

**THE USE OF PAIRED READING METHOD TO TEACH
READING SKILL FOR THE EIGHTH GRADE STUDENTS OF
PESATREN NURUT TAUHID**

A THESIS

Submitted as a Part of the Requirement for S.Pd. Degree

in English Language Education Study Program



By

ULVIA RAMADHANI WAHYUDDIN

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IAIN PALOPO

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS FACULTY

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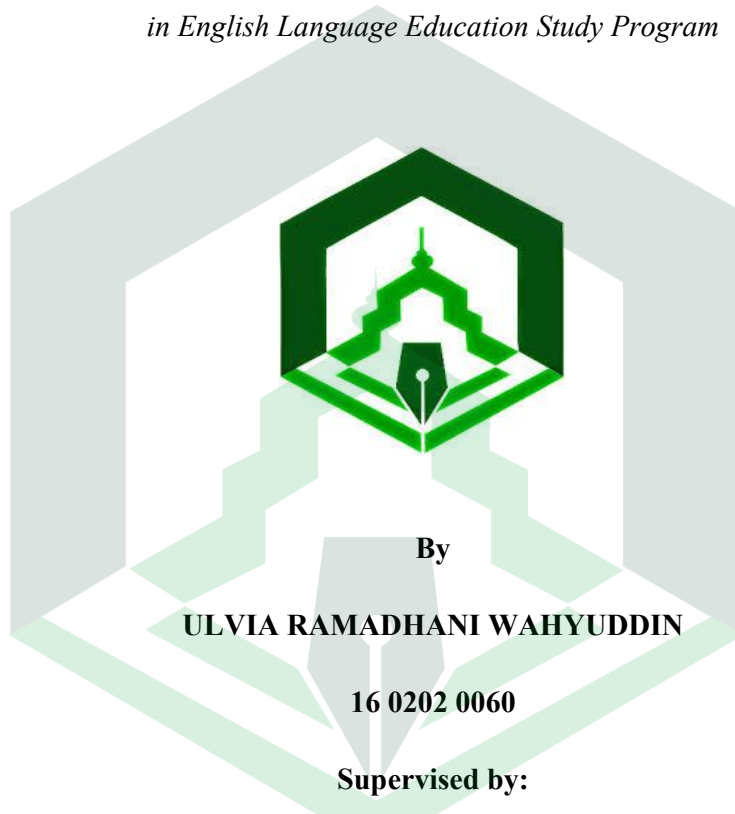
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2021

THESIS APPROVAL

This thesis, entitled "The Use of Paired Reading Method to Teach Reading Skill for the Eighth Grade Students of Pesantren Nurut Tauhid" written by Ulvia Ramdhani Wahyuddin, Reg. Number 16 0202 0060, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Friday, March 5th 2021 M, coincided with Rajab 21st 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, March 5th 2021 M
Rajab 21st 1442 H

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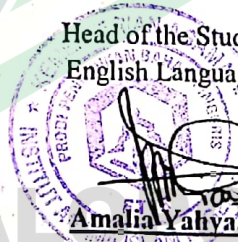
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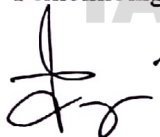
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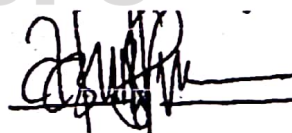
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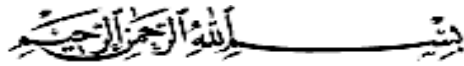
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Palopo, 9 Februari 2021

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ABSTRACT

ULVIA RAMADHANI WAHYUDDIN, 2020." The Use of Paired Reading Method to Teach Reading Skill for the Eighth Grade Students of PesantrenNurutTauhid".A thesis of the study program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Under supervisor Dr. Sahraini, M.Hum as the first consultant and AndiTenriSanna, S.Pd as the second consultant.

This thesis aimed to identify the better achievement of use paired reading in teaching reading for the eighth-grade students of Pesantren Nurut Tauhid 2020/2021. was experimental research took 12 students for Experimental. Furthermore, in data collections, the samples were given pre-test and post-test. These were 12 treatments with a different model, in which this experiment was treated by applying paired reading method. The students' score calculations showed that the post-test mean is higher than the mean of the pre-test. It can be seen from the value of pre-test was 42.00, and the importance of post-test was 70.33. The standard deviation of pre-test was 10.98760, and standard deviation of post-test was 5.77350. The t table is lower than t test ($10.787 > 2.201$). The probability was lower than alpha ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected Based on this research result, paired reading has better achievement in teaching reading skills for the eighth-grade student of pesantren Nurut Tauhid. The researcher suggests that using a paired reading method can be an alternative way to improve their reading skills immensely. Hopefully, this research would become a consideration for a language teacher to implement paired reading in teaching reading in their class.

Keyword: Paired-Reading Method, Improve, Reading Skill.

CHAPTER I

INTRODUCTION

A. Background

Reading is one of English abilities, and it is flexible for the student because from reading the reader can find new information from the text they already read. Reading is a process to identify the important idea. The most important thing that the reader can comprehend what they are already read. According to Carillo (1976) in Baha (2017), State that the reading is a combination of mechanics, understanding, retention and use. The reader not only to perform, but to understand what are the reader already read.¹ Reading is not an easy process because it involves the work eye and brain almost to get information or message from the text so that to make the students be able to read effectively, efficiently and correctly, the teachers should to prepare good material in teaching English, especially in reading as mentioned in the Holly Qur'an An – Nahl verse 125. Itsays:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning:“Call (Mankind) to the way of your lord with wisdom and good instruction and argue with them in a good way. Lo! Thy Lord is the best aware of him who strayed from his way, and He is best aware of those who are guided.”

¹ Carillo, W, Lawrence. *Teaching Reading: A Handbook*. New York:St. Martin's Press, Inc. 1976.

There were problems in teaching reading based on the researcher's pre-observation at Pesantren Nurut Tauhid Bilante on July 21st 2020, the researcher made an interview to English teacher. From the result of the interview, it revealed that the students had a problem in reading. When the researcher asked about the reading ability, the teacher said that the students weak in reading. From the pre- observation the researcher found that the students had problem with reading that was students reading was still low. It could be seen in students' achievement reading score in narrative text. The researcher found that the students were still confused to understand the aspect of reading and difficult to answer the questions from the text. Another problem was the lack of students' participation in the classroom.

In this research, the researcher taught the student how to understand the text and made a situation where the students feel enjoy in the learning process. The researcher applied the method to improve students' ability to solve the problem in comprehending the text. The researcher applied the paired reading method in teaching; it is also called partner reading is a form of choral reading in which there are two readers; the first one is proficient. This method can help students to develop fluency and word recognition skill (Topping, 1995).² The paired reading method was an effective method to teach reading (Yulita, 2014).³ The paired reading activity helped the students understand the text to improve

² Topping, K.J. *Paired Reading, spelling and Reading*. New York:Cassel.1995.

³ Yulita, S.S. *The Effectiveness of Paired-Reading Method in Teaching Reading Comprehension*. Mataram: Mataram University.2014.

students' reading skills. (Arief Fajar Gumilar, 2018).⁴ In paired reading teacher can use many types of reading materials.

In this research, the researcher taught narrative text as input for the students. The researcher used narrative text because it was effective to measure the students' reading skill and the eight grade students learn about narrative text. This research will be focused on the implementation of the PR method in teaching reading toward reading skills. The researcher used this method to investigate the most improved reading aspect when paired reading was implemented in teaching reading.

This research entitles: "the use of the paired reading method to improve reading skill for the eighth-grade students of Pesantren Nurut Tauhid".

B. Problem Statement

Based on the background, the problems can be identified as follows: (1) the students were still confused to understand the aspect of reading, (2) Difficult to answer the questions from the text, (3) the lack of students' participation in the classroom. From the problems above, the researcher formulates research question as follows: Does the students have better achievement in reading skill after they taught by applying the paired reading method?

⁴ Gumilar, A.F. *The Use of Paired Reading Strategy in Teaching Reading Skills to Students*. Bandung: Indonesia University of Education. 2018.

C. The objective of the research

Based on the problem statement, the research objectives are to discover whether or not the students have better achievement in reading skill after they were taught by applying the paired reading method.

D. Significance of the Research

The significances which expected from this research as follows:

1. Theoretically, this research supported the theory about the paired reading method, where this method can improve reading skill.
2. Practically, this research was useful for:
 - a. The English teacher can improve the students' reading skill in teaching a narrative text by applying the paired reading method.
 - b. The students can improve their achievement in reading narrative text.
 - c. Other researchers, to inspire the researcher on other topics research especially relevant to reading narrative text.

E. Scopes of the Research

The scope of the research is limited to teach reading narrative text using oaired reading method by considering some aspect of reading such us; main idea, vocabulary, reference, specific information.

CHAPTER II

LITERATURE OF REVIEW

A. Previous Research

There is related research about the ability of reading comprehension:

Yulita, in her research entitled "The Effectiveness of Paired-Reading Method in Teaching Reading Comprehension."⁵ The subject of this research was the students of SMP Negeri 13 Mataram. The type of this research was quasi-experimental. She concluded that paired reading effective in teaching reading. This research and the research above have some differences and similarities. The differences were: the subject of this research was the students of Pesantren Nurut Tauhid, while the subject above was the students of SMPN 13 Mataram. Furthermore, the research above used quasi-experimental, while this research use pre-experimental. The similarity between the research was the research applied paired reading as a method in teaching student.

Widyastuti, in her research entitled "Improving Student's Reading Skill by Using Paired Reading".⁶ The subject of the research was the eighth-grade student of SMPN 16 Surakarta. The type of research was a CAR. She concluded that paired reading could be used in teaching to improving students' reading. There was an enhancement of the student reading skill after guided reading by using paired reading.

⁵ Yulita, S.S. *The Effectiveness of Paired-Reading Method in Teaching Reading Comprehension*. Mataram: Mataram University.2014.

⁶ Widyastuti, A. *Improving Student's Reading Skill Using Paired Reading*. Surakarta:Sebelas Maret University.2012.

This research and the research above have some differences and similarities. The differences are: the subject of this research was the students of Pesantren Nurut Tauhid, while the subject of the research above was the students of SMP 16 Surakarta. Furthermore, the research above used CAR, while this research use pre-experimental. Both researchers used paired reading as a method of teaching reading.

Arief Fajar Gumilar," The use of paired reading strategy in teaching reading skills to EFL Students".⁷ The subject was students of SMP Antapati. He concluded that PR helped the students in comprehend text and to improve students' skill in reading.

This research and the research above have some differences and similarities. The differences are: the subject of this research was the students of Pesantren Nurut Tauhid, while the subjects of the research above were students of SMP Antanapi. Furthermore, the research above used the case study, while this research used pre-experimental. However, both researchers used paired reading as a method of teaching reading.

B. Literature Review

1. Definition of Reading

Reading is one of the processes of communication of ideas from one person to another person, through the medium of writing or printing text to seek

⁷ Gumilar, A.F. *The Use of Paired Reading Strategy in Teaching Reading Skills to EFL Students*. Bandung: Indonesia University of Education.2018.

the ideas behind the words".⁸ That means that reading is the process of understanding the meaning of the text, and then the readers can get knowledge and get information.

The definition of reading based the Michigan, reading is the process of constructing the meaning of the dynamic interaction between the readers' existing knowledge, the information suggested by the written language, and the reading situation's context.

In comprehend the text, there are three elements; (1) The readers, (2) The text, (3) The activity. Reading learn is the process of simulating extracting and constructing the meanings through making interaction with written language.⁹

2. Teaching Reading Skill

Teaching reading is a teaching process to help students read the text well in English to improve their reading skills. Teaching reading is a multi-component and highly complex process that involved interaction among student and teacher.¹⁰

In teaching reading, the readers not only teach how to read, but bat also try to comprehend the meaning of the content.¹¹

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⁸ Miller, H. W. *Identifying and correcting reading difficulties in children*. New York: The Centre for Applied Research in Education. 1990.

⁹ Snow, C. C. *Reading for Understanding toward an R&D Program in Reading Comprehension*. RAND Education.2002.

¹⁰ Klinger K., Janette, Vaughn, Sharon and Boardman, Alison. *Teaching Reading Comprehensio to Students with Learning Difficulties*. New York: The Guilford Press. 2007.

¹¹ Richards, Jack C., *Approaches And Methods in Language Teaching*, United State of America: Cambridge University Press, 2001.

We can conclude that teaching reading is a complex activity to make the students comprehend and understand what they have read in the text. The teacher has essential roles to help students to be a good reader.

3. Purpose of Reading

People can read the text but hard to understand what the writer was telling about. It is because the reading was not providing any information to the readers. So it defeats the purposes of reading as a mean to gain knowledge. There are two kinds of the purpose of reading; (1), reading for fun or pleasure, it means that it is purposed to follows the narrative and enjoy the sound of the literary text, by reading for fun, the readers can increase vocabulary, reading speed, comprehending and writing. (2), reading get information, and it means that people were reading the text to get some information.¹²

The purpose of reading into;

1. Reading to get information and to skim quickly

In reading to get information the reader has typically to scan the text for specific information.

2. Reading to learn from the text

The reader read to learn typical occurs in the professional and academic text which the reader needs to know a considerable amount of information from the text.

¹² Linse, T. *Practical English Language Teaching: Young Learners*. New York: McDraw-Hill Compoanies.2005.

3. Reading to integrate data, write and critique the text.

Integrate information often occur before the writers write the paper. The writers need to incorporate much data to support their idea, statement, or against some message in the form. The information was taken from many sources.

4. Reading for comprehension.

Comprehension is the purpose of reading. Getting to understand the book's content, preview the book that includes reading for understanding. When people read a text for the pleasure, it aims to search for information from the text. People enjoy reading a text to comprehend the text.¹³

4. Reading Process

Reading is a process of response to make sense of the texts. The readers need to understand the text's language in the word levels and sentence levels. And also we need to connect the message with readers' knowledge.¹⁴

Reveals some significant findings that will affect your approach to teaching reading one of them is bottom-up reading.¹⁵ In the Bottom-up, the reader should recognize from the small part to the most considerable amount.

¹³ Grabe, William and Fredricka L. Stoller. *Teaching and Researching Reading*. London: Pearson Education Limited. 2011.

¹⁴ Spratt, M., Alan P & Melanie W. *The Teaching Knowledge Test Course*. New York: Cambridge University Press. 2005.

¹⁵ Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy (2nd Ed.)*. New York: Addison Wesley Longman, Inc. 2001.

Recognize the reading process starts from the words sound as the small part of meaning to the largest, and those are the structure of knowing the language. ¹⁶

Reading in the interactive process is a mixture of a top-down and bottom-up approach. The reader follows the bottom-up process then, input top-down if needed.¹⁷

Reading process is a process that the reader mind engaged in the text. In confronting the readers' minds to the text, the readers have to employ the readers' background knowledge to sense the text's idea. In making sense of the text, the reader goes through a bottom-up, top-down, and interactive approach.

5. The aspect of Reading Text

Aspect of reading;

1. Main idea

Determining the main idea is the essential specifics in comprehension skill. The main idea is the paragraph's essence, or what the writer tries to get across the readers. In other words, that is what the author wants the reader to know about the text. The main idea is a basic idea that the author develops through the paragraph. The example of finding the main idea can be illustrated by a question: What is the main idea of section 3 on the text?

¹⁶ Gregory, Eve.. *Learning to Read in a New Language: Making Sense of Words and Worlds (2nd edition)*. London: SAGE Publication Ltd. 2008.

¹⁷ Harrison, C. *Understanding Reading Development*. London: SAGE Publication Ltd. 2004

2. Specific Information

This part specifies information developed in the topic sentence by giving some definitions, examples, fact comparisons, analogies, causes and effects, statistics, and quotations. The standard of the question; Which statement is False about the farmer?

3. Reference

Reference is a word used before and after the authorities in the reading materials. When such terms are used, there is a signal for the readers to find the text's meaning. Examples of the questions; "They are very smart..." (Paragraph 3, in line 2), "they" refer to...

4. Inference

The inference is the educated guess of something that the reader unknown based on the text's available facts and information. Example of the questions is; what are the purposes of the text above?

5. Vocabulary

Vocabulary is a stock of the words by the people. Vocabulary is necessary for people who want to speak or produce expression for ending. The questions consist the language can be shown as follow: "... the make flight **difficult**" (P. 1, L. 2) the close meaning of the bold word is..."¹⁸

¹⁸ Nuttal, C. *Teaching Reading Skill in a Foreign Language*. London: British Library Cataloguing in Publication Data. 1982.

6. Narrative Text

The narrative text is one popular and common form of writing. The narrative is a type of written or spoken language that tells a character who faces a definite situation.

The narrative is a text that relates a series of logically or chronologically related events caused by some factors. The essential key to comprehending narrative text is the plot, character, and event.¹⁹

The function of narrative text is to entertain the readers. The typical structure of narrative text; (1) Orientation, (2) Evaluation, (3) Complication, (4) Resolution, (5) Reorientation. Orientation is set the scene and introduces the participant involved in the text. Evaluation is stepped back to evaluate the plights. Complication happened when a crisis arises. Resolution is an option one that contains the writers' conclusion.²⁰

The characteristic is; use the past tense, using adverbs of time, using specific participants, using conjunction, and using relational and mental processes.

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¹⁹ Anderson, M. & Anderson, K. *Text Types in English 2*. Macmillan Education Australia PTY LTD. 2003

²⁰ Herlina. Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented with Character Building. *English Education Journal (EEJ)* 2 (2) .2012.

7. Paired Reading Method

Paired reading (partner reading) is a reading strategy that facilitates the development of fluent reading. In paired reading, student pairs together to supports each other while reading the text. ²¹

Partner reading is paired with the fluent reader with the less fluent reader. They take a turn in reading aloud to each other. Paired reading needs model and special instruction in proper the behaviour, what comment and correction are appropriate. The students are motivated to follow the rules because they want to privilege working with their partner.²²

Paired Reading is a straight forward and generally enjoyable way for more able readers to help less able readers develop better reading skills (i.e. a form of cross-ability tutoring). The method is adaptable to any reading material, and tutees select texts which are of intrinsic interest to them but a little above their independent readability level (otherwise the support of PR is pointless). This might include newspapers, magazines, community literature or texts in electronic environments. Of course the texts must be within the independent readability level of the tutor.²³ Paired Reading can do a lot of good, but equally important is that it seems to do little harm and be widely ideologically acceptable. Paired Reading works in parallel with a school reading curriculum based on look-and-say, phonics, language experience, pictograms, precision

²¹ Meisinger, E.B. *Quality of the Interaction during Partner Reading*. The University of Georgia. 2002.

²² Willis.J.*Teaching the Brain to Read*. USA: the Association for Supervision and Curriculum Development.2008.

²³ Topping, K.J. *Paired Reading, spelling and Reading*. New York:Cassel.1995.

teaching, direct instruction or any other kind of approach. Those who wish to read more about the theoretical underpinnings of Paired Reading and its connections with the wider literature on how children learn to read should consult.

- **How to Use Paired Reading**

1. List the students in order from highest to lowest according to reading ability.
2. Divide the list in half.
3. Place the top student in the first list with the top student in the second list.
4. Continue until all students have been partnered.
5. Be sensitive to pairings of students with special needs, including learning or emotional needs. Adjust pairings as necessary.
6. The reader from the first list should read first while the reader from the second list listens and follows along.
7. The second reader should pick up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader read.
8. Encourage pairs to ask each other about what was read. "What was your get from the text?."

- **Advantages of Paired-Reading**

The advantages of reading,

- a. Students are encouraged to follow their interest to choose reading material in reading.
- b. Students are more in their control of what is going on.
- c. Paired reading is more flexible.

- d. The student gets lots of praise.
- e. There's lots of emphasis on understanding.
- f. Paired reading gives continuity.
- g. Reading with a partner can learn to read with an expression.²⁴

8. Teaching Reading on Narrative Text by Using Paired Reading Method

In this section, the teacher introduces paired reading, and the benefits students get before involving them in paired reading. The teacher then tried to explain to the students that paired reading can help them develop their reading skills. Then explain narrative text one of the text types learned through four stages.

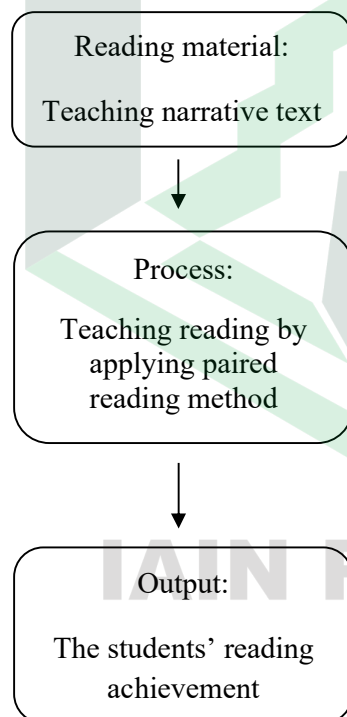
C. Conceptual Framework

The concept of using the paired reading to improve the students' reading skill have been explored in the previous discussion. Reading is one of the important things to get any information. In a school case, reading is an essential skill because the students face written text in their text books almost every day. In fact, the students' faces difficulties in learning process, especially in learning English. The difficulties caused by a monotonously method which is used in the learning process. It is a serious problem because the difficulties influence other teaching and learning components. The students are not able to comprehend a passage well so that they cannot grab information of the passage comprehensively. There should be a solution to solve this problem.

²⁴ Topping, K.J. *Paired Reading, spelling and Reading*. New York:Cassel.1995.

From the literatul of review, the researcher had discussed a paired reading . Therewere several advantages of the use of the paired reading in the learning process. The paired reading helps the students to increase their achievement in reading skill.

Therefore, the paired reading is a good method to solve the problems identified by the researcher in the eight grade students' of pesantren Nurut Tauhid. This method is considered appropriate with the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the reading skills. The following is a schema of the conceptual framework of this research.



D. Hypothesis

1. Null hypothesis (H_0) means the students do not have better achievement after they are taught by using the paired reading method.
2. The alternative hypothesis (H_1) means that the students have better achievement after reading using the paired reading method.



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CHAPTER III

RESEARCH METHOD

A. Research Design

In this section, the researchers used pre-experimental, the researcher follows the necessary experiment steps. In this research, the researcher did not use a control class. This research used the pre-experimental design because the researcher provided the control class. This research used pre-test and post-test to measure the treatments' result. The method of one group pre-test and post-test to involved a single group that was pre-test (O_1), gave treatment(X), post-test (O_2). To measure the treatment's success was determined by comparing the pre-test score result and post-test score result.²⁵

The design of One Group pre-test and post-test:

O_1	X	O_2
Pre-test	Treatment	Post-test

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

²⁵ Gay, L.R., Geoffrey E.M & Peter W.A. *Educational Research Competencies for and Applications.*(USA): Pearson Education, Inc.2000.

B. Populations and Samples

1. populations

The populations of this research are the eighth-grade students' of Pesantren Nurut Tauhid Bilante. There was 1 class the total of the populations were 12 students.

2. Samples

The researcher used the total population sampling to choose the sample. This research used the entire population because the number of students is small.

C. Variables

1. Dependents Variable

The dependent variable was the students' achievement in reading skill. Reading skill ability to understand written text

2. Independent Variable

The independent variable was the PR method. They have paired reading in a general enjoyable way to help the less reader increase reading skill.

D. The Procedure for Collecting Data

1. Pre-test

The pre-test was given to measure students' skill in reading text and their achievement before the researcher treats them.

2. Treatment

The researcher applied treatment in teaching reading narrative text using the paired reading method; it consisted of twelfth meetings, and it was done face to face. The step was;

1. The researcher explained the aspect of reading text and how to determine it.
2. The researcher explained about paired reading.
3. The researcher paired the student according to pre-test result. Where the high score pair with the low score.
4. The researcher gave the narrative text. Then, the researcher asked the student to read the text. Then, they discuss with the partner in determine the aspect of reading.
5. Then, come forward to read the text aloud with her/his partner. After the students read their text, they asked to understand the text and told what information and aspect of reading the student got from the text.
6. The researcher gave the students questions based on the text.
7. The researcher checked the students' answer and discuss about the answer.

3. Post-test

The researcher gave post-test to measure particular treatment effectiveness.

E. Instrument

The instrument was a reading test it was narrative text. The researcher took instruments on the internet, because there are only a few narrative text stories in in the book. Meanwhile, the researcher need many stories for pre-test and post-test. The researcher used multiple choices. It consists of 25 items in the test. The students got 1 point each item if their answer was correct and 0 points if the answer was incorrect. The correct answer got 1 point, and the wrong answer got 0 points.

F. The technique of Data Analysis

According to Nuttal (1982), reading consists of; determined the main ideas, finding specifics information, references, inferences, and vocabularies.²⁶ In this research the researcher used multiple choice consist of 25 number in the test. there were 5 number each aspect of reading.

1. Calculating the students' score by using the following formula:

$$\text{Scoring} = \frac{\text{Totalscoreofstudent} \times 100}{\text{maximumscore}}$$

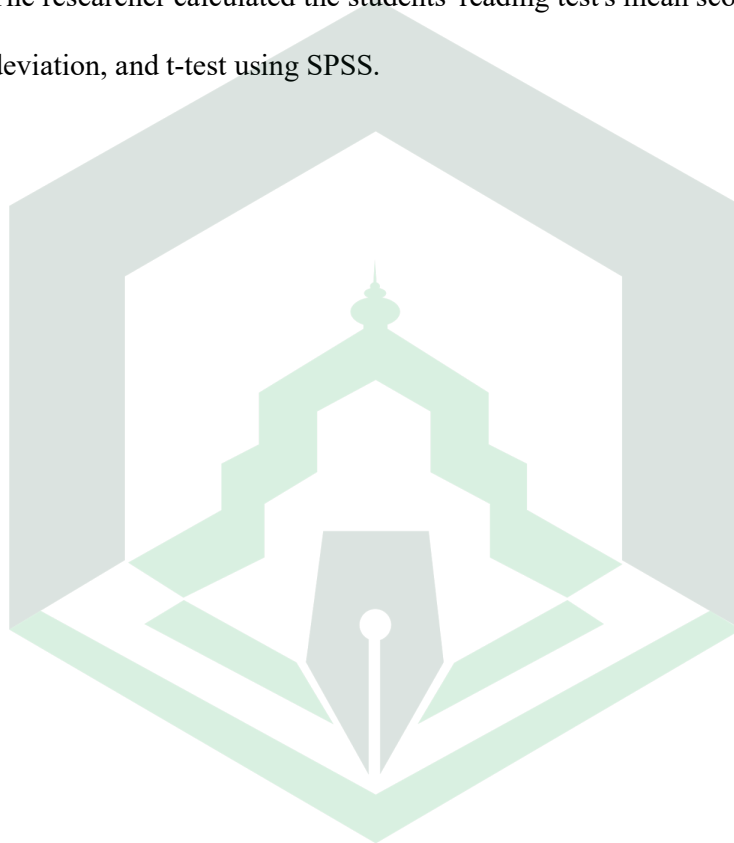
2. After collecting the data of the students, the researcher classified the score of the students. In rank the students' score, there were five classifications which were used as follows:

²⁶ Nuttal, C. *Teaching Reading Skill in a Foreign Language*. London: British Library Cataloguing in Publication Data. 1982.

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

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3. The researcher calculated the students' reading test's mean score, standard deviation, and t-test using SPSS.



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²⁷ Brown, H. D. *Language Assessment Principle and Classroom Practice*. New York: Longman. 2004.

CHAPTER IV

FINDING AND DISCUSSION

In this part, there were two sections. The first one was found. It deals with the final result of the data analysis that the research got from the field. The second sections were the discussion. It was deal with the explanation of the finding.

A. Finding

The finding of this research showed the final result of the data had been analyzed statistically. The students gave pre-test and conducted treatment that was held on October 23rd 2020 until November 14th 2020. The last, the students gave test again it was called post-test. It was held on November 21st 2020. The researcher will report the result of the students' reading test.

1. The Analysis of Students' Score of the pre-test.

a. The Students' Score of Reading Test in Pre-test

The researcher explained the score of the students' reading test in the pre-test. The researcher presented the score in the table. The pre-test was given to measure the students' reading score before they treated by the researcher. The score tabulated by the following table:

Respondents	Correct answer					Total correct answer	Score <small>(total correct answer x 100)</small> 25	Classification
	Main idea	Specific Information	Reference	Inference	Vocabulary			
R1	2	4	3	3	2	14	56	Failing
R2	2	1	3	1	2	9	36	Failing
R3	3	2	1	0	2	8	32	Failing
R4	2	2	3	3	2	12	48	Failing
R5	2	2	2	2	2	10	40	Failing
R6	2	1	1	3	1	8	32	Failing
R7	1	2	2	3	1	9	36	Failing
R8	3	1	2	0	3	9	36	Failing
R9	1	2	3	1	2	9	36	Failing
R10	2	1	4	3	2	12	48	Failing
R11	4	4	5	3	1	17	68	Inadequate
R12	2	3	1	1	2	9	36	Failing

Table 4.1. The score of students reading score in the pre-test.

Respondents	Correct answer (main idea)	Score	Clasification
		(total correct answer x 100)	
		5	
R1	2	40	Failing
R2	2	40	Failing
R3	3	60	Inadequate
R4	2	40	Failing
R5	2	40	Failing
R6	2	40	Failing
R7	1	20	Failing
R8	3	60	Inadequate
R9	1	20	Failing
R10	2	40	Failing
R11	4	80	Good
R12	2	40	Failing

Table 4.2 The score of students reading score in term main idea

Respondents	Correct answer (specific information)	Score	Clasification
		$\frac{\text{total correct answer} \times 100}{5}$	
		5	
R1	4	80	Good
R2	1	20	Failing
R3	2	40	Failing
R4	2	40	Failing
R5	2	40	Failing
R6	1	20	Failing
R7	2	40	Failing
R8	1	20	Failing
R9	2	40	Failing
R10	1	20	Failing
R11	4	80	Good
R12	3	60	Inadequate

Table 4.3 The score of students reading score in term specific information

Respondents	Correct answer (reference)	Score	Clasification
		$\frac{\text{total correct answer} \times 100}{5}$	
		5	
R1	3	60	Inadequate
R2	3	60	Inadequate
R3	1	20	Failing
R4	3	60	Inadequate
R5	2	40	Failing
R6	1	20	Failing
R7	2	40	Failing
R8	2	40	Failing
R9	3	60	Inadequate
R10	4	80	Good
R11	5	100	Excellent
R12	1	20	Failing

Table 4.4 The score of students reading score in term reference

Respondents	Correct answer (inference)	Score	Clasification
		$\frac{\text{total correct answer} \times 100}{5}$	
		5	
R1	3	60	Inadequate
R2	1	20	Failing
R3	0	0	Failing
R4	3	60	Inadequate
R5	2	40	Failing
R6	3	60	Inadequate
R7	3	60	Inadequate
R8	0	0	Failing
R9	1	20	Failing
R10	3	60	Inadequate
R11	3	60	Inadequate
R12	1	20	Failing

Table 4.5 The score of students reading score in term inference

Respondents	Correct answer (vocabulary)	Score	Clasification
		$\frac{\text{total correct answer} \times 100}{5}$	
R1	2	40	Failing
R2	2	40	Failing
R3	2	40	Failing
R4	2	40	Failing
R5	2	40	Failing
R6	1	20	Failing
R7	1	20	Failing
R8	3	60	Inadequate
R9	2	40	Failing
R10	2	40	Failing
R11	1	20	Failing
R12	2	40	Failing

Table 4.6 The score of students reading score in term vocabulary

b. Students' Pre-test score

Level of clasification	Number of students' score	Percentage (student)	Classification
90-100	0	0%	Excellent
80-89	0	0%	Good
70-79	0	0%	Adequate
60-69	1	8.33%	Inadequate
0-59	11	91.67%	Failing
Total	12	100%	

Table 4.7. The students' Pre-test percentage

Table 4.7. shows the percentage of the students' Pre-test percentage based on students correct answer in pre-test , elevant students got the failing score. In pre-test all student got lowscore. we can show in giving treatment day one. There is no students understand the aspect of reading.

c. Mean Score of the Student Correct Answer in Pre-test.

	N	Minimu m	Maximu m	Mean	Std. Deviation
Pre-test					
Valid N	12	32.00	68.00	42.0000	10.98760

Table 4.8. mean score of the Student Correct Answer in Pre-test

The table 4.8. shows the mean score of students' correct answer in pre-test. 32.00 was the lowest score, and 68.00, was the highest score. Then, the mean score in pre-test was 42.0000, and the standard deviation was 10.98760.

d. Students' Pre-test score in Terms of Content

1. Students' Pre-test score in Terms of the Main Idea

Level of classification	Number of students' score	Percentage (students)	Classification
90-100	0	0%	Excellent
80-89	1	8.33%	Good
70-79	0	0%	Adequate
60-69	2	16.67%	Inadequate
0-59	9	75.00%	Failing
Total	12	100%	

Table 4.9. Students' Pre-test score in Terms of the Main Idea

Table 4.9. shows the percentage of the students' pre-test in term of the main idea. There is one student got good score, two students got inadequate score, and nine students got failing score. Based on the students score in pre-test, the table above shows the students' got failing score more than the students' got good score.

2. Students' Pre-test score in Terms of Specific Information

Level of clasification	Number of students' score	Percentage (students)	Classification
90-100	0	0%	Excellent
80-89	2	16.67%	Good
70-79	0	0%	Adequate
60-69	1	8.33%	Inadequate
0-59	9	75.00%	Failing
Total	12	100%	

Table 4.10. Students' Pre-test score in Terms of Specific Information

The table 4.10 shows the percentage of the students' pre-test in term of specific information. There more nine students were getting the low score, and two students got good score. The table above shows the students' got failing score more than the students' got good score.

3. Students' Pre-test score in Terms of References

Level of clasification	Number of students' score	Percentage (students)	Classification
90-100	1	8.33%	Excellent
80-89	1	8.33%	Good
70-79	0	0%	Adequate
60-69	4	33.33%	Inadequate
0-59	6	50.00%	Failing
Total	12	100%	

Table 4.11. Students' Pre-test score in Terms of References

Table 4.11. shows the percentage of the students' pre-test result in term of reference, there were two student got high score and ten student got low score. The table above shows the students' got failing score more than the students' got good score.

4. Students' Pre-test score in Terms of Inference

Level of clasification	Number of students score	Percentage (students)	Classification
90-100	0	0%	Excellent
80-89	0	0%	Good
70-79	0	0%	Adequate
60-69	6	50.00%	Inadequate
0-59	6	50.00%	Failing
Total	12	100%	

Table 4.12. Students' Pre-test score in Terms of Inference

Based on table 4.12. shows the percentage of the students' pre-test result in term inference, there is no student got high score, six students got inadequate, and six students got failing score. the table explains that all of students got low score.

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5. Students' Pre-test score in Terms of Vocabulary

Level of clasification	Number of students score	Percentage (students)	Classification
90-100	0	0%	Excellent
80-89	0	0%	Good
70-79	0	0%	Adequate
60-69	1	8.33%	Inadequate
0-59	11	91.67%	Failing
Total	12	100%	

Table 4.13. Students' Pre-test percentage in Terms of vocabulary

Table 4.13 shows the percentage of the students' pre-test result in terms of vocabulary. The table explains that there is no students got high score and all of student got low score, it because the researcher have not taught in their class.

2. The Analysis Student's Reading Test Score in post-test.

a. The Students' Score of Reading Test in Post-test

The researcher explained the score of the students reading test in post-test. The researcher presented the score in the table. The post-test was given to measure the students reading after they treated by the researcher. The score tabulated by the following table:

Respondents	Correct Answer					Total correct answer	Score (total correct answer x100) 25	Classification
	Main Idea	Specific Information	Reference	Inference	Vocabulary			
R1	3	4	4	3	4	19	76	Adequate
R2	2	3	5	2	4	16	64	Inadequate
R3	4	2	5	3	4	16	72	Adequate
R4	2	2	5	3	5	17	68	Inadequate
R5	2	3	5	2	5	17	68	Inadequate
R6	2	3	5	2	4	15	60	Inadequate
R7	3	2	4	3	5	17	68	Inadequate
R8	4	4	4	2	4	17	68	Inadequate
R9	3	4	4	3	5	17	76	Adequate
R10	3	2	5	2	5	17	68	Inadequate
R11	3	3	5	4	5	20	80	Good
R12	3	4	3	4	4	19	76	Adequate

Table 4.14. The Students' Score of Reading Test in Post-test

Respondents	Correct answer (main idea)	Score	Clasification
		$\frac{\text{total correct answer} \times 100}{5}$	
R1	3	60	Inadequate
R2	2	40	Failing
R3	4	80	Good
R4	2	40	Failing
R5	2	40	Failing
R6	2	40	Failing
R7	3	60	Inadequate
R8	4	80	Good
R9	3	60	Inadequate
R10	3	60	Inadequate
R11	3	60	Inadequate
R12	3	60	Inadequate

Table 4.15 The score of students reading score in term main idea

Respondents	Correct answer (specific information)	Score	Clasification
		$\frac{\text{total correct answer} \times 100}{5}$	
		5	
R1	4	80	Good
R2	3	60	Inadequate
R3	2	40	Failing
R4	2	40	Failing
R5	3	60	Inadequate
R6	3	60	Inadequate
R7	2	40	Failing
R8	4	80	Good
R9	4	80	Good
R10	2	40	Failing
R11	3	60	Inadequate
R12	4	80	Good

Table 4.16 The score of students reading score in term specific information

Respondents	Correct answer (reference)	Score	Classification
		$\frac{\text{total correct answer} \times 100}{5}$	
		5	
R1	4	80	Good
R2	5	100	Excellent
R3	5	100	Excellent
R4	5	100	Excellent
R5	5	100	Excellent
R6	5	100	Excellent
R7	4	80	Good
R8	4	80	Good
R9	4	80	Good
R10	5	100	Excellent
R11	5	100	Excellent
R12	3	60	Inadequate

Table 4.17 The score of students reading score in term reference

Respondents	Correct answer (inference)	Score	Clasification
		(total correct answer x 100)	
		5	
R1	3	60	Inadequate
R2	2	40	Failing
R3	3	60	Inadequate
R4	3	60	Inadequate
R5	2	40	Failing
R6	2	40	Failing
R7	3	60	Inadequate
R8	2	40	Failing
R9	3	60	Inadequate
R10	2	40	Failing
R11	4	80	Good
R12	4	80	Good

Table 4.18 The score of students reading score in term inference

Respondents	Correct answer (vocabulary)	Score	Clasification
		$\frac{\text{total correct answer} \times 100}{5}$	
		5	
R1	4	80	Good
R2	4	80	Good
R3	4	80	Good
R4	5	100	Excellent
R5	5	100	Excellent
R6	4	80	Good
R7	5	100	Excellent
R8	4	80	Good
R9	5	100	Excellent
R10	5	100	Excellent
R11	5	100	Excellent
R12	4	80	Good

Table 4.19 The score of students reading score in term vocabulary

b. The Students' post-test score

Level of clasification	Number of students score	Percentage (students)	Classification
90-100	0	0%	Excellent
80-89	1	8.33%	Good
70-79	4	33.33%	Adequate
60-69	7	58.33%	Inadequate
0-59	0	0%	Failing
Total	12	100%	

Table 4.20 the students' Post-test score

Table 4.20. Shows the percentage of the students' post-test result. The table above shows that there one student got good score after they are taught by using paired reading. There more than five got inadequate score

c. The Mean score of Students' Corrects Answer in Post-test.

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test					
Valid N	12	60.00	80.00	70.3333	5.77350

Table 4.21. The Mean Score of Student Corrects Answer in Post-test

The table above explains that the maximum score was 80.00, and 60.00 was the minimum score. Then, the mean score in the post-test was 70.3333; the standard deviation of post-test was 5.77350.

d. Students' Post-test percentage in Terms of Content

1. Students' Post-test percentage in Terms of the Main Idea

Level of clasification	Number of stdents' score	Percentage (students)	Classification
90-100	0	0%	Excellent
80-89	2	16.67%	Good
70-79	0	0%	Adequate
60-69	6	50.00%	Inadequate
0-59	4	33.33%	Failing
Total	12	100%	

Table 4.22. Students' Post-test score in Terms of the Main Idea

Table 4.22.shows the percentage of the students' post-test result in term of the main idea. that there were 12 students observed. There were two (16.67%) student got good score after the reseacher applying paired reading.

2. Students' Post-test score in Terms of Specific Information

Level of clasification	Number of students' score	Percentage (students)	Classification
90-100	0	0%	Excellent
80-89	4	33.33%	Good
70-79	0	0%	Adequate
60-69	4	33.33%	Inadequate
0-59	4	33.33%	Failing
Total	12	100%	

Table 4.23. Students' Post-test score in Terms of Specific Information

Table 4.23 shows the percentage of the students' pre-test result in terms of spesifict information. Four students (33.33%) got a good score; four students (33.33%) were getting the inadequate score. Then, there four students (33.33%) were got the failing score. there four student got good score after they are taught by using paired reading.

3. Students' Post-test score in Terms of References

Level of clasification	Number of students' score	Percentage (students)	Classificatio n
90-100	7	58.33%	Excellent
80-89	4	33.33%	Good
70-79	0	0%	Adequate
60-69	1	8.33%	Inadequate
0-59	0	0%	Failing
Total	12	100%	

Table 4.24. Students' Post-test score in Terms of References

Table 4.24.shows the percentages of the students' result in term of reference, there was one student who got an inadequate score, four students who got a good score, seven students who got an excellent score. the table shows there was no students got failing score after they are taught by using paired reading.

4. Students' Post-test Result in Terms of Inference

Level of clasification	Number of students' score	Percentage (students)	Classification
90-100	0	0%	Excellent
80-89	2	16.67%	Good
70-79	0	0%	Adequate
60-69	5	41.67%	Inadequate
0-59	5	41.67%	Failing
Total	12	100%	

Table 4.25. Students' Post-test percentage in Terms of Inference

Based on table 4.25. shows the students' post-test result in terms of inference that, two students got a good, five students who got the inadequate score and five students who got the failing score. the table shows the students got low score more than the students got high score.

5. Students' Post-test percentage in Terms of Vocabulary

Level of clasification	Number of students' score	Percentage (students)	Classification
90-100	0	50.00%	Excellent
80-89	6	50.00%	Good
70-79	0	0%	Adequate
60-69	0	0%	Inadequate
0-59	0	0%	Failing
Total	12	100%	

Table 4.26. Students' Post-test Result in Terms of vocabulary

The table above explains the percentage of the students' post-test result in term of vocabulary. six students got a good score, and six students got an excellent score. there was no student got low score after they were taught by using paired reading method.

3. The Means Score of Students' pre-test and Post-test and Analysis of the Hypothesis of Acceptability

The researcher showed the mean and standard deviation of pre-test and post-test. Compare the mean and standard deviation Pre-test and post-test. The researcher used t-test then, calculated it by SPSS 20 to know whether the pre-test and post-test were significantly different and to see the acceptability of hypothesis.

This research used standard significance 95% (0,05) to test the hypothesis.

The foundation of decision rule is:

1. If $t_{count} > t_{table}$, it means that Null Hypothesis (H0) is rejected and Alternative hypothesis (H1) is accepted.
2. If $t_{count} < t_{table}$, it means that Null Hypothesis (H0) is accepted and Alternative Hypothesis (H1) is rejected.

The result was shown in the table below:

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	12	10.98760	3.17185
	Post-test	12	5.77350	1.66667

Table 4.27. The Mean Score of Student's Pre-test and Post-test

The table above explained that the mean of pre-test was 42.0000, and post-test was 70.3333, explained that the standard deviation of post-test (5.77350) was higher than the standard deviation of pre-test (10.98760). The researcher concluded that using the paired reading effectively improved students' reading achievement in reading skill.

Paired sample correlations

Pair 1		N	Correlation	Sig.
	Pre-test Post-test	12	.562	.057

Table. 4.28 paired sample correlations

Table above shows the correlations between pre-test and post-test. according of the data, the correlations is 0,562, and value of the significant is 0,057. The significant $0,057 > 0,05$. It can be concluded that there is no correlation between pre-test and post-test.

Paired Samples t-test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Pair 1 Post-test	-28.33333	9.09878	2.62659	-34.11443	-22.55224	-10.787	11	.000

Table 4.29. The Paired Sample Test of Pre-test and Post-test

T _{test}	Df	t _{table}
10.787	11	2.201

$T_{\text{test}} > t_{\text{table}}$ $1.787 > 2.201$
--

From the data above the value of t_{test} is 10.787. It was compare with the value of t table with df of numerator is 11. Based on the table of t table, it is known that the t_{table} on the significant level 0.05 (5%) is 2.201. The t table is lower than t test ($10.787 > 2.201$). it means that the variances of to sample are homogenous.

Table shows that the probability was lower than alpha ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It showed that paired reading could improve student reading skill.

4. The Means Score of Students' pre-test and Post-test in aspect of reading

1. The Mean Score of Main Idea

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	43.3333	12	16.69694	4.81999
	Post-test	56.6667	12	14.35481	4.14388

Table 4.30 Paired Samples Statistics

The table above explained that the mean of pre-test was 43.3333, and post-test was 56.6667, explained that the standard deviation of post-test was higher than the standard deviation of pre-test . The researcher concluded that using the paired reading effectively improved students' reading achievement in reading skill especially in determining the main idea.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Post-test	12	.354	.259

Table 4.31 Paired Samples Correlations

Table above shows the correlations between pre-test and post-test. according of the data, the correlations is 0,354, and value of the significant is 0,259. It can be concluded that the significant $0,259 > 0,05$.

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-13.33333	17.75251	5.12471	-24.61274	-2.05393	-2.602	11	.025

Table 4. 32 Paired Samples Test

$T_{test} > T_{table}$ $2.602 > 2.201$
--

From the data above the value of t_{test} is 2.602. It was compare with the value of t table with df of numerator is 11. Based on the table of t table, it is known that the t_{table} on the significant level 0.05 (5%) is 2.201. The t table is lower than t test ($2.602 > 2.201$). It means that the variances of to sample are homogenous.

The probability was lower than alpha ($0.25 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

2. Mean score of specific information

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	41.6667	12	21.67249	6.25631
	Post-test	60.0000	12	17.05606	4.92366

Table 4. 33 Paired Samples Statistics

The table above explained that the mean of pre-test was 41.6667, and post-test was 60.0000, explained that the standard deviation of post-test was higher than the standard deviation of pre-test . The researcher concluded that using the paired reading effectively improved students' reading achievement in reading skill especially in determining the main idea.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test	12	.295	.352
	Post-test			

Table 4.34 Paired Samples Correlations

Table above shows the correlations between pre-test and post-test. according of the data, the correlations is 0,295, and value of the significant is 0,352. It can be concluded that the significant $0,352 > 0,05$.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Pos-test	-18.33333	23.29000	6.72324	-33.13110	-3.53557	-2.727	11	.020

Table 4.35 Paired Samples Test

From the data above the value of t_{test} is 2.727. It was compare with the value of t table with df of numerator is 11. Based on the table of t table, it is known that the t_{table} on the significant level 0.05 (5%) is 2.201. The t table is lower than t test ($2.727 > 2.201$). It means that the variances of to sample are homogenous.

The probability was lower than alpha ($0.020 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

3. Mean of reference

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	50.0000	12	24.86326	7.17741
	Post-test	90.0000	12	13.48400	3.89249

Table 4.36 Paired Samples Statistics

The table above explained that the mean of pre-test was 50.0000, and post-test was 90.0000, explained that the mean of post-test was higher than the mean of pre-test . The researcher concluded that using the paired reading effectively improved students' reading achievement in reading skill especially

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Post-test	12	.325	.302

Table 4. 37 Paired Samples Correlations

Table above shows the correlations between pre-test and post-test. according of the data, the corelations is 0,325, and value of the significant is 0,302. It can be concluded that the significant $0,302 > 0,05$.

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre- test Post- test	-40.00000	24.12091	6.96311	-55.32569	-24.67431	-5.745	11	.000

Table 4. 38 Paired Samples Test

From the data above the value of t_{test} is 5.745. It was compare with the value of t table with df of numerator is 11. Based on the table of t table, it is known that the t_{table} on the significant level 0.05 (5%) is 2.201. The t table is lower than t test ($2.745 > 2.201$). It means that the variances of to sample are homogenous.

The probability was lower than alpha ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

4. The Mean of inference

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	38.3333	12	24.80225	7.15979
	Post-test	53.3333	12	17.75251	5.12471

Table 4.39 Paired Samples Statistics

The table above explained that the mean of pre-test was 38.3333, and post-test was 53.3333, explained that the standard deviation of post-test was higher than the standard deviation of pre-test . The researcher concluded that using the paired reading effectively improved students' reading achievement in reading skill.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test	12	.138	.670
	Post-test			

Table 4.40 Paired Samples Correlations

Table above shows the correlations between pre-test and post-test. according of the data, the correlations is 0,138, and value of the significant is 0,670. It can be concluded that the significant $0,670 > 0,05$.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test	-15.00000	28.44452	8.21123	-33.07279	3.07279	-1.827	11	.095
	Post-test								

Table 4.41 Paired Samples Test

From the data above the value of t_{test} is 1.827. It was compared with the value of t table with df of numerator is 11. Based on the table of t table, it is known that the t_{table} on the significant level 0.05 (5%) is 2.201. The t table is lower than t test ($1.827 < 2.201$).

The probability was lower than alpha ($0.95 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

5. Mean of vocabulary

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	38.3333	12	24.80225	7.15979
	Post-test	90.0000	12	10.44466	3.01511

Table 4.42 Paired Samples Statistics

The table above explained that the mean of pre-test was 38.3333, and post-test was 90.0000, explained that the standard deviation of post-test was higher than the standard deviation of pre-test. The researcher concluded that using the paired reading effectively improved students' reading achievement in reading skill.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test	12	.491	.105
	Post-test			

Table 4.43 Paired Samples Correlations

Table above shows the correlations between pre-test and post-test. according of the data, the correlations is 0,491, and value of the significant is 0,105. It can be concluded that the significant $0,105 > 0,05$.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-51.66667	21.67249	6.25631	-65.43671	-37.89662	-8.258	11	.000

Table 4.44 Paired Samples Test

From the data above the value of t_{test} is 8.258. It was compare with the value of t table with df of numerator is 11. Based on the table of t table, it is known that the t_{table} on the significant level 0.05 (5%) is 2.201. The t table is lower than t test ($8.258 > 2.201$). It means that the variances of to sample are homogenous.

The probability was lower than alpha ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

B. Discussion

The researcher taught reading by using the paired reading method to improve students reading skill. In chapter II, partner reading is some method for having a student pair to read some text and understanding. This PR method was intended to encourage a different kind of thinking and encourage comprehension (Crawford et al.2005).²⁸

The researcher gave the pre-test to measure the student's reading skill and achievement before the researcher applied the paired reading method. The

²⁸ Crawford, A., Saul, E.W.&Makinster, J. *Teaching and Learning Strategies for The Thinking Classroom*. New York: The International Education Association. 2005.

researcher taught the students by used paired reading method. It consisted of twelfth meetings. The first day it consists of 2 meetings; in this section, the students felt shy because that was the first time the researcher taught them. After the researcher taught the students by applying the method, the students knew what kind of reading aspect (main idea, specific information, reference, inference, and vocabulary), but still confused to determine reading from the text. So, the students difficult to answer the questions. The next day, the researcher gave treatment to the students with a different model. In this section, the student began to understand some aspect of reading; they knew how to determined vocabulary and references, and still confused another aspect of reading. In the answered test, some students easy to answer the vocabularies' and references' part. The third day of giving treatment, the students began to felt enjoy and active in the class. The student also began to understand the aspects of reading, and they knew how to get information from the text. The aspect that the students hard to comprehend was inference and main idea. The fourth day, the researcher taught the students by applied paired reading; in this section, some student began to understand how to determine the main idea and inference from the text. The fifth day of giving treatment, some student began to understand all aspect of reading. There was some aspect that the students difficult to understand; it was inference and main idea. The last day in giving treatment, the student felt enjoy in learning, they did not felt bored cause the researcher taught the students by different models in each treatment. In this section, the students' easy to answer were vocabulary, inference,

and find information. Then, the students difficult to understand the main idea and inference because it not shown in the text.

After the researcher taught the students by applied paired reading method, the researcher gave the student the last task called post-test to measure specific treatment effectiveness.

The data above explained that from 12 samples, there were no students with an excellent score, good score, adequate score, one student (8.33%) got an inadequate score, and 11 students (91.67%) got failing score. In the pre-test, the highest score was 68, and the lowest score was 30. The mean score of pre-test was 42.00. While in post-test, there was one student (8.33%) who got a good score, four students (33.33%) got an adequate score, seven students (58,33%) got the inadequate score. And there was no student got the failing score.

In post-test, the highest score of the student in Pesantren Nurut Tauhid was 80, and the lowest score was 60. Thus, the mean of the post-test was 70.33. The student got better post-test achievement because the researcher applied the paired reading method in teaching reading every gave treatment. The students motivated and enjoyed learning without feeling bored, and the researcher always gave students' task in the last activity. So, the student used to answering the question, but there was some aspect of reading that the student difficult to understand, it was determine the main idea and inference, it because the writer of the text did not write it on the text . In line with Yulita (2014), this statement found that paired reading was useful and was proved in teaching reading. Arief

Fajar (2018) stated that paired reading could help students understand the text to improve the students' reading skills in general and paired reading activity helped students be motivated and develop students' interest in reading English text. Ana Widiastuty (2012) concluded her research that applied paired reading can improve students' reading skill, covers reading to get the main ideas, get information, and guess the word's meaning. Ardiana(2015) stated that partner reading strategy is effective and significant in improving the students' reading skill, especially in students' reading comprehension. Neni Triana (2019), from her research, concluded that the paired reading method could increase reading comprehension ability. The most increase aspect reading in this research were vocabulary, the mean of post test (90.0000) is higher than the mean of pre-test(38.3333), references, mean in post-test was 90.0000 and mean in pre-tetst was 50.0000 , and spesifict information, mean of post-test was 60.0000 and mean in pre-test was 41.6667.

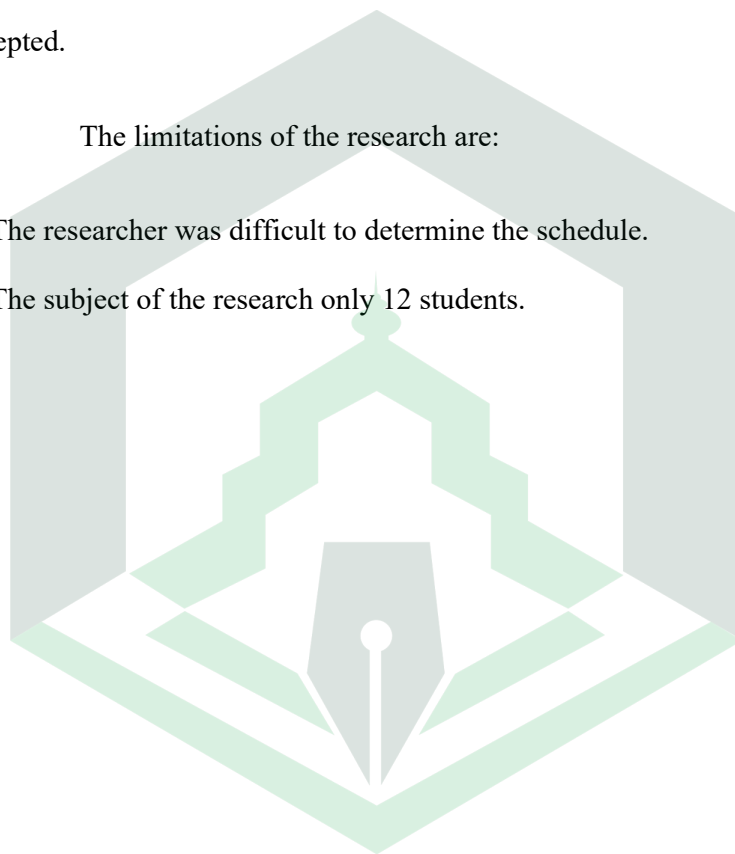
Teaching reading by using paired reading at Pesantren Nutut Tauhid, the students improved their score reading narrative text. Therefore, it could be stated that applied paired reading in teaching reading have solved the student' reading problem and increase the students' reading skill for the Eight grade students of Pesantren Nurut Tauhid. From the data above the value of t_{test} is 10.787. It was compare with the value of t table with df of numerator is 11. Based on the table of t table, it is known that the t_{table} on the significant level 0.05 (5%) is 2.201. The t table is lower than t test ($10.787 > 2.201$). it means that the variances of to sample are homogenous. The probability was lower than alpha ($0.00 < 0.05$). It

indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It showed that paired reading could improve student reading skill.

Thus, the hypothesis proposed in this research said that the students have better achievement after they are taught by using the paired reading method" is accepted.

The limitations of the research are:

1. The researcher was difficult to determine the schedule.
2. The subject of the research only 12 students.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter , the researcher concluded that The students of Pesantren Nurut Tauhid have better achievement after they are taught by using the paired reading method. The students quickly understand the aspect of reading and easily answer the questions from some reading aspect. It can be proved from the data analysis the mean of pre-test and mean score of post-test. The mean of post-test is higher than the mean of pre-test. It can be concluded that teaching reading in the narrative text by using paired reading can improve the students' achievement in reading skill.

B. Suggestions

For teacher or the researcher;

1. In choosing material, consider material that is appoprate to the students' level so that it easy to understand.
2. Use a picture story so that students are more interested in reading.
3. Provide a bilingual dictionary.

For student;

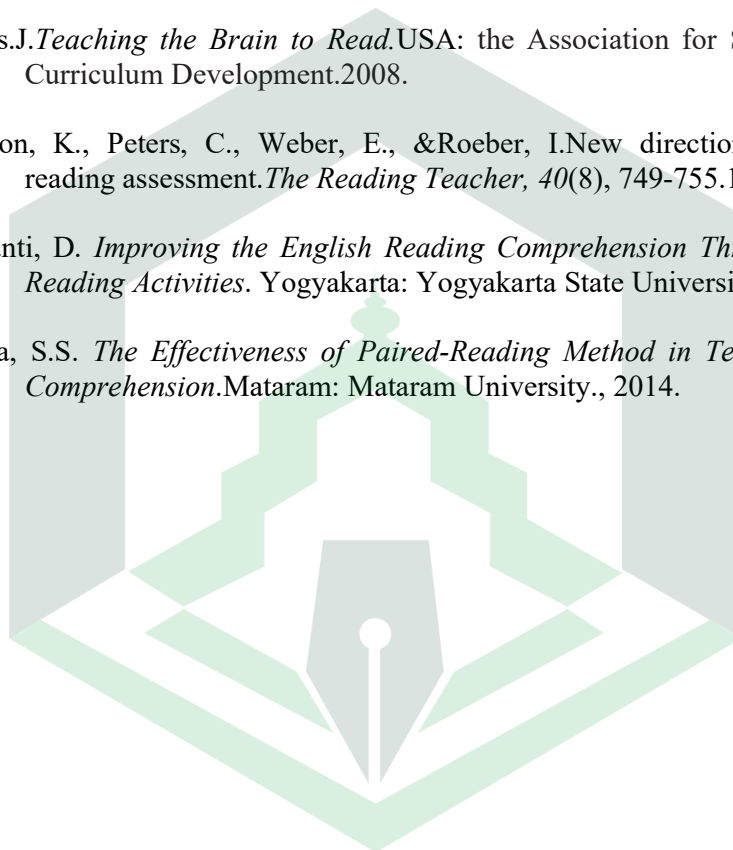
1. Pay more attention when the teacher explains the material.
2. Do not refuse when the teacher determines a partner.
3. Answer the question earnestly.

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IAIN PALOPO

LESSON PLAN I

Subject : English (Reading Comprehension)
Class : VIII
Subject : Narrative text and aspect of reading (Prophet Adam AS)
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusion.

B. LEARNING ACTIVITIES: 1st meeting (90 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Adam AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student

C. ASSESSMENT

Skills Assessment: practice/exercise results

1. Definition of narrative text

Narrative text is a text, which related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plots, them, characters, events, and how they relate. (Anderson and Anderson, 2003) in Herlina(2012).

2. The generic Structures of narrative text

The generic Structures of narrative text are orientation, evaluation, complication, resolution and reorientation. Orientation sets the scene and introduces the participants involved in the text. Evaluation is stepping back to evaluate the plight. Complication happens when a crisis rises. Resolution is when the crisis resolved for better or for worse and reorientation is an optional one that contains writer's opinion or conclusion.

3. Aspect of reading

They are determining the main idea, finding specific information, references, inference and vocabulary (Nuttal, 1982).

1. Main idea

The main idea of paragraph is of the most important specific in comprehension skill. The main idea is the essence of paragraph, or rather what the author is trying to get across to the readers. In other word, that is what the author wants the reader to know about. The main idea is the important idea that the author develops trough the paragraph. The example of finding main idea can be illustrated by a question as follow: what is the main idea of the text?

2. Specific Information

Specific information develops the topic sentences by giving definition, example, fact comparison, analogy, causes and effect statistic and quotation.

The question of finding supporting detail is as follow: Who are the character of the text above?

3. References

References are word or phrases used either before or after the references in the reading materials. When such words are used, they are signal to the reader to find the meaning of the text. The example of following question is: ... “ they are very smart...” (Paragraph 1, Line 2) the word “they” refer to...

4. Inference

Inference is an educational guess or prediction something unknown based on available fact and information. The reader will be able to this by making use of the context in which the words occurred in order to give an idea of the meaning. The question containing inference meaning can be: What is the purpose of the text?

5. Vocabulary

Vocabulary is a stock of words used by people. Concerning with those statements indeed vocabulary is fundamental for everyone who want to speak or to products utterances for ending. The questions consist the vocabulary can be drawn as follow: “... the make flight difficult” (paragraph 1 , line 2) the antonym of the underline word is...”

PROPHET ADAM AS

Allah made the mountains and the seas. He made all the animals. He made the heavens and the stars. He made the sun and the moon and he made the angels. The angels were like Allah's servants and did everything He ordered. Then Allah decided to make a man. He called this first man Adam. He taught him many things so that Adam had more knowledge than the angels. There was one Jinn, called Iblis and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called 'Shaytan', the Devil.

Shaytan blamed Adam for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good. The place was called Paradise. It was a very nice place but Adam was a little lonely, on his own all of the time. Allah decided to help Adam. He made Hawa to be Adam's wife. They were happy and liked living in Paradise. There was, however, one thing they were not allowed to do. There was a special tree and Allah had told them they must not eat any fruit from that tree.

At first Adam and Hawa were very good and kept away from the tree. Shaytan decided to do something very naughty. He told them they were silly to keep away from the tree. He said nothing would happen if they ate its fruit. He said the fruit was delicious and they should try it. After a while they began to listen to Shaytan and thought they would have just a little taste of the fruit, just to see what it was like. Shaytan was very happy because he had made them disobey Allah. As soon as they had eaten the fruit, Adam and Hawa realized that they had been very naughty and they felt guilty for what they had done.

Allah forgave them but He wouldn't let them stay in Paradise any more So He sent them to live on earth.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

CINDERELLA

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (dance party) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (Train), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

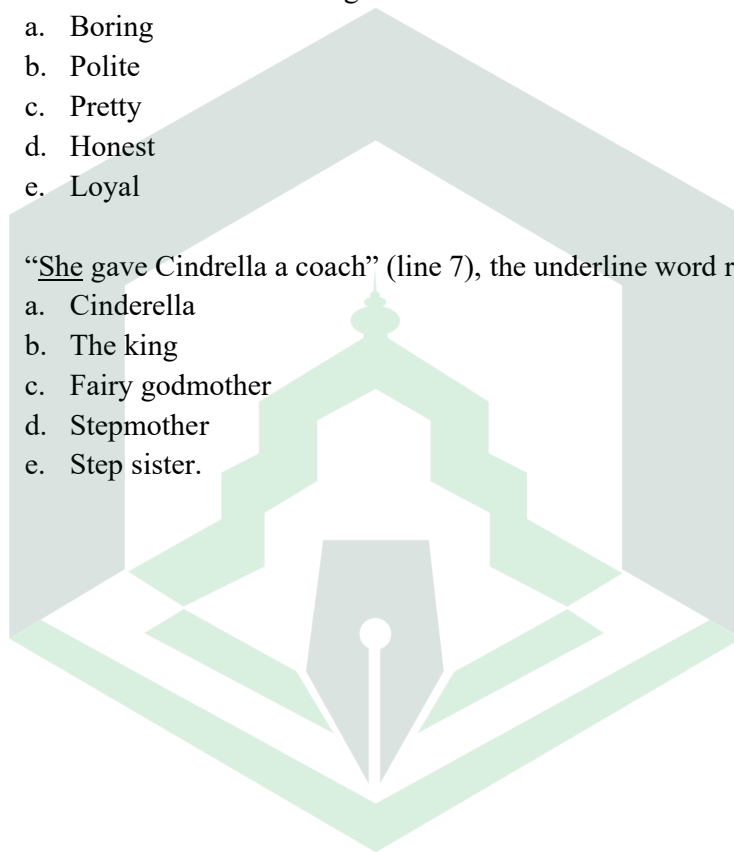
The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for a long time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?
 - a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To give a description of a beautiful girl
 - d. To retell about Cindrella's experience/memory
 - e. To entertain readers with an actual, or vicarious experience

2. What was there at the palace one day?
 - a. A game
 - b. A birthday party
 - c. Glass slippers
 - d. A ball
 - e. Crown part

3. How was the end of the story?
- The prince married Cinderella.
 - The king gave the kingdom to Cinderella.
 - Cinderella was killed by her step mother.
 - Cinderella was betrayed by the king.
 - The prince turned into a horse forever.
4. “She also gave Cinderella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with
- Boring
 - Polite
 - Pretty
 - Honest
 - Loyal
5. “She gave Cinderella a coach” (line 7), the underline word refer to....
- Cinderella
 - The king
 - Fairy godmother
 - Stepmother
 - Step sister.



IAIN PALOPO

LESSON PLAN II

Subject : English (Reading Comprehension)
Class : VIII
Subject : Narrative text and aspect of reading (Prophet Ibrahim As)
Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through the paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 2nd meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Ibrahim AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student

C. ASSESSMENT

- Skills Assessment: practice/exercise results

Prophet Ibrahim AS

One night Ibrahim had a bad dream. He dreamt Allah told him to sacrifice Ismail. Ibrahim thought it was shaytan playing nasty tricks on him. The next night Ibrahim had the same horrid dream. Ibrahim knew that Allah would only ask him to do such a thing if he had good reason. Even though he loved his son dearly, he was prepared to do this difficult thing for Allah.

Ibrahim told Ismail they had to go to Mount Arafat. He took a knife and a rope with him. On the way they passed a place called Mina. The devil, Shaytan, came to Ibrahim and tried to talk him out of sacrificing his son. Ibrahim turned his back on him and would not listen. When they reached Mount Arafat, Ibrahim told Ismail what Allah wanted him to do. Ismail listened and accepted what was to happen. He was an exceptional child. He too was a great prophet.

Ismail told his father to tie his hands and legs and blindfold himself so he would not struggle and make his father even more upset than he was going to be and Ibrahim was blindfolded so he would not see his son suffer. Ibrahim did as Ismail had said. He then took the knife and did what Allah had told him to do. When he took the blindfold from his eyes he looked down, not at his son but at a dead ram. Ismail was at his side.

Ibrahim was afraid. He thought he had disobeyed but then he heard a voice telling him not to worry. Allah looks after his followers. Ibrahim and Ismail had passed a difficult test. Each year, during the month of Dhul Hijjah, many Muslims, from all over the world, travel to Makkah. They want to remember what Ibrahim and Ismail did. In the month of Dhul Hijjah these pilgrims go to Makkah, Mina and Arafat.

They visit places where Ibrahim and Ismail lived and preached. They give a sacrifice just as Allah commanded Ibrahim to do. The pilgrims sacrifice animals in memory of the deed.

We must obey Allah's commands as Ibrahim and Ismail did. We obey by doing the things we know are right, praying, obeying our parents and always telling the truth.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

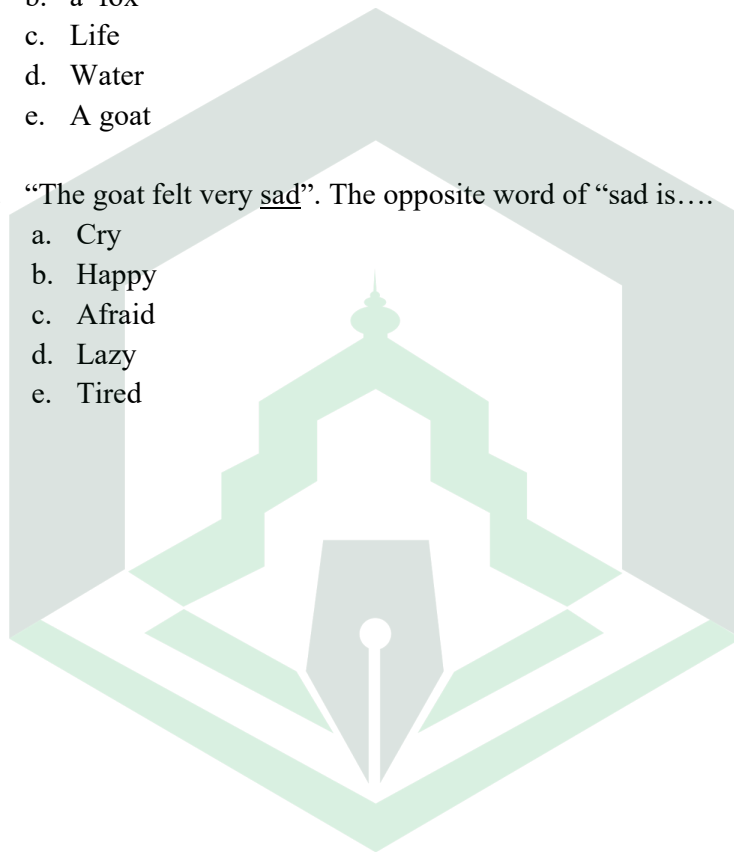
The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

1. The text tells the story of
 - a. a fox
 - b. a fox and a goat
 - c. the goat and an old man
 - d. a goat
 - e. An old man and the fox

2. What do we learn from the text?
 - a. The fox's idea of how to get out of the well
 - b. How the fox helped the goat
 - c. How both the goat and the fox got out of the well
 - d. Why the fox got into the well
 - e. How the fox got out of the well

3. "The goat did as he was asked" (Paragraph 3). What does the above sentence mean?
 - a. The goat drank enough and looked around.
 - b. The goat came down to the well and drank.

- c. The goat called out loudly after the fox got out.
 - d. The goat waited someone who might help him.
 - e. The goat stood on his hind legs and put his forelegs against the side of the well.
4. “Come down and try it yourself.” (Paragraph 1). The underlined word refers to
- a. a well
 - b. a fox
 - c. Life
 - d. Water
 - e. A goat
5. “The goat felt very sad”. The opposite word of “sad is....
- a. Cry
 - b. Happy
 - c. Afraid
 - d. Lazy
 - e. Tired



IAIN PALOPO

LESSON PLAN III

Subject : English (Reading Comprehension)
Class : VIII
Subject : Narrative text and aspect of reading (prophet Hud AS)
Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through the paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 3rd meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Hud AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student

C. ASSESSMENT

Skills Assessment: practice/exercise results

Prophet Hud AS

A long time ago, a great tribe lived in the South of Arabia. They were called Ad. They were very clever and could do many things. They used the mountains for their homes. They carved out great mansions with wonderful pillars. They called their city Iram.

It was very famous. As time went on, the people of Ad thought more about themselves and less about Allah. They thought they didn't need Allah, because they had lots of money and power.

They thought they were being clever but really they were foolish. Before long they turned to bad ways. Gangs of them used to rob and kill people travelling by.

There was still one good man among them. His name was Hud. He did not belong to any of the gangs. He did not agree with the things they did. He tried to tell them to stop their bad way and told them to follow Allah's ways. Hud said Allah would punish the bad ones but most of the people still would not listen. They thought they were cleverer than the messenger of Allah.

Allah told Hud to take all the good people into a big cave near the city. The very next day a terrible tornado came and only the good ones, the ones who had listened, were saved.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

IAIN PALOPO

Once upon a time in West Java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was wearing a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, and its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had married Tumang and leaves her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. At his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum River. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside

down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat? From a distant the mount really looks like an upside down boat.

1. What is the story about?
 - a. A wrath son
 - b. West java's tales
 - c. Tumang a Dog husband
 - d. The legend of Tangkuban Perahu
 - e. Dayang Sumbi's rejection to marry Sangkuriang.
2. What did Dayang Sumbi look like?
 - a. She liked weaving clothers
 - b. She looked for the heart of a deer
 - c. She was beautiful
 - d. She was looking at her fallen tool
 - e. She and her son were alike
3. What moral value can we learn from the story?
 - a. People must keep their words all the time
 - b. Do not make a promise to easily
 - c. Never be reluctant to do good things
 - d. We should not hate our decendants
 - e. Just do what we have planned
4. "He brought her the falling tool". The underline word "He" refers to.....
 - a. Samgkuriang
 - b. Tumang
 - c. Dayang Sumbi
 - d. The king
 - e. Father
5. "If you are male, I will marry you' (paragraph 2). The sentence means that the one who helped Dayang Sumbi became her....
 - a. Husband
 - b. Maid
 - c. Boss
 - d. Son
 - e. King

LESSON PLAN IV

Subject : English (Reading Comprehension)
Class : VIII
Subject : Narrative text and aspect of reading (Prophet Nuh AS)
Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 4th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Nuh AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

C. ASSESSMENT

Skills Assessment: practice/exercise results

Prophet Nuh AS

After many years Adam had grandchildren and even great grandchildren. There were now lots of people on earth. Many of them obeyed Allah but some were not so good and did just what they wanted to do all the time.

This made Allah very unhappy. Allah chose Nuh, a good man, to tell the people that what they were doing was wrong. But they wouldn't listen to him and carried on doing bad things. Allah decided that all the naughty people should be punished. He told Nuh to build a big ark near his house.

Nuh quickly got busy choosing good wood and building it up into a fine ark. A lot of people laughed at him but he did not take any notice of them, because Allah had told him what to do.

When he had finished, he put lots of food into the ark and collected the good people together. They also took lots of animals with them into the ark, two of every kind.

One day, all of a sudden, the sky went very dark and it started to rain. Lightly at first, then more and more heavily. Soon there was water everywhere. The bad people were not laughing any more. They were frightened because they had no shelter from the water.

Only the good people in the ark were safe and dry.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

IAIN PALOPO

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

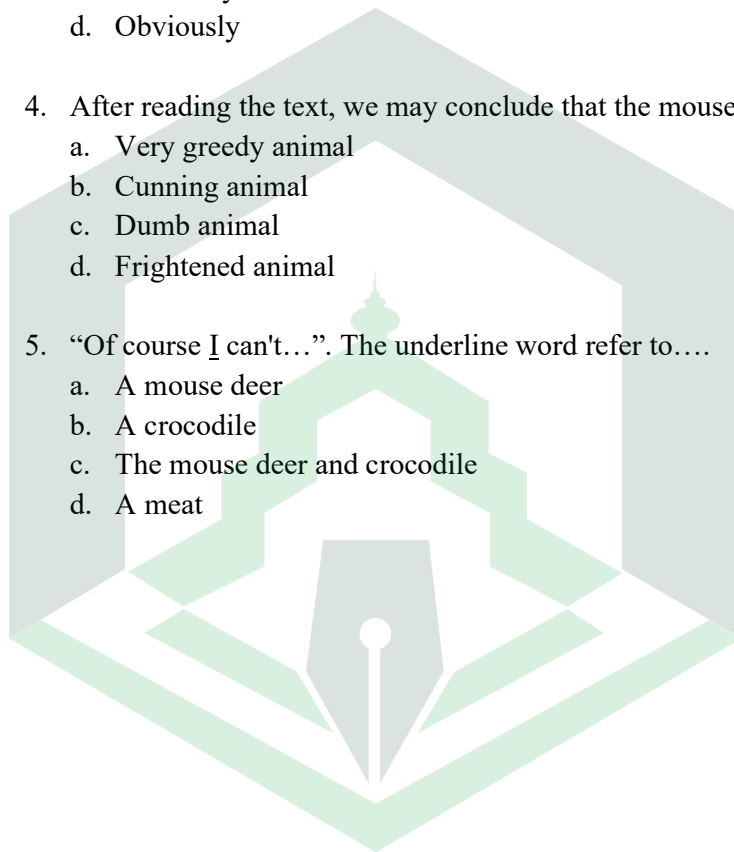
"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

1. What does the story tell us about...
 - a. Cunning mouse deer
 - b. A smart crocodiles
 - c. A stupid mouse deer
 - d. Crocodile eat mouse deer

2. How many crocodile were there in the story above?
 - a. Three crocodiles

- b. Ten crocodiles
 - c. Thirteen crocodiles
 - d. Not mention
3. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with
- a. Accurately
 - b. Objectively
 - c. Definitely
 - d. Obviously
4. After reading the text, we may conclude that the mouse deer was
- a. Very greedy animal
 - b. Cunning animal
 - c. Dumb animal
 - d. Frightened animal
5. "Of course I can't...". The underline word refer to....
- a. A mouse deer
 - b. A crocodile
 - c. The mouse deer and crocodile
 - d. A meat



IAIN PALOPO

LESSON PLAN V

Subject : English (Reading Comprehension)

Class : VIII

Subject : Narrative text and aspect of reading (Prophet Yunus AS)

Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 5th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Yunus AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

C. ASSESSMENT

Skills Assessment: practice/exercise results

Prophet Yunus AS

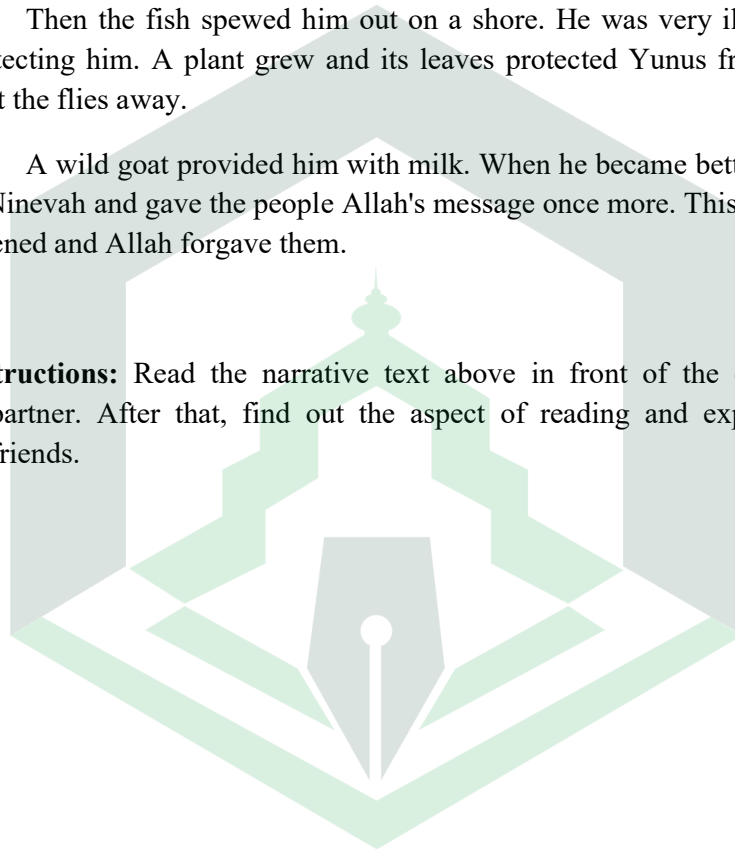
The prophet Yunus was sent to Ninevah. He became known as the Lord of the Fish (Dhan-Nun). He warned the people about their evil ways and told them to follow Allah but they would not listen.

Yunus was so angry, he left. He sailed away but the ship was so full and heavy, poor Yunus was thrown overboard. He was swallowed by an enormous fish and he lived in its belly for three days.

Then the fish spewed him out on a shore. He was very ill but Allah was protecting him. A plant grew and its leaves protected Yunus from the sun and kept the flies away.

A wild goat provided him with milk. When he became better he went back to Ninevah and gave the people Allah's message once more. This time the people listened and Allah forgave them.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.



IAIN PALOPO

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

1. What does the text tell us about....
 - a. The true best friend
 - b. The bear and two friend
 - c. The friend cannot climb
 - d. The bear
2. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to
 - a. The bear
 - b. The dead man
 - c. The friend who cannot climb
 - d. The friend who climb the tree
3. Where do you think the story happened?
 - a. In the river
 - b. In the park
 - c. In the woods
 - d. In the zoo
4. What can we get from the story?
 - a. We have to save ourselves
 - b. We have to learn how to climb
 - c. Bear will not harm a dead man
 - d. True friend always stand by us in ups and downs

5. “They saw a large bear approaching tern ..”The opposite word of the underline word is...
- a. Tiny
 - b. Tall
 - c. Short
 - d. thin



IAIN PALOPO

LESSON PLAN VI

Subject : English (Reading Comprehension)

Class : VIII

Subject : Narrative text and aspect of reading (Prophet Ishaq AS)

Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through the paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 6th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Ishaq AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

C. ASSESSMENT

Skills Assessment: practice/exercise result.

Prophet Ishaq AS

The Well of Zamzam where water first flowed to save the lives of Hajar and Ismail, became a popular place for the caravans to stop. Some people liked the place so much they decided to stay there.

This place became known as Makkah. One day Ibrahim had a message from Allah. He and Ismail were to build a place for people to pray. They were to build an altar, it was to be known as the Ka'aba. The angel Jibrail brought the message saying that the Ka'aba should be built near the Well of Zamzam, the most sacred place on earth

The foundation stone for the Ka'aba was to come from heaven. It is found today in a corner of the Ka'aba and is known as the black stone. When Ibrahim was building the Ka'aba he was standing on a large rock. Allah softened the rock and the shape of Ibrahim's bare feet was left in it. It is still there, for all to see

When Ibrahim was very old the angels came to see him and said Allah was going to give a son to him and Sarah. Sarah could not believe it was true. She too was old. The angels said that all things are possible to Allah. They said the son was to be called Ishaq. He was to be a prophet. Sure enough, Sarah did have a son and they called him Ishaq. He grew up to be a great prophet.

Ishaq married a girl called Rebecca. They had two sons, called Esau and Yaqub. Yaqub became a great prophet. Yaqub grew up and married Zia and they had lots of children, both boys and girls. His second wife Rohsie had two sons, Yusuf and Benjamin

Yusuf and Benjamin were very good, obedient sons and they became Yaqub's favorites because of their good behavior. Yusuf too grew up to be a prophet. All of these great prophets were descendents of Ibrahim. He is known as the father of all the prophets

Muhammad (s), our great and beloved prophet, the last of all the prophets was a descendant of Ismail.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand.

She thought, "I will make cream and butter out of this milk. Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm".

She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away".

She went on day dreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split.

"Dear, O dear!" she cried, "I have lost mine all".

1. What did the milk-maid carry on her hand?
 - a. Some cream
 - b. Some butter
 - c. A pail of milk
 - d. A pail of eggs
2. What does the text tell us about?
 - a. Spilt milk
 - b. A pail of milk
 - c. A hardworking girl
 - d. A day dreaming milk-maid
3. What can we learn from the story above?
 - a. Don't cry over the split milk
 - b. Don't cry before you are hurt
 - c. Don't dream when you sleep
 - d. Don't count your chickens before they are hatched
4. "A Milkmaid had been in the meadow to milk her cows ". The opposite word of the underline word is...
 - e. Pasture
 - f. Marsh
 - g. Desert
 - h. High-was

5. ”..she was returning home with a pail of milk on her hand.” (Paragraph 1)
The underlined word refers to....
- e. The cow
 - f. A milkmaid
 - g. The milk
 - h. The boy



IAIN PALOPO

LESSON PLAN VII

Subject : English (Reading Comprehension)
Class : VIII
Subject : Narrative text and aspect of reading (Prophet Shaleh AS)
Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through the paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusion.

B. LEARNING ACTIVITIES: 7th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Shaleh AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

C. ASSESSMENT

Skills Assessment: practice/exercise results

PROPHET SALEH AS

The people of Thamud lived in a valley called al-Hajr in the north of Arabia. It was a good land so everything grew very easily. Cattle and sheep grazed on the land. Everyone had plenty of everything. When people have a lot they sometimes forget who provides everything, they sometimes forget Allah. When this happens Allah sends a messenger or a prophet to try to help the people

To the people of Thamud, Allah sent Salih. Salih told the people to remember Allah but a lot of people just laughed at him and would not listen. He did not give up. He still tried to persuade them to worship Allah and soon people began to listen. They realised Salih was right.

The leaders of Thamud were upset by this. They did not want people to listen to Salih. They did not believe Salih was sent by Allah. They wanted him to prove it, they wanted a sign. They told Salih to bring them a camel but it had to be a special camel. Salih prayed to Allah and Allah sent the special camel. The camel gave lots and lots of milk so all the poor people had enough to drink, and they were very happy. The leaders of Thamud became angry again to see Salih and his followers so happy.

They decided to kill the camel. Salih told them that Allah would punish them. Salih took all the good people away from the valley. A terrible earthquake came and destroyed the valley and all the bad people. If they had listened to Salih they would have been saved.

IAIN PALOPO

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang's wish to be the strongest man alive.

Impressed with Badang's enormous strength, the king of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom's strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang's achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.

1. Why did Badang become a strong man alive?
 - a. Because He was a poor fisherman.
 - b. Because a Genie granted Badang's wish.
 - c. Because Rajah of Singapura gave the power to him.
 - d. Because Badang could beat Wadi Wijaya by lifting a huge rock.
2. What is the main idea of the second paragraph?
 - a. The Rajah of Singapura was impressed with Badang's strength.
 - b. The Rajah of Singapura appointed Wadi to fight with Badang.
 - c. Badang could beat his enemy by lifting a huge rock.
 - d. British colonial government blasted Badang.
3. What can we learn from the story above?
 - a. The weakness will be defeated by the strong one.
 - b. Strength will not always give us a good win.
 - c. The strong man will lead the world well.
 - d. Only a strong man can defeat Badang.
4. "According to local Malay folklore....". the underline word closet means to....
 - a. Fairy tale
 - b. News
 - c. Information

- d. A magazine
- 5. “One day he caught a genie...”. He refers to....
 - a. Badang
 - b. King of india
 - c. Wadi Bijaya
 - d. History Museum



IAIN PALOPO

LESSON PLAN VIII

Subject : English (Reading Comprehension)

Class : VIII

Subject : Narrative text and aspect of reading (Prophet Ismail As)

Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through the paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 8th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Ismail AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

C. ASSESSMENT

Skills Assessment: practice/exercise results

PROPHET ISMAIL AS

After a while Ibrahim did marry Hajar and she had a son. They called him Ismail. They were all very happy. Ibrahim, Hajar and Ismail moved to a valley in Arabia. They settled in a good place with hills and mountains on all sides to protect them. After a while Ibrahim said that he should go back to see Sarah and to get more food and water. Before he left he prayed to Allah to look after his wife and son because they did not have much food and water left.

The food and water soon began to run low. Hajar was very worried. What could they live on? They prayed to Allah. Hajar went to the top of the mountain, Mount Safa, to look for Ibrahim. Now their water was all gone and they were desperate. She went to the other side of the valley and climbed to the top of Mount Marwa. She looked towards the North, East, West and South for help but found none. Hajar kept running backwards and forwards between Mount Safa and Mount Marwa. She did this seven times.

Suddenly she saw Ismail kick the ground with his heel. A spring of water gushed out - beautiful, pure water, and they were saved. Even today this water, called Zamzam, still flows in the Valley of Hijaz and when people go to Makkah on Hajj they go seven times between the two mounts in memory of this miracle that saved the lives of Hajar and Ismail.

When Ibrahim returned he was amazed to see the valley. The water had made the place very fertile. All the animals and caravans visited and made it a prosperous place.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. – After six years of marriage, they had not had *any* children. They prayed, pleaded to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater.

After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happy and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn't want their youngest son, RadenKusuma, to be sacrificed to the crater.

RadenKusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since RadenKusurna was a kind and noble man, he didn't want his siblings and other people suffered because of him, Therefore he went to Mount Bromo and sacrificed himself to the crater, The eruption suddenly stopped.After that day, the Tengger people have given offerings to the crater, as Raden Kusumahad sacrificed himself before.

1. What is the text about?
 - a. RoroAnteng
 - b. Mount Bromo
 - c. RoroAnteng and JokoSejer
 - d. JokoSejer and RadenKusumo
2. From the text we know that Roro Anteng and Joko .
 - a. agreed to their son's behavior
 - b. really loved Raden Kusuma
 - c. disliked their youngest son
 - d. let their son kill himself
3. What can we learn from the text?
 - a. parents must not promise to do anything
 - b. keeping our promise is unnecessary
 - c. all parents love their children
 - d. we have to fulfill our promise
4. “..they had not had *any* children..” (line 2). The underline word refer to....
 - a. Roro Anteng and Joko Seger
 - b. Roro Anteng
 - c. Joko Seger
 - d. Raden Kusumahad

5. “They lived happy and forgot...”. The opposite word of happy is....
- a. Sad
 - b. Laugh
 - c. Love
 - d. Afraid



IAIN PALOPO

LESSON PLAN IX

Subject : English (Reading Comprehension)

Class : VIII

Subject : Narrative text and aspect of reading (prophet Yusuf AS)

Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through the paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 9th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Yusuf AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

C. ASSESSMENT

Skills Assessment: practice/exercise results

PROPHET YUSUF AS

The Pharaoh of Egypt called Firawn had many people working for him. One of his assistants had a very wicked wife who said many things about Yusuf that were quite untrue. She thought she loved him but he told her that she should honor her husband. She became very angry and persuaded her husband to have Yusuf put in prison. While he was in prison, Yusuf used to tell everyone what their dreams meant and his explanation of the dreams always came true.

Allah had given Yusuf this great gift. Firawn kept having a strange dream and none of his wise men could explain what it meant. Then Firawn heard of Yusuf's great gift and sent for him. Yusuf would not leave the prison until he had proven his innocence. Firawn had an inquiry and discovered that Yusuf really was innocent, so he was able to leave prison. Firawn's dream was most unusual. In it, he saw seven skinny cows eat seven big fat ones and there were seven skinny ears of wheat and seven fat ears of wheat. Yusuf explained that this meant there would be seven years of plenty but seven years of famine would follow, when there would be no water and no food for anyone.

After that there would be a year of rain. Firawn liked and trusted Yusuf so he put him in charge of all the store houses in the land. Yusuf had worked himself up to a very powerful position. Allah always rewards good people. Yusuf worked hard; he made sure the store houses were filled with wheat and grain. Just as he had said, there were seven years of plenty. Those years passed very quickly. Soon the seven years of famine came. The crops failed. People were hungry. Others were starving.

Yusuf had planned for this. He opened his stores and let everyone have some of the wheat. Back in Palestine, Israil too was facing a hard time with no food for his family or the animals. He sent his sons to Egypt to get grain from the famous treasurer of Egypt. When they arrived they were told that they must get permission from the governor to buy grain. They went to see him, but did not realize that the fine man, in splendid robes was really their brother. He told them they could have some grain, but if they wanted any more, they would have to come with their youngest brother and parents.

Yusuf had recognized them straight away and he longed to see his father, mother and young brother Benjamin again. Eventually the eleven brothers returned with their mother and father. They bowed down before Yusuf. Yusuf put his father on his throne and reminded him of the dream he had had so long ago. The sun, the moon and eleven stars had bowed down before him just as his father, mother and brothers had done at this meeting, this was a great moment in his life and he thanked Allah, for all He had done for him.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.

The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.

In the next place he went to, couples were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.

1. What did the man do when there were a couple fighting with each other?
 - a. He tried to settle the quarrel.
 - b. He told to his father about the fighting.
 - c. He ran to the place and started dancing.
 - d. He poured a bucketful of water on them.
2. "...the people there would have bought salt from **him** " (Paragraph. 2).
The bold word refers to
 - a. The miners
 - b. The people
 - c. The man
 - d. Father
3. How many suggestions did the father give to his son?
 - a. Two
 - b. Three
 - c. Four
 - d. Five
4. What can we learn from the story above?
 - a. We have to think twice to all the suggestions give.
 - b. We have to work hard to reach our dream
 - c. We must do all the suggestions given

- d. We must learn how to be a seller
5. “A stupid man was sent...” . The underline word closet meaning to....
- a. Foolish
 - b. Smart
 - c. Clever
 - d. Lazy



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LESSON PLAN X

Subject : English (Reading Comprehension)
Class : VIII
Subject : Narrative text and aspect of reading (Prophet Yaqub AS and Yunus AS)
Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 10th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Yakub AS and Yunus AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

C. ASSESSMENT

Skills Assessment: practice/exercise results

PROPHET YAQUB AND YUSUF

Yaqub's children could see that Yusuf was their father's favourite. This made them very jealous. They became so jealous, some of them actually wanted to kill him. The jealous brothers finally decided to throw Yusuf into a deep well. They went to Yaqub, their father, to ask if they could take Yusuf out with them; they said they would teach him to be a good shepherd. Yaqub would not let Yusuf go because he thought the others were planning to do something bad.

One day Yusuf went to Yaqub and said that he had had a strange dream. In the dream Yusuf had seen the sun, the moon and eleven stars bowing down to him! Yaqub felt that the dream had a message, Yusuf was going to have a great future. He told Yusuf not to tell his brothers about the dream. Yaqub's sons were still thinking of their plan to kill Yusuf.

They pestered Yaqub to let them take Yusuf with them to their work. At last Yaqub agreed, but he made them promise to look after him. They were so bad they knew they would break their promise. At the end of the day they asked Yusuf to take off his shirt. They killed a sheep and put blood all over Yusuf's shirt; then they threw Yusuf into a well. They went home and showed the shirt to Yaqub. Pretending to be very upset; they told their father that Yusuf had got left behind and a wolf had eaten him! Yaqub was very upset but he did not believe the story. He knew that one day Allah would bring Yusuf back to him.

Poor Yusuf spent the night in the well. The next morning, when someone put the bucket down the well to get water, he sat in the bucket. The man had to get help to pull the bucket up. He was very surprised to see a boy in it. The man was a merchant. The merchant decided to take Yusuf with him to Egypt and to sell him as a slave. When they arrived in Egypt, one of the noble families bought Yusuf. The man who bought him told his wife that they should take care of him, as he was a good-looking child and they had no children of their own.

Yusuf became one of the families.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

A Dream of Nanke

In Tang Dynasty, there lived a person called Chun Yufen, who thought himself a wise man but was not recognized by people then. So he often felt sad and drank down to pass his time. One day, he was drinking under an old pagoda tree, to the south of his house. He soon fell asleep and had a dream.

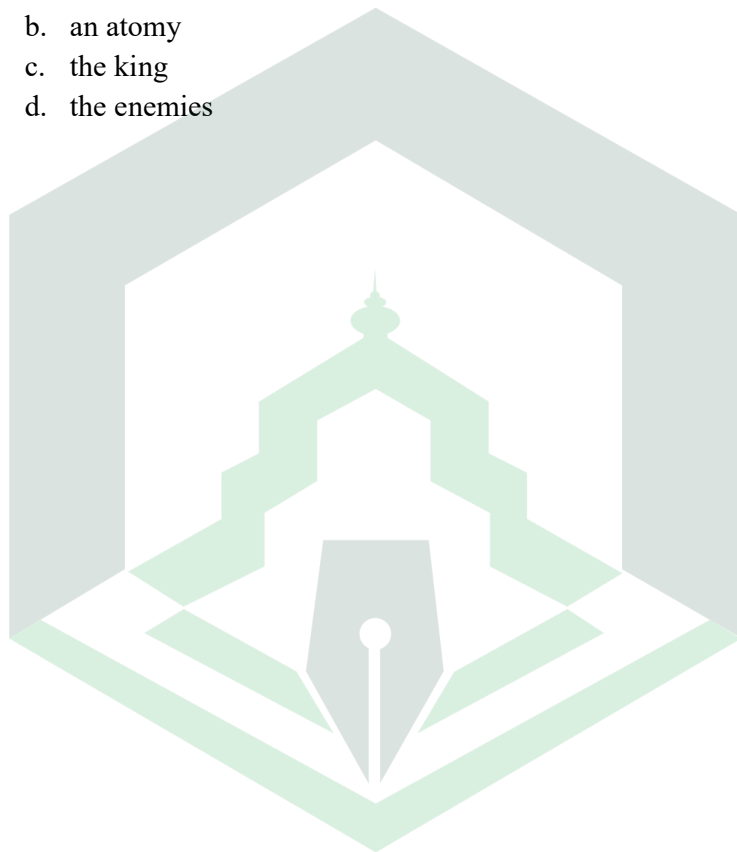
In his dream, Chun Yufen met with an atomy who introduced himself to Chun Yufen that he came to invite him to the great Kingdom of Pagoda. Chun Yufen gladly went there with him. He found himself into a fairy world with many red gates, magnificent palaces, luxuriant pavilions and beautiful gardens; in a word, it couldn't be found in the real world.

The king appreciated him very much so that he was named the head of Nanke. Soon after, he married the king's pretty daughter. Chun Yufen was so happy with the life there that he totally forgot his hometown and his family.

But it was not long before the kingdom was invaded by another country and Chun Yufen had to lead the troops to hold out the enemies. Unfortunately, his troops were defeated and his wife died. Chun Yufen was badly hit and he felt very disappointed to himself, so he decided to leave the Kingdom of Pagoda. In the end, he was sent home by the atomy. As soon as he arrived home, he woke up to realize what had happened was just a dream, which only took him a short time to have. There lay the half glass of alcohol on the ground in front of him. And there was an ant creeping on one of his feet. Looking down from the little creature he found an ant nest in the old pagoda tree. "Oh, it must have been the ant nest that I entered and took for that kingdom in my dream." he murmured.

1. According to the text, Chun Yufen is
 - a. Wise
 - b. Foolish
 - c. Bothering
 - d. Annoying
2. "How fabulous the kingdom is" is the main idea of paragraph
 - a. 1
 - b. 2
 - c. 3
 - d. 4
3. What can we learn from the story?
 - a. It's not good for people to live in their dream world.
 - b. Living in a luxurious kingdom will certainly interesting.
 - c. It is advisable for people to live in a very glamorous surrounding.

- d. The King of Pagoda invited Chun Yufen to marry his pretty daughter
4. “Unfortunately, his troops were defeated and his wife died.” What does the underlined phrase mean?
- a. were conquered
 - b. were praised
 - c. were known
 - d. were killed
5. “...he often felt sad and drank...”(line 2). He refers to....
- a. Chun Yufen
 - b. an atomy
 - c. the king
 - d. the enemies



IAIN PALOPO

LESSON PLAN XI

Subject : English (Reading Comprehension)

Class : VIII

Subject : Narrative text and aspect of reading (Prophet Ayyub AS)

Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 11th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Ayyub AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

11. C. ASSESSMENT

Skills Assessment: practice/exercise results

Prophet Ayyub AS

The Prophet Ayyub had been a wealthy man. He was a very good man but he lost his family and his wealth. He became ill and had terrible sores all over his body. However he never gave up. He spent his time praying. He was very patient and always kept his faith in Allah. Eventually Allah showed mercy.

He told Ayyub to strike the earth with his foot and miraculously a fountain appeared. He drank the water and used it to wash his body. All his sores were healed and everything was returned to him as before.

Allah had rewarded him for keeping his faith despite the terrible afflictions he had tested him with.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.



IAIN PALOPO

The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he sent his daughter away. The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother.

She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

1. What cured the princess from her illness?
 - a. The ocean.
 - b. Her noble heart.
 - c. The black wizard.
 - d. The Queen of the Ocean.

2. Kadita's beautiful body full of ulcer. (par. 2). What does the underlined word mean?
 - a. Fragrance
 - b. Perfume
 - c. Smell
 - d. Sore

3. Why did the send his daughter away?
 - a. His son wanted to be a king.

- b. Her daughter's body smelled bad.
 - c. He did not want her to be a rumor.
 - d. The princess had a power to command the sea.
4. What do we learn from the story?
- a. A good heart will guide us to get blessing life.
 - b. The south ocean water will cure our illness.
 - c. Be careful, others may trick us in our life.
 - d. To get success we must walk far away.
5. "Because of **her** beauty..."(line 1). The bold word refers to....
- a. Kadita
 - b. King Munding Wangi
 - c. Dewi Mutiara
 - d. a black wizard



IAIN PALOPO

LESSON PLAN XII

Subject : English (Reading Comprehension)

Class : VIII

Subject : Narrative text and aspect of reading (Qabil and Habil)

Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through the paired reading method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas and conclusions.

B. LEARNING ACTIVITIES: 12th meeting (45 minutes)

1. The researcher opens the class by giving greetings.
2. The researcher introduces herself and checks student attendance list.
3. The researcher explains to the students about narrative text after that explain to them what are narrative text and explain to the students' about aspect of reading text.
4. Then, the researcher explains about paired reading.
5. Then, the researcher pairs the student according to pre-test result. Where the high score pair with the low score.
6. After that, the researcher gives narrative text entitled "Prophet Qabil & Habil AS".
7. The student read the text and discuss with the partner.
8. The student comes in front of the class to read the text aloud with their partner. After read the text they explain what kind of aspect of reading that they get from the text.
9. The researcher gives the students question.
10. The researcher check the student's answer and discuss with the student.

C. ASSESSMENT

Skills Assessment: practice/exercise result

Habil and Qabil

Adam had two sons called Habil and Qabil. Adam thought that Habil, the younger son, should take over after him. But Qabil didn't like this idea and was very jealous. To settle the argument Adam thought of an idea. He told his sons to think of a present to give to Allah and to leave it on top of a certain hill.

The one who's present Allah accepted, would win the argument. Allah chose Habil's present because Habil had taken a lot of time and trouble to choose his present.

Qabil was very upset and angry. He was so angry that he killed his own brother. Afterwards, when he realised what he had done, he cried and cried but it was too late to be sorry.

Instructions: Read the narrative text above in front of the class with your partner. After that, find out the aspect of reading and explain it to your friends.

IAIN PALOPO

Once upon a time in faraway China, lived two brothers, one named Sam, and the other named TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai KaiPomPom Nikki No Meeno Dom Barako.

One day they were playing near the well in their garden and Sam fell into it. TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai KaiPomPom Nikki No Meeno Dom Barakorán to his mother, shouting, "Quick, Sam has fallen into the well. What shall we do?"

"What?" cried the mother, "Sam has fallen into the well? Run and tell your father!"

Together they ran to the father and cried, "Quick, Sam has fallen into the well. What shall we do?"

"Sam has fallen into the well?" cried the father. "Run and tell the gardener!"

Then they all ran to the gardener and shouted, "Quick, Sam has fallen into the well. What shall we do?"

"Sam has fallen into the well?" cried the gardener, and then he quickly fetched a ladder and pulled the poor boy from the well. Sam was wet, cold, frightened and felt so happy to be alive.

After a while, they were playing near the well again, and this time Sam's brother fell into the well. Sam ran to his mother, shouting, "Quick, TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai KaiPomPom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?"

"What?" cried the mother, "TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well? Run and tell father!"

Together they ran to the father and cried, "Quick, TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?" And then he quickly fetched a ladder and pulled him, but the poor boy had drowned.

1. TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno DomBarako couldn't be saved because....
 - a. his name was too long and took a long time to get help
 - b. his name was too long and made him unlucky
 - c. his brother, Sam, could not do anything
 - d. his brother, Sam, and his parents didn't care about him

2. What is the main idea of the second paragraph?
 - a. TikkiTikkiTembo and his brother fell into the well.
 - b. TikkiTikkiTembo and his brother played in the well together.
 - c. The two brothers always played in the well together.
 - d. When the two brothers were playing near the well, Sam fell into the well.

3. What is the moral value of the text?
 - a. Do everything that you can do!
 - b. Do everything that you like to do!
 - c. Don't do the same mistakes!
 - d. Don't obey the parent's warning!

4. "One day they were playing...", the underline word refers to...
 - a. Sam
 - b. TikkiTikkiTembo
 - c. TikkiTikkiTembo and Sam
 - d. The mother

5. "...and then he **quickly** fetched..." the antonym of the bold word is....
 - a. Fast
 - b. Rapidly
 - c. Swiftly
 - d. Slowly

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BLUEPRINT OF QUESTIONS

Pre-Test

Aspects of Reading	Number of Questions
Main Idea	1, 6, 7, 15, 19
Specific Information	2, 9, 12, 17, 22
Reference	3, 5, 10, 18, 23
Inference	8, 13, 14, 20, 21
Vocabulary	4, 11, 16, 24, 25

Post- Test

Aspects of Reading	Number of Questions
Main Idea	1,9,10, 18, 22
Specific Information	2, 4, 14, 19, 23
Reference	5, 7, 15, 20, 24
Inference	8, 11, 13, 16, 17
Vocabulary	3, 6, 12, 21, 25

IAIN PALOPO

Post-test

The following text is question number 1-8!

THE SMART PARROT

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. What is the story about?
 - a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
 - e. a chickens and a the owner
2. Where does the story take place?
 - a. Indonesia
 - b. Brazil
 - c. Puerto Rico
 - d. New York
 - e. Jepang
3. "The parrot was very, very smart" The word 'smart' means
 - a. Stupid
 - b. Stubborn
 - c. Clever
 - d. Beautiful
 - e. Naughty
4. Which statement is false according to the text?
 - a. Catano was the name of the city where the parrot came from
 - b. The man got angry at the parrot
 - c. The parrot couldn't say Catano
 - d. The man killed the parrot
 - e. The parrot could say Catano

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5. "It was very, very smart". The underlined word "It" refers to...
 - a. The chicken
 - b. The man
 - c. The Catano
 - d. The city
 - e. The bird

6. "The parrot was screaming at the fourth chickens". What does the underlined word mean?
 - a. Smiling
 - b. Shouting
 - c. Crying
 - d. Laugh
 - e. Angry

7. "He opened the door and stopped..." the underline word refer to...
 - a. The chicken
 - b. The man
 - c. The Catano
 - d. The city
 - e. The bird

8. From the text we learn that...
 - a. We have to follow others
 - b. We have to respect pet owner
 - c. We have to imitate others
 - d. We are not allowed to force others
 - e. We are not allowed to help others

The following text is question number 9-17!

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

9. The story is about...
 - a. Ah Tim and wolves
 - b. The women and the wolves
 - c. The wolves and the baby son
 - d. The women and the baby son
 - e. Ah Tim and the Women

10. What is the main idea of the text...
 - a. The very kind and good women
 - b. Ah Tim saved the women life
 - c. The wolves eat the baby son
 - d. The women loves her nephew
 - e. The want her son eaten by the wolves

11. Who was Ah Tim?
 - a. The young woman's brother
 - b. The young woman's son
 - c. The young woman's brother and nephew
 - d. The young woman's brother's son
 - e. One of the men who fetched a stick

12. "All men in the village fetch thick stick ... ". The word "fetch" has a similar meaning to...
 - a. Received
 - b. Caught
 - c. Got
 - d. Hit
 - e. Lifted

13. The woman gave her son to the wolves because...
 - a. She loved her nephew than her son.
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She was crazy
 - e. She kept a grudge on his brother

14. How could the wolves catch Ah Tim?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. He ran slowly
 - d. The woman cried
 - e. The wolves were good runners

15. "They began to run to avoid the danger..." the underline word refer to?
- Ah Tim
 - The young woman and Ah Tim
 - The Young Women
 - The wolves
 - The Baby
16. From the passage we learn that the villages were
- Located in one huge area
 - Situated in a large district
 - Separated by untamed jungles.
 - Wild and unsafe
 - Dark and very dangerous
17. What is the purpose of the writer by writing the story above?
- To describe the danger of the villages
 - To entertain the readers of the story
 - To tell the villagers' relationship
 - To explain how important a relative is
 - To narrate how the wolves were playing with the baby.

The following text is question number 18-21!

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

18. What is the main information discussed in the third paragraph?
- The bird left the farmer.
 - The birds welcomed the farmer.
 - The farmer got a little casket from the birds.
 - The farmer was so angry and went out to find the bird.
 - The farmer was happy having got a box of precious stones.

19. The farmer's new hut was....
- Well furnished
 - Built by the birds
 - a gift from the birds
 - decorated luxuriously
 - built of perfumed wood
20. "He picked it up" the word "it"(paragraph 1) refer to...
- A bird
 - A farmer
 - Farmer's wife
 - A bird's family
 - A little box
21. "...as she opened the casket.." the antonym of word "open" is...
- Close
 - Up
 - Down
 - Shut
 - Stop

The following text is question number 22-25!

Cinde Laras

Long time ago there lived a king of a kingdom of Kediri, Raden Putra. He liked cock fighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took a pity on her as at that time she was pregnant. They did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. In his 15, he had a cock. Cinde Laras liked cock fighting, too. His cock was strong, so it won all fight. Hearing it, the king invited Cinde Laras to the palace for a cock fighting. In a fight, his cock could easily beat the king's cock. Everybody was surprised when Cinde Laras' cock crowed "Cockledodo, I am Cinde Laras' cock, who lived in the wood, the son of Raden Putra"

The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the wood. It made the king regretted his unwise decision. The King regretted his unwise decision. After that the king met the queen in the wood. Then he brought them back to palace and he punished his evil wife.

22. What does the text tell us about?
- Cinde Laras.
 - Raden Putra.
 - A cock fighting.
 - A King of Kediri Kingdom.
 - Evil wife

23. Why did the soldiers bring the queen to the forest?
- Because the soldiers did not like the queen.
 - Because the soldiers are asked by the King.
 - Because the queen put poison into the King's.
 - Because the queen wanted to live in the forest.
 - Because the king hates the soldiers.
24. "He liked cock fighting..." the word "he" (paragraph 1) refer to...
- Raden Putra
 - Wives
 - The soldiers
 - Queen
 - The cock
25. "The king was very angry" the antonym of "angry" is...
- Sad
 - Cry
 - Sick
 - Ill
 - Happy



IAIN PALOPO

Pre-test

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. 'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story is about....
 - a. Two children went to school for the first time
 - b. A witch who is really kind
 - c. A father who begged a witch for money
 - d. **A stepmother who saved her children from a witch**
 - e. Two children saved their stepmother from a witch
2. Which statement is FALSE about the witch?
 - a. She locked Hansel in a cage
 - b. She planned to eat Hansel & Gretel
 - c. **She fell into the ocean**
 - d. She hated the children
 - e. She set Gretel to clean the house
3. "She planned to eat them both" (paragraph 1). The underline word refers to...
 - a. **Old witch**
 - b. **Hansel**
 - c. **Gretel**
 - d. **The stepmother**
 - e. **Hansel and Gretel**

4. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word...
- Marked
 - Painted
 - Opened
 - Polished
 - Closed**
5. "She planned to eat them both" (paragraph 1). The underline word refers to...
- Old witch**
 - Hansel**
 - Gretel**
 - The stepmother**
 - The children**

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

6. What does the story tell us about?
- It tells about Snow white and her parents
 - It tells about Snow white and the seven dwarfs
 - It tells about a reach little girl
 - It tells about the fighting of a little girl to see her parents
 - It tells about a naughty girl

7. The third paragraph describes in detail ...
- Where Snow White's aunt and uncle had breakfast
 - What Snow White did after hearing her uncle's plan
 - How Snow White went into the cottage
 - Whom Snow White met in the woods
 - With whom Snow White ran away into the woods
8. The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the words underlined?
- He asked Snow White for a permission to stay with her
 - He offered Snow White to stay with them
 - He showed his interest in Snow White
 - He agreed to stay with Snow White
 - He wishes to stay with Snow White
9. Why Snow White ran away to the woods?
- Her parents passed away
 - Her uncle was angry with her
 - Her uncle and aunt would go to America
 - Snow White was happy to run away
 - Snow White liked playing in the woods.
10. "...She knocked but no one answered...". The underline word "She" refers to...
- Snow White
 - Snow White's aunt
 - Snow White's uncle
 - The dwarfs
 - Snow White's uncle and aunt
11. "She knocked but no one answered so she went..." (Paragraph 3). What is the antonym of the word went?
- Leave
 - Ran away
 - Come
 - Walk
 - Sleep
12. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
- because she loved them very much
 - as a result of forcing attitude from them
 - because her parents were dead
 - because she were afraid of the dwarfs
 - because she ran away from a monster

13. . The communicative purpose of this text is.....
- to inform the readers about important and newsworthy events
 - to entertain readers with fairy tale
 - to share an account of an unusual event
 - to persuade readers to accept his/her opinions
 - to denote or propose something as the case

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, O King “cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ”. The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away. The lion felt bless and happy.

14. What is the moral lesson from the text?
- Don't look at someone because of his clothes
 - It is best to prepare for the days of necessity
 - Common people may prove great ones
 - United we stand, divided we fall
 - Honesty begins at home.
15. Paragraph three mainly tells that....
- The little mouse asked forgiveness
 - The hunters carried the lion alive to the king
 - The lion was tied to a tree by the hunters
 - The little mouse could prove that he could help the lion
 - from the first, the lion believed in what the little mouse said
16. The word “huge” (paragraph 1) means very.....
- Old
 - Large
 - Tall
 - Tiny
 - Short

17. At the end of the story, how was the lion's herd?
- Angry
 - Sad
 - Happy
 - Dead
 - Cry
18. "I shall never forget it" the word "I" refer to?
- The lion
 - The mouse
 - The hunter
 - The King
 - The ropes

Jack and Beanstalk

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

So, he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise from someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hesitantly the giantess opened a very big cupboard and hid Jack there.

19. What is the story about?
- Jack and a butcher
 - Jack and the giantess

- c. a poor widow and his son
 - d. Jack and the beanstalk
 - e. The giantess and her husband
20. “Oh! It’s my husband!” cried the giantess” (paragraph 7). From the sentence we know that the giantess is her husband
- a. afraid of
 - b. angry with
 - c. fed up with
 - d. annoyed with
 - e. displeased with
21. What do we learn from the text?
- a. Sincerity makes Jack get something precious
 - b. Jack’s mother was a furious mother
 - c. Poverty makes people hopeless
 - d. The giantess took pity on Jack
 - e. Jack was an innocent boy
22. Jack’s mother looked very furious when jack told that...
- a. the beans were precious
 - b. the butcher bought his cow
 - c. he traded his cow for the beans
 - d. he had sold his cow to a butcher
 - e. he met a butcher and the way to the market
23. “So, he jumped to the window.” The underline words refer to...
- a. Jack
 - b. A cow
 - c. The butcher
 - d. Widow
 - e. The giantess
24. “He saw a very huge castle.” The antonym of huge is...
- a. Tiny
 - b. Tall
 - c. Big
 - d. Short
 - e. Tall
25. “His mother became so angry...” the antonym of the underline words is...
- a. Sad
 - b. Happy
 - c. Cry
 - d. Scream
 - e. Afraid

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Tanggal = 23-10-2020
Kelas = VIII 2

32

Pre-test

The Good Stepmother

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The Lion and The mouse

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One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away. The lion felt blessed and happy.

14. What is the moral lesson from the text?
- a. Don't look at someone because of his clothes
 - b. It is best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
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15. Paragraph three mainly tells that....
- a. The little mouse asked forgiveness
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16. The word "huge" (paragraph 1) means very.....
- a. Old
 - b. Large
 - c. Tall
 - d. Tiny
 - e. Short

17. At the end of the story, how was the lion's herd?
- a. Angry
 - b. Sad
 - c. Happy
 - d. Dead
 - e. Cry

18. "I shall never forget it" the word "I" refer to?
- a. The lion
 - b. The mouse
 - c. The hunter
 - d. The King
 - e. The ropes

Jack and Beanstalk

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

So, he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jacked walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise from someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hesitantly the giantess opened a very big cupboard and hid Jack there.

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- a. Jack and a butcher
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- d. Widow
- e. The giantess

24. "He saw a very huge castle." The antonym of huge is...

- a. Tiny
- b. Tall
- c. Big
- d. Short
- e. Tall

25. "His mother became so angry..." the antonym of the underline words is...

- a. Sad
- b. Happy
- c. Cry
- d. Scream
- e. Afraid

Post-test

The following text is question number 1-8!

THE SMART PARROT

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. What is the story about?
 - a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
 - e. a chickens and a the owner
2. Where does the story take place?
 - a. Indonesia
 - b. Brazil
 - c. Puerto Rico
 - d. New York
 - e. Jepang
3. "The parrot was very, very smart" The word 'smart' means
 - a. Stupid
 - b. Stubborn
 - c. Clever
 - d. Beautiful
 - e. naughty
4. Which statement is false according to the text?
 - a. Catano was the name of the city where the parrot came from
 - b. The man got angry at the parrot
 - c. The parrot couldn't say Catano
 - d. The man killed the parrot
 - e. The parrot could say Catano

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5. "It was very, very smart". The underlined word "It" refers to...
- a. The chicken
 - b. The man
 - c. The Catano
 - d. The city
 - e. The bird
6. "The parrot was screaming at the fourth chickens". What does the underlined word mean?
- a. Smiling
 - b. Shouting
 - c. Crying
 - d. Laugh
 - e. Angry
7. "He opened the door and stopped..." the underline word refer to...
- a. The chicken
 - b. The man
 - c. The Catano
 - d. The city
 - e. The bird
8. From the text we learn that...
- a. We have to follow others
 - b. We have to respect pet owner
 - c. We have to imitate others
 - d. We are not allowed to force others
 - e. We are not allowed to help others

The following text is question number 9-17!

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

9. The story is about....

- a. Ah Tim and wolves
- b. The women and the wolves
- c. The wolves and the baby son
- d. The women and the baby son
- e. Ah Tim and the Women

10. What is the main idea of the text...

- a. The very kind and good women
- b. Ah Tim saved the women life
- c. The wolves eat the baby son
- d. The women loves her nephew
- e. The want her son eaten by the wolves

11. Who was Ah Tim?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

12. "All men in the village fetch thick stick ... ". The word "fetch" has a similar meaning to....

- a. Received
- b. Caught
- c. Got
- d. Hit
- e. Lifted

13. The woman gave her son to the wolves because...

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

14. How could the wolves catch Ah Tim?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- e. The wolves were good runners

15. They began to run to avoid the danger..." the underline word refer to?

- a. Ah Tim
- b. The young woman and Ah Tim
- c. The Young Women
- ~~d. The wolves~~
- e. The Baby

16. From the passage we learn that the villages were

- a. Located in one huge area
- b. Situated in a large district
- c. Separated by untamed jungles.
- d. Wild and unsafe
- e. Dark and very dangerous

17. What is the purpose of the writer by writing the story above?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby.

The following text is question number 18-21!

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

18. What is the main information discussed in the third paragraph?

- a. The bird left the farmer.
- b. The birds welcomed the farmer.
- c. The farmer got a little casket from the birds.
- d. The farmer was so angry and went out to find the bird.
- e. The farmer was happy having got a box of precious stones.

19. The farmer's new hut was....

- a. Well furnished
- b. Built by the birds
- c. a gift from the birds
- d. decorated luxuriously
- e. built of perfumed wood

20. "He picked it up" the word "it"(paragraph 1) refer to...

- a. A bird
- b. A farmer
- c. Farmer's wife
- d. A bird's family
- e. A little box

21. "...as she opened the casket.." the antonym of word "open" is...

- a. Close
- b. Up
- c. Down
- d. Shut
- e. Stop

The following text is question number 22-25!

Cinde Laras

Long time ago there lived a king of a kingdom of Kediri, Raden Putra. He liked cock fighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took a pity on her as at that time she was pregnant. They did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. In his 15, he had a cock. Cinde Laras liked cock fighting, too. His cock was strong, so it won all fight. Hearing it, the king invited Cinde Laras to the palace for a cock fighting. In a fight, his cock could easily beat the king's cock. Everybody was surprised when Cinde Laras' cock crowed "Cockledodo, I am Cinde Laras' cock, who lived in the wood, the son of Raden Putra"

The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the wood. It made the king regretted his unwise decision. The King regretted his unwise decision. After that the king met the queen in the wood. Then he brought them back to palace and he punished his evil wife.

22. What does the text tell us about?

- a. Cinde Laras.
- b. Raden Putra.
- c. A cock fighting.
- d. A King of Kediri Kingdom.
- e. Evil wife

23. Why did the soldiers bring the queen to the forest?
- a. Because the soldiers did not like the queen.
 - b. Because the soldiers are asked by the King.
 - c. Because the queen put poison into the King's.
 - d. Because the queen wanted to live in the forest.
 - e. Because the king hates the soldiers.
24. "He liked cock fighting..." the word "he" (paragraph 1) refer to...
- a. Raden Putra
 - b. Wives
 - c. The soldiers
 - d. Queen
 - e. The cock
25. "The king was very angry" the antonym of "angry" is...
- a. Sad
 - b. Cry
 - c. Sick
 - d. Ill
 - e. Happy

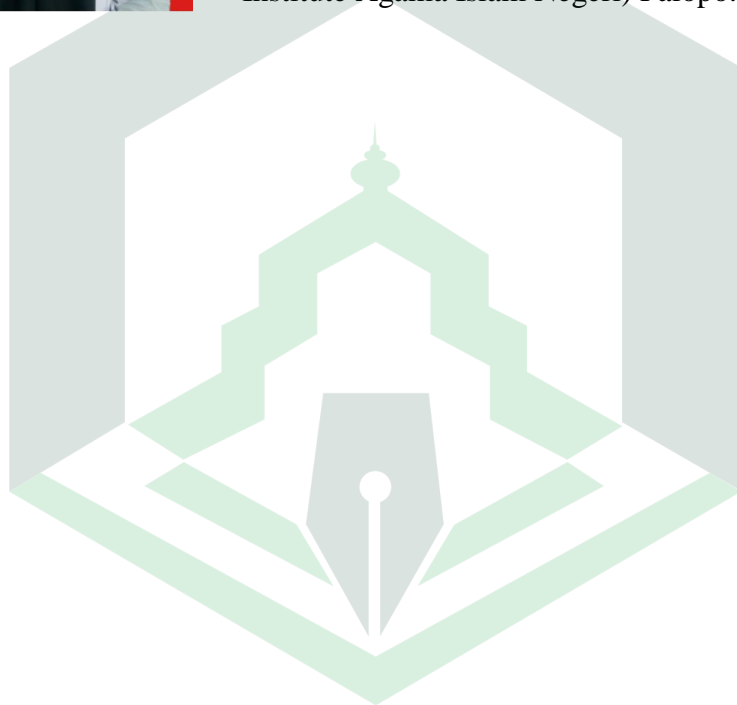


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BIOGRAPHY



Ulvia Ramadhanin Wahyuddin, was born in Larompong on January, 08th 1999. She is a daughter of Wahyuddin and Harnidah. She lives in Bilante village, Larompong district, Luwu Regency. She was graduated from TK Al-Furqa Rantebelu in 2004, SDN 05 Riwang in 2010, Mts.Keppe in 2013, SMAN 1 Larompong in 2016. When she was a senior high school student, she join PMR. She continued her study at English Education Department of IAIN(Institute Agama Islam Negeri) Palopo.



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