the child determines how much support is necessary according to the current level of interest, mood, degree of tiredness, amount of confidence, difficulty of the books, and so on.
- d) With Paired Reading it is easier for children to make sensible guesses at new words, based on the meaning of the surrounding words. During Reading Together, a child can learn to read with expression and the right pacing. When doing Paired Reading, children get a bit of their own their own peaceful, private attention from their helper, which they might not otherwise have had.
- e) Paired Reading increases the amount of sheer reading practice children get. The number of books read in a week goes up, the number of words children look at in a week goes up, and more words stick in the child's memory.
- f) Paired Reading gives tutors a clear, straightforward and enjoyable way of helping their children, so no-one gets confused, worried or bad-tempered about reading.

According to Allen (2013), paired reading also have some disadvantages:

- a) Quiet students may not feel comfortable while expressing their ideas with their partner.
- b) This technique spends much time when the process doesn't run well,
- c) The teacher cannot fully monitor each pair and also the information received by the students is limited
- d) A concept may not be understood as well if a person doesn't have to figure it out.

From those explanations above, PR technique has some advantages and disadvantages. We can see that this technique has more advantages than disadvantages which make the researcher assumed that this technique was beneficial to use in order to improve students' reading comprehension.

3. Procedure of Teaching Reading Using Paired Reading

In the implementation of Paired reading method in teaching reading, some steps have to be followed. The researcher explains the procedure of Paired reading method in teaching reading based on Harmin and Toth (2006), there are some steps of paired reading:

- a. Divide students in pairs and the students take turns reading the next section to each other, one person volunteers to start read aloud for bit.
- b. The students talk over the reading and what they think when they finish the reading. In this case the students share in pair about the information of text,

guess the meaning of text to get the main idea, detail information, find the implicit and explicit meaning and determine the generic structure of genre text.

- c. The students identify some things that they like, think something in their own life that the reading reminds them of, or think of something about the person that they like or found interesting in the reading, make notes then report to with one another.
- d. The students may pair up with new partner and ask one students to summarize the reading to classmate.
- e. The students write what they disagree of the summary, or what they would have done differently. They rewrite the part of reading in their word.

Meanwhile, Wilhoit (2018) elaborates some procedures of a Paired Reading Strategy:

- a. The helping reader should sit with the student and place the reading text so both readers can see it.
- b. Before reading, the student should be informed that he or she should signal when the student wants to read alone.
- c. Both readers start reading aloud until the student signals to read alone. The helping reader should continue to read silently.
- d. If the student hesitates or makes an error while reading, the helping reader should point to the word, say it, and have the student repeat the words.
- e. Both the readers continue to read until the student signals to read alone again.

From the explanation above, there were some steps of Paired reading method that have to follow. The researcher would implement this steps in teaching reading by implementing Paired reading method.

Reading is an activity to understand message from written form. Through reading student will get a lot of knowledge and information easily. In fact, sometimes the students do not have any enthusiasm in reading a text. They also could not answer all the questions after reading the text. It was caused that the students could not comprehend the text well. It was also caused by the teacher uninteresting teaching technique so the students feel bored in joining the lesson. The solution is the teacher should give interesting and interective teaching technique to make the students have enthusiasm to read and comprehend the text. This technique can help the students organize important information in a text and make students active in teaching learning process.

CHAPTER 3

METHODOLOGY

This chapter points out about research design, research setting, population and sample, technique of collecting data and technique of data analysis. Each point is discussed further in detail explanation.

A. Research Design

In this research, the writer used a quantitative method to provide the results of this research. Based on the research question in chapter one, the used of quantitative method its aim to know whether the students' reading skill improvement or not when paired reading is implemented in classroom. Any research that focuses on counting things and understanding the patterns that emerge from those counts is called quantitative research (Hinkel, 2011).

This research has one design to answer research questions. Pre-test post-test design is used for viewing significant differences between before and after the application of paired reading. The research design is presented as follows;

T1 X T2

Where:

T1: Pre-test (test given before treatment is applied)

X: Treatment (teaching reading through drill techniques)

T2: Post-test (test given after treatment is applied)

Hatch and Farady (1982)

B. Research setting

Research settings refer to the place of data collection. This study took place at SMA Negeri 1 Matangkuli, North Aceh, Aceh. SMA Negeri 1 Matangkuli is one of 29 public schools in North Aceh Regency. Located on Babussalam street, Blang village, Matangkuli district. At the beginning of its establishment, SMA Negeri 1 Matangkuli was called SMA Matangkuli. This school was established on January 1, 1989 and began operating on February 1, 1989, so in February 1 was designated as the anniversary of SMA 1 Matangkuli. In 1989, SMA Matangkuli changed its name to SMA Negeri 1 Matangkuli.

SMA Negeri 1 Matangkuli is a driving school on the edge of the village and has become an icon of rural area education in North Aceh Regency. This is seen when accepting new students. Students who graduated from junior high school with the highest grades always flooded the registration, exceed the existing capacity. Various academic and non-academic achievements up to the national level are achieved by many students of SMA Negeri 1 Matangkuli. National Examination achievements have also increased from year to year. In fact, further study in well-known universities reaches almost 100%.

The researcher chooses this school as the object of her research for some reasons. First, this school has become one of favorite senior high schools in North Aceh. The favorite school means that the school becomes an example to be followed by other Senior High Schools at the same level in the aspects of teaching and learning process, teachers' profile, teaching facilities, school's achievements and school management and administration as well as its quality. Second, the

English teacher of this school had implemented the group work in teaching-learning process.

C. Population and Sample

Population is all data that is of concern in a specified scope and time (Margono. 2010). The population in this study were all mathematics and natural science (MIPA) students of SMA Negeri 1 Matangkuli in the academic year 2020/2021, amounting to 333 students spread out in twelve classes. The authors describe the details for each class in the following table.

Table 3.1

Number of MIPA Students of SMA Negeri 1 Matangkuli Academic Year 2020/2021.

No	Class	Man	Women	Number of Students
1	X MIPA 1	9	21	30
2	X MIPA 2	11	18	29
3	X MIPA 3	11	19	30
4	X MIPA 4	8	18	26
5	XI MIPA 1	7	20	27
6	XI MIPA 2	11	19	30
7	XI MIPA 3	10	21	31
8	XI MIPA 4	6	22	28
9	XII MIPA 1	7	19	26
10	XII MIPA 2	11	15	26
11	XII MIPA 3	11	13	24
12	XII MIPA 4	12	14	26
Total		114	219	333

(Source: class data and number of students from SMA N 1 Matangkuli in 2020/2021)

The sample can be defined as part of the population selected by using certain procedures so that it is expected to represent the population (Subana, 2000). This study used simple random sampling technique. Simple random sampling is a sampling technique that is directly carried out on the sampling unit (Margono, 2010). Simple random sampling technique allows each sampling unit as an element of the population to get the same opportunity to be sampled. The author uses simple random sampling technique because the population is large. The population consisted of 333 MIPA students of SMA Negeri 1 Matangkuli which were divided into twelve classes.

The total population of MIPA students of SMA Negeri 1 Matangkuli is 333 students. To determine the size of the sample, the author used statistical calculations. According to Arikunto (2002), If the subject is bigger, it can be taken between 20-25%. The formula used to take samples is:

$$n = 25\% \times N$$

Information: n = large sample

N = large population

Therefore, the authors took a sample of 25% of the total population so that the number of samples was $25\% \times 333 = 83$ students.

The sampling procedure is done by lottery. The lottery method minimizes the injustice in choosing samples because each class is chosen randomly. Sampling of each class is done randomly by lottery techniques with the following steps;

1. The researcher writes the class sequence number based on the class list of students on small paper, rolls the paper, then puts it into a plastic cup, then closes the glass with plastic and gives a little hole (done at each grade level).
2. The writer shakes the glass and take out one roll of paper. Every number that comes out is recorded and used as a research sample. The same thing is done at each grade level until a sample of 3 classes is obtained with 83 students.

In other words, there is no discrimination in taking samples, anyone from the population members can be chosen as the research sample. In this research, the sample are 83 students in MIPA class (X MIPA 1 consist of 9 male students and 21 female students, XI MIPA 1 consist of 7 male students and 20 female students and XII MIPA 1 consist of 7 male students and 19 female students) in order to get the data. So, these three classes have been selected as the sample by using simple random sampling technique in choosing the class.

D. Technique of Collecting Data

Data collection of the quantitative method is mathematical methods (particular of statistics) and the data is analyzed by identifying statistical relationship. In this study, the researcher collected data by using some appropriate techniques; experimental class, test and questionnaire.

1. Test

Researchers use tests to measure the ability of students before and after the teaching and learning process, it aims to determine whether the paired reading method can improve students' reading skills or not. Arikunto (2013), argues that the test consists of questions or exercises used to measure skills, knowledge,

intelligence, abilities or talents that are processed by individuals or groups. Pre-tests are given before the teaching and learning process, while Post-tests are given after students are given treatment, it is useful to know whether the paired reading method can improve students' reading skills. Pre-test and post-test results are collected and compared.

In this research, the researcher uses fill in the blank test of procedure text which consist of 10 questions as the instrument to get the data. The questions of the pre-test and post-test that is given to each group are different, that is based on grade level.

2. Pre-Experimental Class

This research uses the Pre Experimental Design research method, the research design used is one group pretest and posttest design. In this study, there was a group that was randomly selected and given a pretest before treatment and ended with a final test (treatment is an independent variable and results are the dependent variable). Thus, the results of the treatment can be known more accurately, because it can compare with the conditions before being given treatment (Sugiyono, 2001).

The researcher needs an experimental class to apply paired reading method. The class used by researchers is three classes. Collecting data was conducted during the experimental class, to investigate the implementation paired reading method in reading class'. This experimental class consisted of 30 students for class X MIPA 1, 27 students for class XI MIPA 1 and 26 students for class XII MIPA 1. The researcher took nine meetings, which is three meetings for each

class. There are three meeting for class X MIPA 1, three meeting for class XI MIPA 1 and three meeting for class XII MIPA 1. The allocated time was 2x45 minutes for each meeting. Based on the allocated time, the researcher was given pre-test and treatment to students in the first meeting. The second meeting was given all treatment in relation to experimental teaching by using paired reading method and the last meeting the researcher gives them treatment, post-test and questionnaire.

3. Questionnaire

The questionnaire is the second step to collecting data. Questionnaire is a number of questions to students about several problems that aim to get students' opinions (Arikunto, 2006). Students must answer questions based on what their response to the use of the paired reading method in the English class.

In this study, the questionnaire was to find out what students ultimately respond from the teaching and learning process and to find out their reasons about it. Researchers provide question sheets to students at the end of treatment of research. The questionnaire consisted of 10 questions. The researcher also used a Likert scale which was composed of 5 degrees of agreement, there were SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree). The Students should choose the degree of agreement based on students' opinions. Then the data were interpreted by the researcher.

In advance, the advantage of the questionnaire is that researchers do not have to be present in front of respondents, but can be distributed directly to many respondents; questions can be answered by respondents as quickly as they

themselves and depending on their part-time, can be anonymous, so that respondents will feel free, honest, and confident to answer and can be the standard in similar questions for all respondents.

E. Technique of Data analysis

Data analysis is done to interpret data from pre-test and post-test. Mean is used to find out the average of all samples (Arikunto, 2013). Therefore, in analyzing test scores, the researcher calculates average student scores using statistical formulas (Sudjana, 2002).

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

X : Mean (average score)

F_i : Frequency

X_i : Middle score of interval class

F_iX_i : The amount of multiplication between the frequencies and the middle scores of interval class

Before calculating mean, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution list:

- a. The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is:

$$R = H - L$$

Where:

- R : range
 H : the highest score
 L : the lowest score

b. Number of interval class

In determining the number of interval, the following formula is used;

$$I = 1 + 3.3 \log n$$

Where:

- I : the amount of interval class
 n : the amount of sample

c. The length of sample

In determining the length of interval class, the following formula is used:

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

Where:

- P : length of interval
 R : the range of score
 I : interval

d. Table Distribution of test

After finding the range of data, number of interval classes, length of interval, the data is served in distribution table as follow:

Table 3. 2

Distribution Table (Sudjana, 2005)

Interval Class	F	X	Fx
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Where:

F : Frequency

X : Middle score of interval class

FX : The amount of multiplication of frequency and deviation range

The purpose of mean calculation is to know the average score of students and to compare average score of pre-test and post-test.

For the questionnaires, the researcher counted the total of number had been found. The data of questionnaires were presented in percentage. Based on Sudjana (2002), the formula used was:

$$P = \frac{F}{N} X 100\%$$

Where :

P : percentage

F : frequency

N : Number of sampling

100% : constant value

Presenting the results of questionnaires in percentage was helping the researcher to know how the students perceived their experiences using the treatment.

CHAPTER 4

RESEARCH FINDING AND DISCUSSION

This chapter focuses on research's finding. There are two types of data, tests and questionnaires that need to be analyzed. Then the finding of these analysis is brought into further discussion as an effort to answer the study questions that are intended.

A. The Result of Test

After conducting the pre-test and post-test, the obtained data were calculated statistically to identify the mean scores and analyze whether the pre-test and post-test scores differed significantly after treatments. The first step was counted the mean of pre-test and post-test scores before doing the analysis. The scores can be seen in the following table:

Table 4. 1

The Students' Scores of Paired Reading Pre-test and Post-test

No	Initials' Name	Pre-Test	Post-Test
1	AP	100	100
2	AH	90	100
3	AM	100	100
4	CS	90	100
5	DS	90	100
6	HA	90	90
7	MC	90	100
8	MA	100	100
9	MF	20	70
10	MFS	90	90
11	MH	60	70
12	MR	60	80
13	MZ	50	70

14	MR	90	100
15	NA	90	100
16	NN	90	100
17	NW	90	100
18	N	70	100
19	NU	90	100
20	NF	80	90
21	NR	70	100
22	PN	100	100
23	PT	100	100
24	RZ	60	90
25	RF	100	100
26	RF	100	100
27	SH	100	100
28	UL	80	90
29	ZF	70	100
30	LI	100	100
31	AM	40	70
32	AR	70	70
33	AH	90	90
34	GA	80	90
35	GM	70	80
36	GN	40	50
37	HF	90	90
38	IH	60	70
39	MA	70	70
40	MAL	90	90
41	MI	80	80
42	MU	30	40
43	NR	40	80
44	NA	70	70
45	NAM	20	40
46	NAZ	60	80
47	NF	70	70
48	PM	60	80
49	PU	70	70
50	RC	40	50
51	RA	60	70
52	RAD	50	60
53	SN	50	70
54	SZ	90	90
55	WI	60	80
56	ZM	50	50
57	MR	70	90
58	AM	70	70
59	AF	30	80

60	AI	40	80
61	AP	40	80
62	AL	70	70
63	CR	40	90
64	DL	90	90
65	MA	50	80
66	MS	70	70
67	MN	30	80
68	MU	90	90
69	NU	90	100
70	NM	90	90
71	PS	70	70
72	RM	70	70
73	RT	90	100
74	RA	100	100
75	RI	70	70
76	RM	70	70
77	SH	90	90
78	SU	70	70
79	TB	80	90
80	TY	90	90
81	UZ	50	70
82	ZR	80	90
83	ZU	90	100
Total	83	6000	6930

The next step was arranging the score from the lowest up to the highest score

Pre-test

20	20	30	30	30	40	40	40	40	40	40
40	50	50	50	50	50	50	60	60	60	60
60	60	60	60	70	70	70	70	70	70	70
70	70	70	70	70	70	70	70	70	70	70
80	80	80	80	80	80	90	90	90	90	90
90	90	90	90	90	90	90	90	90	90	90
90	90	90	90	90	90	90	100	100	100	100
100	100	100	100	100	100					

Post-test

40	40	50	50	50	60	70	70	70	70	70
70	70	70	70	70	70	70	70	70	70	70
70	70	70	70	70	80	80	80	80	80	80
80	80	80	80	80	80	90	90	90	90	90
90	90	90	90	90	90	90	90	90	90	90
90	90	90	100	100	100	100	100	100	100	100
100	100	100	100	100	100	100	100	100	100	100
100	100	100	100	100	100					

1. Pretest

Based on the pretest, the highest score of the pretest was 100 and the lowest score was 20. To determine the range score, the formula was:

$$R=H-L$$

$$R= 100-20$$

$$R= 80$$

The next step was identified the amount of interval class by using the formula below.

$$K= 1+ (3.3) \log n$$

$$K= 1+ (3.3) \log 83$$

$$K= 1+ (3.3) 1.91$$

$$K= 1+ 6.303$$

$$K= 7.303 = 7 \text{ (taken)}$$

After finding the amount of the interval class, the length of the interval class was found out by using:

$$P=R/K$$

$$P= 80/7.3$$

$$P= 10.95 = \mathbf{11 \text{ (taken)}}$$

The last step was substituting the scores into the frequency distribution table as follow:

Table 4. 2

The Frequency Distribution Table of Student's Pre-test Score

No	Interval Class	Fi	Xi	Fixi
1	13-20	2	16.5	33
2	21-28	0	24.5	0
3	29-36	3	32.5	97.5
4	37-44	7	40.5	283.5
5	45-52	6	48.5	291
6	53-60	8	56.5	452
7	61-68	0	64.5	0
8	69-76	18	72.5	1305
9	77-84	6	80.5	483
10	85-92	23	88.5	2035.5
11	93-100	10	96.5	96.5
		$\Sigma fi=83$	$\Sigma xi = 621.5$	$\Sigma fixi = 5077$

Where:

Fi =Frequency

Xi =Middle Score of Interval Class

fixi =The Amount of The Multiplication between Frequency and

Middle Interval

The mean score of pretest was found out by using the formula

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

$$X = 5077/83$$

$$X = 61.2$$

The mean of pretest was 61

2. Post-test

After the calculation of students' pretest score, then researcher continued to analyze the posttest score of the students. To analyze the posttest score, the researcher used the same formula as in pretest. From the arranging data before, it shows that the highest score of posttest was 100 and the lowest score was 40. So the range was:

$$R = H - L$$

$$R = 100 - 40 = 60$$

The next step was identified the amount of interval class by using the formula below.

$$K = 1 + (3.3) \log n$$

$$K = 1 + (3.3) \log 83$$

$$K = 1 + (3.3) 1.91$$

$$K = 1 + 6.303$$

$$K = 7.303 = 7 \text{ (taken)}$$

After finding the amount of the interval class, the length of the interval class was found out by using:

$$P = R/K$$

$$P = 60/7.303$$

$$P = 8.21 = 8 \text{ (taken)}$$

The last step was substituting the scores into the frequency distribution table as follow:

Table 4. 3

The Frequency Distribution Table of Student's Post-test Score

No	Interval Class	Fi	Xi	Fixi
1	40-47	2	43.5	87
2	48-55	3	51.5	154.5
3	56-63	1	59.5	59.5
4	64-71	21	67.5	1417.5
5	72-79	0	75.5	0
6	80-87	12	83.5	1002
7	88-95	19	91.5	1738.5
8	96-100	25	98	2450
		$\Sigma fi=83$	$\Sigma xi =570.5$	$\Sigma fixi = 6909$

Where:

Fi =Frequency

Xi =Middle Score of Interval Class

fixi =The Amount of The Multiplication between Frequency and Middle Interval

The mean score of post-test was found out by using the formula

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = 6909/83$$

$$X = 83.2$$

The mean of post-test was 83.

B. The Result of Questionnaire

The questionnaires were distributed in order to get the additional information from students about paired reading to see whether student's interest in

reading increased after using paired reading. The questionnaires of this research consisted of 10 close-ended questions.

Table 4. 4

The Percentage of Questionnaires (Close-Ended Question)

No	Questions	Frequency (F)					Percentage(%)				
		SA	A	N	D	SDS	SA	A	N	D	SDS
1	I feel that my reading skill improve after doing paired reading method.	41	38	2	1	1	49	46	2	1	1
2.	Using paired reading method enhance my motivation in learning English reading.	36	33	11	2	1	43	40	13	2	1
3.	I find a difficulty to understand english text by using paired reading method.	8	19	4	44	8	10	23	5	53	10
4.	Paired reading method makes me more excited to read the books.	28	31	12	12	0	34	38	14	14	0
5.	Paired reading method is more interesting than other method I've ever use.	28	33	10	10	2	34	40	12	12	2
6.	Paired reading method is very easy to use in the classroom.	49	21	12	1	0	59	25	14	1	0
7.	Learning by using paired reading makes my time more efficient in reading.	25	43	11	1	3	30	52	13	1	4
8.	I think by learning to reading using Paired reading method make me understand what I read.	28	32	15	8	0	34	38	18	10	0
9.	I get a lot of a new knowledge from using paired reading method.	27	31	23	1	1	32	37	28	1	1
10.	I recommend teacher to use paired reading method in teaching reading	31	26	24	2	0	37	31	29	2	0
Total		301	307	124	82	16	362	370	148	97	19
Equation Degree		30.1	30.7	12.4	8.2	1.6	36.2	37	14.8	9.7	1.9
		Percentage					73	15	12		

Notes: SA : Strongly Agree (5), A : Agree (4), N : Neutral (3),
D : Disagree (2), SDS : Strongly Disagree (1).

Based on the table above, it can be seen that the percentage of their answers as follows:

1. Strongly Agree	: 36.2 %
2. Agree	: 37 %
	—————
	73 %
3. Neutral	: 15 %
4. Disagree	: 9.7 %
5. Strongly Disagree	: 1.9 %
	—————
	12%

From the students' answers above, it was found that the percentage of positive answers (strongly agree and agree) were 73%, neutral 15%, while the negative answers (disagree and strongly disagree) were 12%, it means that the positive answers were higher than the negative answers. From the questionnaire, the researcher also found that most of the students said that there were no difficulties during class because using paired reading method make them understand what they read. The students also enjoyed the class because they get a lot of a new knowledge during the learning process using paired reading method; and they also recommended teacher to use paired reading method in teaching reading. This proved that the use of paired reading could improve students' interest in learning English reading.

C. Discussion

This study is examined to find out whether the use of paired reading methods improve the students' reading skill. After collecting and processing all

data obtained from the test and questionnaires, it is essential to discuss the research findings in order to answer all the research questions intended.

There are two research questions of this study which were raised in the first chapter. The first research question was “Does paired reading method improve the students’ reading skill?”. This question could be answered based on the given tests. Based on the scores, there were significant results between pre-test and post-test. The different score before and after applying paired reading method showed that the use of paired reading method is truly effective, so that it may develop students’ ability in reading skill. Besides that, this method is very easy to use in the classroom with the time more efficient to make a group in the reading class.

Before this paired reading method was applied in reading classroom, previously the researcher found that the students still have weak reading comprehension skills. In addition, the students also often made some mistakes in terms of pronunciation, vocabulary and comprehension of text. Even, there are several students still confused to read the text correctly and also they have no self-confidence to pronounce the word. The result of this research shows that when paired reading method was applied in reading classroom, the students found the opportunity to improve their poor reading skills. With brief explanation paired reading method can be implemented in the class successfully. According to Keith (2014), paired reading is a fun way that can help less able readers develop better reading skills. The paired reading method for peer or parent tutoring is a form of

oral reading that allows students to access and understand text several levels above their abilities.

The second research question was "what are students' perception on paired reading method?". From the questionnaire analysis, the researcher found 73% of students believe that paired reading method can improve their reading skills. The data showed that students felt the use of paired reading method could help them in understanding the text. This finding is similar with the previous study by Ana (2012) which indicated that the use of paired reading could improve students' reading skills. The researcher also found that most of the students were interested and motivated in learning reading. This method made the students more enthusiastic because it made them feel more curious to continue reading text. It means that most students had positive responses on using paired reading methods in learning reading. However, based on the questionnaire, there were a few of students' (15%) who stated that they found difficulty in understanding English text by learning with paired reading methods; it means that not all students are able to learn reading comprehension through the paired reading methods.

CHAPTER 5

RESEARCH CONCLUSIONS AND RECOMMENDATIONS

After analyzing the result of the research in the previous chapter, the researcher writes some conclusions and recommendations as follows:

A. Conclusions

This study aims to determine whether the use of the paired reading method can improve students' reading skills. The students have good comprehension after they are taught by using paired reading methods. The enhancement of students' reading skill is also supported by the result of the test scores. The mean score of pretest was 61 and it improved into 83 in the post test. It showed that the use of pairs in teaching reading can improve students' reading skill.

Teaching reading using paired reading makes the students more active and enthusiastic during the teaching learning process, because in paired reading, the students conduct the discussion between their partners, exchange their ideas; the students also may pair up or exchange with new partners. Using paired reading the students are more communicative and not afraid to make mistake. The students also believed that paired reading method improved their reading skill and got new way in getting idea of reading text.

B. Recommendations

Based on the conclusion above, the researcher would give suggestions dealing with the teaching of reading. For students, the researcher expects that students must be active in teaching learning process, especially when they are

taught by using paired reading, by asking a question to their partner or teacher, reading English text and sharing their ideas to the class; they should not be afraid of making mistakes during the teaching and learning process. In addition, the students should create high motivation in themselves to be able to follow the learning process very well. The students should learn and practice English material more in order to improve their reading comprehension; thus, they can get some new words and get some information from the text.

For teacher, the researcher expects that the teacher should apply paired reading method as one of the ways in teaching reading because it can help students be more confident, motivated, and active in learning process. The teacher should divide students in pair to conduct the discussion. By doing this, the students will be motivated in joining the class and will not be bored during teaching and learning process. They can cooperate each other and solve their problems while they are discussing with the partner. In addition, considering the students' problem in reading comprehension during treatments, the writer suggests the teacher to give students more text to be read and more exercises. The teacher also should explain the rules of the strategy clearly and repeat them several times to avoid the students misunderstanding the rules and make the implementation of the strategy run well.

For future researchers, the researchers hoped they can use the finding of this research as a foothold to conduct the next research on similar problems of reading skill through other teaching techniques. This thesis can be a reference for other researcher to conduct the next research.

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i. Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15080/UIN.OR/FTK/KP.07.6/10/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH 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-undang Nomor 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;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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 Mencrapkan 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 Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

1. Syarifah Dahliana, M. Ag.,M. Ed.,Ph. D
2. Rita Hermida, M.Pd

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Salsabilla

NIM : 160203001

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Teaching Reading through the Paired Reading Method

KEDUA

: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA

: Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

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: 15 Oktober 2019

Rektor

Dekan

Muhammad Rizali

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;
5. Arsip.

ii. The Recommendation Letter of Conducting Research from Tarbiyah Faculty of UIN Ar-Raniry



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-9988/Un.08/FTK.1/TL.00/09/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Sekolah SMA Negeri 1 Matangkuli

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SALSABILLA / 160203001**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jalan Prada Utama Lorong Budaya No 5 Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul **Teaching Reading Through the Paired Reading Method**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 September 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 14 September
2021

Dr. M. Chalis, M.Ag.

iii. Confirmation Letter of Conducted Research from SMA N 1 Matangkuli



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI I MATANGKULI
Jalan Bahussalam Matangkuli Kabupaten Aceh Utara KodePos : 24386
Telp/Faks. 0645-86390 Web : www.sman1matangkuli.sch.id
Email : sman1matangkuliacehutama89@gmail.com



SURAT KETERANGAN

Nomor : 421.3/ 702 /2020

Kepala Sekolah Menengah Atas (SMA) Negeri I Matangkuli Kabupaten Aceh Utara dengan ini menerangkan :

Nama : Salsabilla
Semester/Jurusan : IX/ Pendidikan Bahasa Inggris
Universitas : UIN Ar-Raniry Banda Aceh
Alamat : Jalan Prada Utama Lorong Budaya No.5 Kec.Syiah Kuala Banda Aceh

Benar yang tersebut namanya di atas telah melakukan penelitian dalam rangka penyelesaian skripsi dengan judul *“Teaching Reading Through the Paired Reading Method”* dari tanggal 15 September s.d 2 Oktober di SMA Negeri I Matangkuli.

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan seperlunya.

Matangkuli, 2 Oktober 2020

Kepala



Dr. Ridwan, M.S.M.

196708091994121002

iv. Lesson Plan for Teaching Experiment

RENCANA PELAKSANA PEMBELAJARAN

Sekolah : SMA Negeri 1 Matangkuli
Mata Pelajaran : Bahasa Inggris wajib
Kelas/Semester : X / MIPA
Materi pokok : Descriptive Text
Alokasi Waktu : 3 X 40 menit (2 jp)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal 3.4.2. Mengidentifikasi Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal 3.4.3. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
4.3 Teks deskriptif	4.4.3 Menyusun teks deskriptif lisan dan

- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
- 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
- tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan pembelajaran:

Melalui pendekatan *Genre Based Approach (GBA)* dengan menggunakan model pembelajaran *Discovery Learning* dan metode pembelajaran *paired reading*, peserta didik dapat *mengidentifikasi dan membedakan* fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan serta peserta didik dapat *menyusun* teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan unsur kebahasaan dan memiliki perilaku *jujur, disiplin, tanggung jawab, peduli, kerjasama, toleran, santun, responsif, dan pro-aktif, serta mampu berkerjasama dan berkomunikasi dengan baik.*

D. Materi pembelajaran

- Fungsi Sosial
Membanggakan, menjual, mengenalkan, mengidentifikasi, dsb.
- Struktur Teks
Dapat mencakup
 - Identifikasi (nama keseluruhan dan bagian)
 - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
 - Fungsi, manfaat, tindakan, kebiasaan
- Unsur kebahasaan
 - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal

- Adverbia terkait sifat seperti quite, very, extremely, dst.
- Kalimat deklaratif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

E. METODE PEMBELAJARAN

1. Pendekatan : Genre Based Approach
2. Model : Discovery learning
3. Metode : Paired reading

F. MEDIA, SUMBER PEMBELAJARAN

- Media : Papan tulis and Spidol
Sumber Belajar : Suara guru , Buku siswa dan Internet

Pertemuan pertama (2JP)

3.4.1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal

3.4.2. Mengidentifikasi Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal

A. Kegiatan Pendahuluan(20 menit)

- a) Guru membuka pelajaran dengan mengucapkan salam berdoa, absensi, menyiapkan buku pelajaran serta pengenalan diri
- b) Guru mengondisikan suasana belajar yang menyenangkan
- c) Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan (descriptive text)
- d) Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- e) Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan (descriptive text)

- f) Mengemukakan tujuan pembelajaran yang akan diajarkan tentang dekalraif dan interogatif
- g) Menyampaikan lingkup dan teknik penilaian yang akan digunakan.
- h) Mempersilahkan peserta didik yang datang terlambat untuk masuk kekelas dan meminta maaf dengan menggunakan bahasa Inggris.

B. Kegiatan Inti(60 Menit)

Stimulation

- Siswa diberikan beberapa soal yaitu soal pre-test yang berkaitan dengan materi pembelajaran reading comprehension
- Siswa diminta untuk menjawab pertanyaan tersebut secara individu dengan kemampuan mereka masing masing.
- Siswa mendengarkan/membaca tentang teks descriptif dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai teks descriptif dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan pengucapan dan isi teks tentang teks deskriptif

Data collection

- Siswa secara berpasangan mencari contoh dekskriptif teks dari berbagai sumber
- Siswa bersama pasangannya membuat simulasi tentang teks deskriptif dan berlatih melakukan simulasi tersebut.

Verification

- Siswa bersama pasangannya mendemonstrasikan simulasi teks deskriptif

Generalization

- Setiap pasangan memberikan penilaian terhadap simulasi yang sudah di demostrasikan oleh kelompok lain

C. Kegiatan Penutup(10 menit)

- Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I

hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

- Menyimpulkan apa yang telah dipelajari hari ini
- Memberi Reward kepada pasangan yang paling bagus menulis teks dan mempresentasikan hasil kerja mereka.
- Guru menyampaikan kegiatan apa yang akan dilakukan dipertemuan selanjutnya
- Guru menutup pelajaran dengan membaca doa dan mengucapkan salam

Pertemuan kedua (2JP)

3.4.3. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal

A. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (20 menit)

- a) Guru membuka pelajaran dengan mengucapkan salam, berdoa, absensi dan menyiapkan buku pelajaran;
- b) Guru mengondisikan suasana belajar yang menyenangkan
- c) Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan
- d) Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- e) Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan.
- f) Mengemukakan tujuan pembelajaran yang akan diajarkan tentang teks dekriptif dengan menggunakan metode paired reading
- g) Menyampaikan lingkup dan teknik penilaian yang akan digunakan.
- h) Mempersilahkan peserta didik yang datang terlambat untuk masuk kekelas dan meminta maaf dengan menggunakan bahasa Inggris.

B. Kegiatan Inti (60 Menit)

Stimulation

- Siswa mendengarkan penjelasan guru mengenai deskriptif teks dengan menggunakan metode paired reading serta memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai descriptive text dalam bentuk dekalraif dan interogatif dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan pengucapan dan isi teks tentang descriptive text dalam bentuk dekalraif dan interogatif

CRITICAL THINKING

Data collection

CREATIVE dan COLLABORATIVE

- Siswa secara berpasangan diberikan contoh teks deskriptif dalam bentuk dekalraif dan interogatif dari berbagai sumber
- Siswa bersama dengan pasangannya diminta untuk membaca dan menjawab pertanyaan dari contoh teks yang diberikan guru.

Verification

- Siswa bersama pasangannya menjawab pertanyaan dari contoh teks yang diberikan guru dengan menggunakan metode yang telah dijelaskan.

Generalization

- Setiap pasangan memberikan penilaian terhadap jawaban pasangan lain

C. Kegiatan Penutup (10 menit)

- Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang telah dipelajari hari ini
- Guru memberikan umpan balik pembelajaran serta menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.

Pertemuan ketiga (2JP)

4.4.3 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (20 menit)

- Guru membuka pelajaran dengan mengucapkan salam, berdoa, absensi, dan menyiapkan buku pelajaran
 - Guru mengondisikan suasana belajar yang menyenangkan
 - Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teksinteraksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan
 - Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan
- CRITICAL THINKING**
- Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teksinteraksi transaksional lisan dan tulis pendek dan sederhana yang tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan
 - Mengemukakan tujuan pembelajaran yang akan diajarkan tentang Nomina, singular dan plural. Menyampaikan lingkup dan teknik penilaian yang akan digunakan.
 - Mempersilahkan peserta didik yang datang terlambat untuk masuk kekelas dan meminta maaf dengan menggunakan bahasa Inggris.

CHARACTER BUILDING

B. Kegiatan Inti(60Menit)

LITERACY

Stimulation

- Siswa mendengarkan/membaca tentang descriptive text dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya dalam bentuk Nomina singular dan plural
- Siswa mencoba menirukan pengucapannya dan menuliskan tentang descriptive text yang digunakan dalam bentuk Nomina singular dan plural

Problem statement

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai descriptive text dalam bentuk Nomina singular dan plural dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan pengucapan dan isi teks tentang descriptive text dalam bentuk Nomina singular dan plural

CRITICAL THINKING

Data collection

- Siswa secara berpasangan mencari contoh teks deskriptif dalam bentuk Nomina singular dan plural dari berbagai sumber
- Siswa bersama dengan pasangannya melakukan diskusi untuk mencari jawaban yang benar dari soal descriptive text dalam bentuk Nomina singular dan plural dan berlatih melakukan simulasi tersebut.

Verification

- Siswa bersama pasangannya mendemonstrasikan simulasi tentang descriptive text dalam bentuk Nomina singular dan plural

Generalization

- Setiap pasangan memberikan penilaian terhadap simulasi yang sudah di demonstrasikan oleh pasangan lain
- Siswa secara individual menjawab soal post-test berdasarkan materi yang telah di pelajari dari pertemuan pertama.
- Siswa menjawab soal questioner yang diberikan guru berdasarkan pengalaman mereka sendiri selama pembelajaran berlangsung

C. Kegiatan Penutup(10 menit)

- Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang telah dipelajari hari ini bersama-sama.
- Memberi Reward kepada kelompok yang paling bagus mempresentasikan hasil kerja mereka
- Guru menyampaikan ucapan terimakasih atas proses pembelajaran yang sudah berlangsung.

E. Teknik Penilaian

- Teknik Penilaian
 - Tes tertulis dan lisan
- Bentuk penilaian
 - Menentukan hubungan kekerabatan
 - Memperkenalkan diri secara lisan pada orang lain

1. Instrumen Penilaian Sikap

a. Sikap spiritual

No	Nama	Ketaatan Beribadah		Berperilaku Syukur		Berdoa		Toleransi Beragama		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

b. Sikap sosial

No	Nama	Tanggung Jawab		Kerjasama		Peduli		Pro-aktif		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan: SB= Sangat Baik dan PB= Perlu Bimbingan

2. Instrumen Penilaian Keterampilan

No	Keterampilan yang di amati dan dinilai	Skor				Keterangan
		4	3	2	1	
	Aspek proses					
	- Mengamatitayangan					
	- Mengajukan pertanyaan					
	- Mencoba					
	Aspek Abstrak					
	- Membaca (menyimak)					
	- Mengarang					
	Aspek Konkret					
	- Menggunakan					
	- Merangkai					
	- Membuat					

Kriteria:

4 = Terlibat aktif dari awal sampai akhir pembelajaran

3 = Terlibat aktif hanya pada bagian-bagian tertentu

2 = Terlibat namun pasif

1 = Tidak terlibat bahkan mengganggu PBM

1. Pedoman Penskoran

PENILAIAN TEST TERTULIS

	(4)	(3)	(2)	(1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Style: Word choice, Tone and Sentence structure	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

Uraian	Skor
Jawaban benar, tata bahasa benar.	2
Jawaban benar, tata bahasa kurang tepat.	1
Jawaban salah/tidak menjawab.	0

F. Media/Alat, Bahan, dan Sumber Belajar

1. Media
 - Gambar tentang tempat bersejarah
2. Alat/bahan
 - Papan tulis dan spidol
3. Sumber belajar
 - Suara guru
 - English book grade X

Mengetahui,
Kepala Sekolah

Matangkuli, 15 September 2020
Guru Mata Pelajaran

Drs.Ridwan
NIP. 196708091994121002

Salsabilla
NIM. 160203001

LAMPIRAN MATERI DAN INSTRUMENT PENILAIAN

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing

Generic Structure Descriptive Text

Ketika menulis descriptive text, ada beberapa susunan umum / generic structure (sebenarnya tidak wajib) agar tulisan kita dianggap benar. Susunan tersebut adalah :

Identification : berisi tentang identifikasi sesuatu, baik makhluk hidup ataupun benda mati yang akan dideskripsikan.

Description : berisi tentang penjelasan / penggambaran tentang sesuatu, baik makhluk hidup ataupun benda mati, dengan menyebutkan beberapa gambaran, sifat, karakter, atau apapun yang berhubungan dengan deskripsi sesuatu yang dimaksud.

Ciri-ciri teks descriptive :

- ✚ Teks descriptive menggunakan simple present tense.
- ✚ Menggunakan attribute verb, seperti be (am, is, are)
- ✚ Teks descriptive menggunakan berbagai macam adjectives yang bersifat describing, numbering, classifying misalnya two strong legs, sharp white fangs, dsb.
- ✚ Teks descriptive menggunakan relating verbs untuk memberikan informasi tentang subjek, misalnya my mum is really cool, it has very thick fur, dsb.
- ✚ Teks descriptive menggunakan thinking verbs dan feeling verbs untuk mengungkapkan pandangan pribadi penulis tentang subjek, misalnya police believe the suspect is armed, I think it is a clever animal, dsb.
- ✚ Teks descriptive juga menggunakan adverbs untuk memberikan informasi tambahan mengenai perilaku atau sifat (adjective) yang dijelaskan, misalnya it is extremely high.

Describing about People.

To describe about a person, we have to include **appearance** and **personality**.

What do they look like ?

1. Appearance; to talk about appearance we can mention:
 - General adjectives
 - Age
 - Height
 - Figure
 - Hair
 - Other characteristics : earrings, tattoo, glasses, moustache, beard, and etc.

General Adjectives	Age	Height	Figure	Hair
Beautiful				
Pretty				
Cute				Long hair
Handsome				Short hair
Cool				Wave hair
Funky				Blonde hair
Attractive				Curly hair
Sexy	Young	Tall	Slim	Straight hair
And etc.	Middle	Short	Skinny	(Size+shape+colour+noun)
	Old		Fat	Eg: long curly brown hair.

Face	Eyes	Nose
Thin face	Blue eyes	Long nose
Round face	Brown eyes	Sharp nose /Pointed nose
Square face	White eyes	Flat nose (pesek)

1. Personality

- Funny
- Nice
- Good
- Polite

1. Example.

My Lovely Girlfriend Susan Smith

I want to tell you about my lovely girlfriend. My lovely girlfriend is Susan Smith. She is very beautiful and attractive. She is young, slim, sexy, and tall. She has long straight blonde hair and small blue eyes. Her nose is pointed and her mouth is big. She is funny, nice, and friendly.

Contoh Descriptive Text bertema Tempat

THE ACEH TSUNAMI MUSEUM

The Aceh Tsunami Museum is located on Jalan Iskandar Muda Street, Banda Aceh, and is open daily (except Friday) from 10.00-12.00 noon, and 15.00-17.00 West Indonesia Time. The Museum building has adopted the traditional raised Aceh House, while at the same time it resembles a ship with its protruding funnel.

Stepping inside, one will find a narrow corridor with water flowing from either side accompanied by a scary rumbling sounds, reminding of the devastations

made by the 2004 tsunami. The Museum also features an electronic simulation of the Indian Ocean earthquake, pictures of the casualties, and stories and testimonies of survivors. Building the museum had cost about IDR70 billion, and consists of 2 floors. The first floor is an open space area which serves as reminder of the tsunami disaster.

There are several sections on the first floor which recall the unfortunate day including pre-tsunami, during the tsunami, and post-tsunami pictures. Several images, remnants, and a diorama are showcased here. Some of the most notable dioramas are fishing boats being hit by the high waves and dashed onto the shore. There is also a picture of the PLTD Apung Ship which was swept up and carried far inland to finally come aground at Punge Blang Cut.

The 2nd floor features educational media including a library, simulation rooms, 4D room, and a souvenirs shop. Some of the simulation showcased here are an earthquake resistant building and a model of the earth's crust. There is also a room displaying tsunami disaster paintings and diorama.

Things To Review On Your Friends Videos :

1. eyecatching/not
2. colours
3. strenght and weakness from video
4. suggestion

How to write a good comment

<http://reviewterlengkap.blogspot.com/2017/02/cara-mudah-menulis-review.html>

Evaluasi Cognitive Beserta Instrument Penilaian

Reading comprehension

This museum is located in Ambarawa in central Java. The museum focuses on the collection of steam locomotive. Ambarawa was a military city during the dutch colonial government. King Willem I ordered the construction of the new railway station to enable the government to transport it's troops to Semarang. On may the 21st 1873, the Ambarawa railway station was built on 100,027,500 squares meter land. Back then it was known as the Willem I station. The Ambarawa railway museum was established much later on October 16, 1976 in the Ambarawa station to preserve the steam locomotive. They were coming to the end of their useful life when the 3 feet 6 inches guard railway or the Indonesian state railway or perusahaan negara kereta api was closed. The steam locomotives

1. What was the Ambarawa called during the dutch colonial government?
 - A. A military city
 - B. A railway museum,
 - C. A new railway town,
 - D. King Willem I station.
 - E. Steam locomotives station,

2. Why was the Ambarawa railway museum established?

- A. To preserve the steam locomotives
- B. To build a new government station.
- C. To park locomotives at the original station
- D. To build new railway museums
- E. To transport government troops.

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city. Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre. And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away. From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

3. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.
- D. 1000 people
- E. 500 people.

4. The text mainly focuses on...

- A. Bangkok's grandeur.
- B. Bangkok's "River Kings."
- C. The water of the Chao Phraya.
- D. The majestic river in Bangkok.
- E. Shangri-La Bangkok.

Score 1 = 25, 25 x 4 = 100

Listening

Direction : Listen to the following recorded dialogue carefully and fill the blank with the appropriate word

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen

3. Which of the following statement is not true about Peter?
- a. He has long and straight hair b. He has bright eyes.
c. He is not interested in sports. d. He plays football and tennis.
4. "Peter is interested in sports very much, and at school he plays football and tennis." The pressure phrase can be replaced by
- a. Dislike sport b. Really likes sport
c. Hates sport very much d. Finds sport not really entertaining
5. "But he usually does what he is asked to do". The pressure phrase means ...
- a. He does anything he wants. b. He always asks.
c. He is lazy. d. He is diligent.

Score 1= 20, 20 x 5= 100

Writing :

Write a descriptive text about historical place in your district

Rubrik terlampir

Speaking :

Share your descriptive text to your friends in front of the class

Rubrik terlampir



Descriptive Text (PRE-TEST and POST-TEST)

Name :

Class :

Genre :

A. Please read the text !

Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing. She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar. Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance. So far, she has appeared many times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dancer and if she has enough money, she will own a dancing company.

Read the text again and then answer the question below.

1. Who is Lusia ?
2. What does *they* refer to ? See the last sentences of the second paragraph.
3. What kind of dance does she prefer ?
4. How did she become very popular ?
5. What is the main idea of the third paragraph ?
6. Why does the audience like her performance ?
7. What is her experience ?
8. What is a good title of the text above ?
9. What does the text describe ? Person or thing ?
10. What kind of a person is she ?

Explanation Text

(PRE-TEST and POST-TEST)

Name :
Class :
Genre :

A. Answer the questions by crossing (x) a, b, c, d, or e in front of the right answer!

How do Seasons Happen?

Seasons come to us regularly. We have probably notice that it gets warmer in summer or dry season while it get colder in the winter or wet season. However do we know how these seasons change? Season happen and change every year. This happens because the Earth tits back and forth as it goes around the Sun. During the summer, the Earth tits toward the sun. it makes half of the Earth hotter. This condition is what we call summer. During the other half of the year, the Earth tilts away from the Sun. As a result, it makes that half of the Earth cooler. This cool condition is then what we call winter.

The different parts of the world have the same season at different times. In the northern half of the world, winter happens during the months of December, January, and Febuary. The regions are such North America and Europe. In the other land, the southern half of the world have winter during the months of June, July, and August. The regions are like South America and Australia. How does this difference happen? The same season happens at different times because the top and bottom halves of the Earth tilt away from the Sun at different times.

1. What kind of text is it?
 - a. Recount
 - b. Report
 - c. Explanation
 - d. Narrative
 - e. Review

2. Seasons happen due to the influence of the
 - a. Sun
 - b. Moon
 - c. Earth
 - d. air
 - e. wind

3. The Earth becomes cooler because....
 - a. the Earth is in the cooling state
 - b. the Earth tits away from the sun
 - c. the Earth is entering the winter session
 - d. there are many snow on earth
 - e. the Earth tits towards the sun

4. December, January, and February indicate the happening of season in north.
- a. dry
 - b. Rain
 - c. spring
 - d. autumn
 - e. winter
5. There are parts region that have the different season. It is caused by....
- a. the different rate of Earth tilting
 - b. the Sun exposure
 - c. the rate of air
 - d. the wind speed
 - e. the constellation
6. A: "I would like to book one VIP room for tomorrow, please!"
B: "I am so sorry Sir, The rooms until the end of the week."
- a. have already booked fully
 - b. has already booked fully
 - c. booking it fully
 - d. to be booked fully
 - e. is booked fully
7. George doesn't want to clean the room. He doesn't want to....
- a. ordered
 - b. be ordered
 - c. order
 - d. ordering
 - e. is ordering
8. A: "Why can't I find my script files on this laptop?"
B: "it already gone because the laptop yesterday."
- a. be fixed
 - b. Fixed
 - c. was fixed
 - d. are fixed
 - e. were fixed
9. A.: "Why are you so hurry?"
B: "I have arrived there on the time because I by my friends there."
- a. waited
 - b. to be waited
 - c. am waiting
 - d. am waited
 - e. waits
10. A: "The room is so dark. I think the lamps is broken."
B: "You are right! The lamps a long time ago."
- a. repairs
 - b. Repaired
 - c. to be repaired
 - d. should have been repaired
 - e. would have been repaired

Procedure Text

(PRE-TEST and POST-TEST)

Name :
Class :
Genre :

How to make porridge

Ingredients needed to make porridge :

Provide good quality rice as much as 200 grams. The quality of rice is very important because of the effect on the display of your slurry with 2 chicken stock. Provide Bay leaves as many as 3 pieces and \pm 2 teaspoons salt.

Ingredients for seasoning ingredients smooth

Take medium-size garlic 4 cloves and the onion about 6 to 7 fruit. Provide also cilantro about 1 teaspoon And also Pecan 5 grains. Don't forget to peel the turmeric is at least 1 cm only

Ingredients for the marinade ingredients chicken porridge

We recommend that you use 1 tails free-range chicken. Approximately $\frac{3}{4}$ liter of clean water and Salt 1 teaspoon. Pepper powder \pm $\frac{1}{2}$ teaspoon and the nutmeg seed use half of it away. Provide also a sweet soy sauce at least 2 tablespoons. A little bit of cooking oil for sauteing.

Complementary material other materials

1 stalk of celery and thinly sliced thin. Fried soy at least 100 grams. Soy should be soaked before frying. Crackers used for Hor around 100 grams. It could also be complementary with others such as cakwe, Satay and other giblets. Well after all the ingredients the ingredients you have available, yuk started we make chicken porridge and kaldunya.

The easy way to make chicken porridge special

Clean the chicken and boiled with water about 2 to 3 litres (depending on the magnitude of the chicken) and add 1 tablespoon salt, wait until cooked and tender, then lift the meat of their chickens. Wash the rice until it is clean and boiled with water broth (approximately 2 liters), stir stir briefly so that it is cooked evenly. After the rice is starting to soften, enter the Bay leaves and 2 teaspoons salt. Lower the flame of the stove and stir stir slowly until it becomes mush. Puree smooth condiments (garlic+ onions + cilantro + Pecans + turmeric), then sauteed with a little cooking oil, stir stir until fragrant and smell ripe. Then enter in the rest of the broth. Re-insert the chicken and simmer over low heat to moderate. Once the water is boiling, add (pepper seed + nutmeg + sweet soy sauce). Wait a while (after all it is mixed evenly and percolating in chicken

meat), meat raise their chickens and turn off the stove. Once the chicken is cool, then FRY until fragrant.

1. What is the main ingredient?

- a. Soybean
- b. water
- c. rice
- d. chicken

2. What is the text about?

- a. how to make porridge
- b. how to make fried chicken
- c. how to make noodle
- d. how to make ice cream

3. What makes a porridge special?

- a. kismis
- b. chocolate
- c. milk
- d. chicken

4. What is the generic structure of the text?

- a. Goal-equipment-steps
- b. Goal-Material-Resolution
- c. Goal-Material-Steps
- d. Goal-Ingredient-Resolution

5. What is the social function of the text?

- a. To inform the reader about porridge
- b. To retell the story
- c. To describe about how to make a porridge
- d. To describe porridge

6. The language features is

- a. past tense
- b. present tense
- c. future tense
- d. continuous tense

7. How many fried soy that we need?

- a. 50 gr
- b. 100 gr
- c. 150 gr
- d. 250 gr

8. How many salt that we need?

- a. two teaspoons
- b. one teaspoon
- c. three teaspoons
- d. six teaspoons

9. What is the kind of that text?

- a. explanation text
- b. descriptive text
- c. procedure text
- d. hortatory text

10. When we add fried chicken?

- a. after all the ingredients have been done
- b. after we add water
- c. after stir the porridge
- d. after add the meat

Questionnaires (Close-Ended Question)

Name :

Class :

Genre :

PETUNJUK PENGISIAN

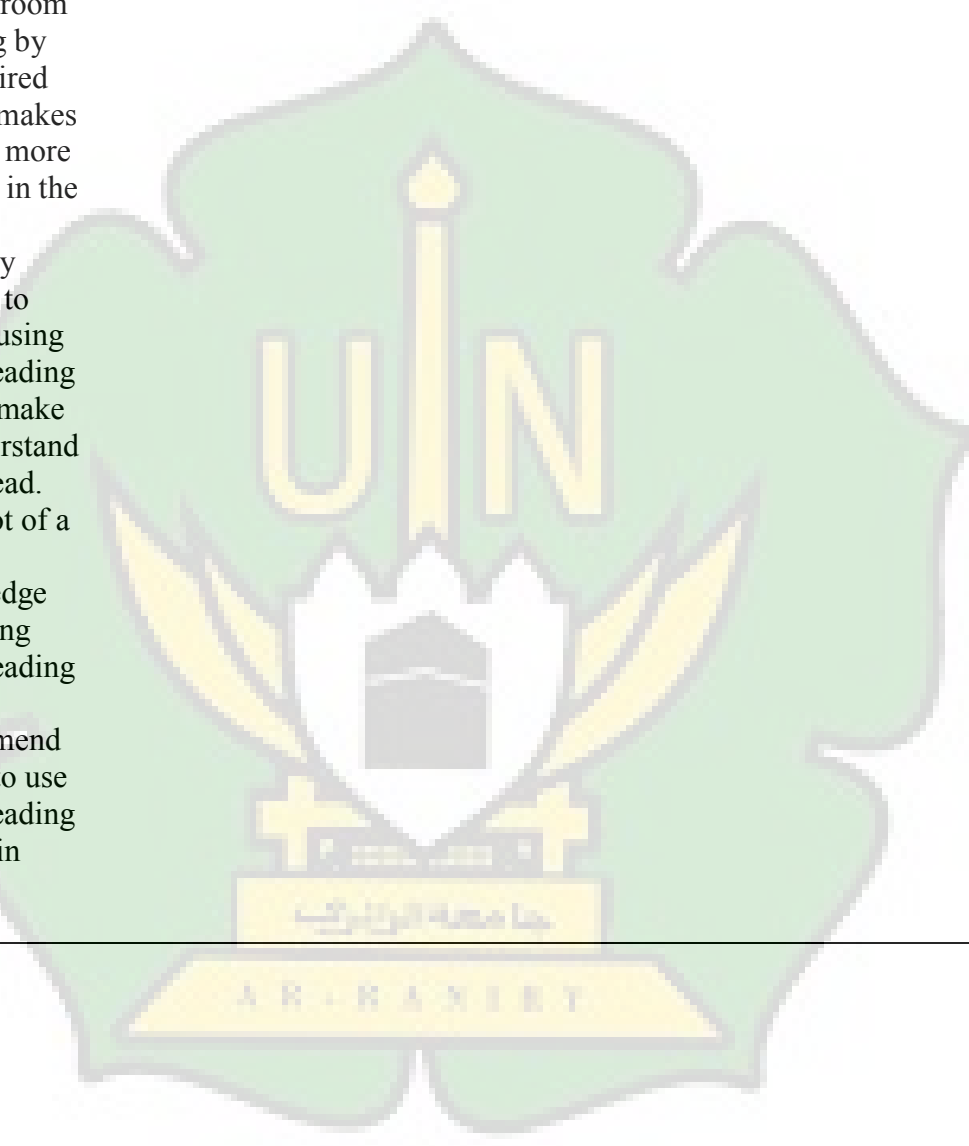
- Pengisian angket ini tidak akan mempengaruhi prestasi atau nilai saudara.
- Berilah tanda centang (√) pada pertanyaan yang dianggap sesuai dengan diri saudara.
- Kejujuran saudara dalam pengisian angket ini sangat membantu dalam pengumpulan data kami.
- Keterangan: Untuk menjawab Sangat Setuju (SS) diberi nilai 5, Setuju (S) diberi nilai 4, Netral (N) diberi nilai 3, Tidak Setuju (TS) diberi nilai 2, Sangat Tidak Setuju (STS) diberi nilai 1.

Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No	Questions	Frequency (F)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I feel that my reading skill improve after doing Paired reading method.					
2.	Using paired reading method enhance my motivation in learning English reading					
3.	I find a difficulty to understand english teks by using paired reading method					
4.	Paired reading method makes me more ecited to read the books.					
5.	Paired reading method is more					

Interesting than
other method
I've ever used.

6. Paired reading method is very easy to use in the classroom
7. Learning by using paired reading makes my time more efficient in the reading.
8. I think by learning to reading using paired reading method make me understand what I read.
9. I get a lot of a new knowledge from using paired reading method.
10. I recommend teacher to use paired reading method in teaching reading.



viii. Photo of Conducted research

