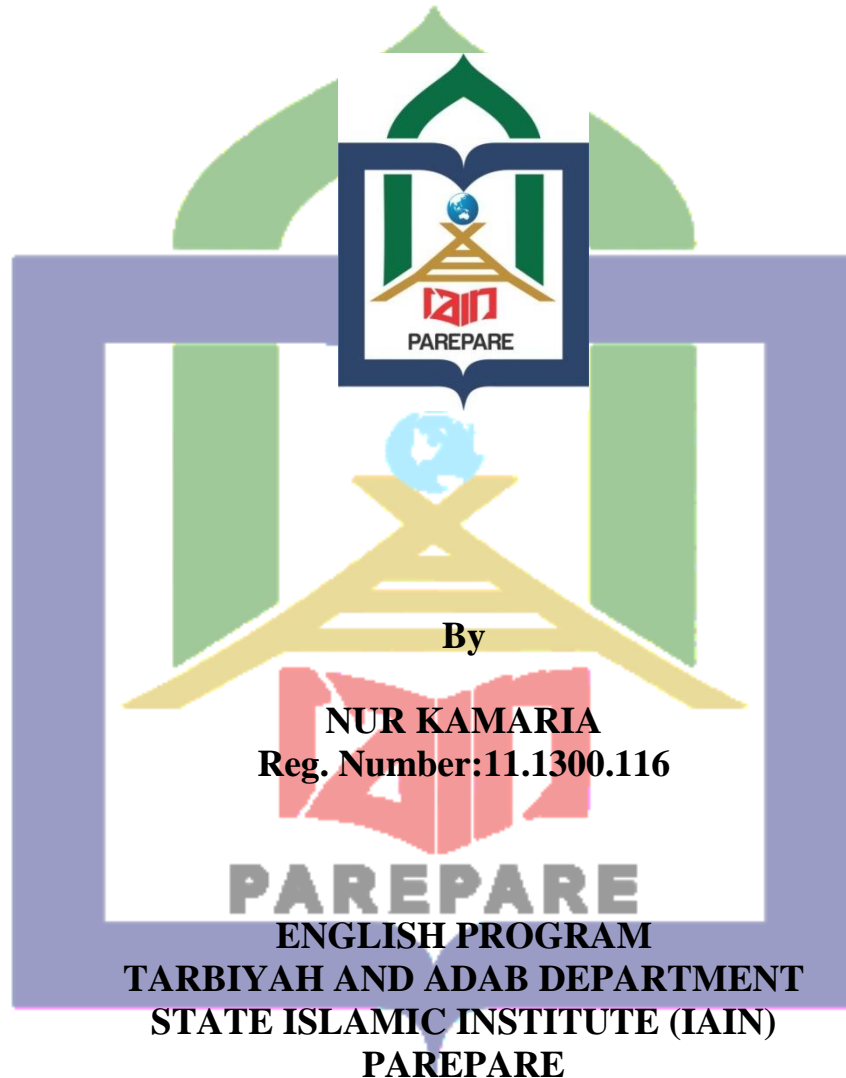**IMPROVING THE STUDENTS' READING SKILLS BY USING
PREVIEW, ASK QUESTION, READ AND SUMMARIZE (PARS)
STRATEGY OF THE SECOND GRADE STUDENTS OF
MTS. GUPPI KALIMBUA KAB. ENREKANG
(CLASSROOM ACTION RESEARCH)**

By

**NUR KAMARIA
Reg. Number:11.1300.116**

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
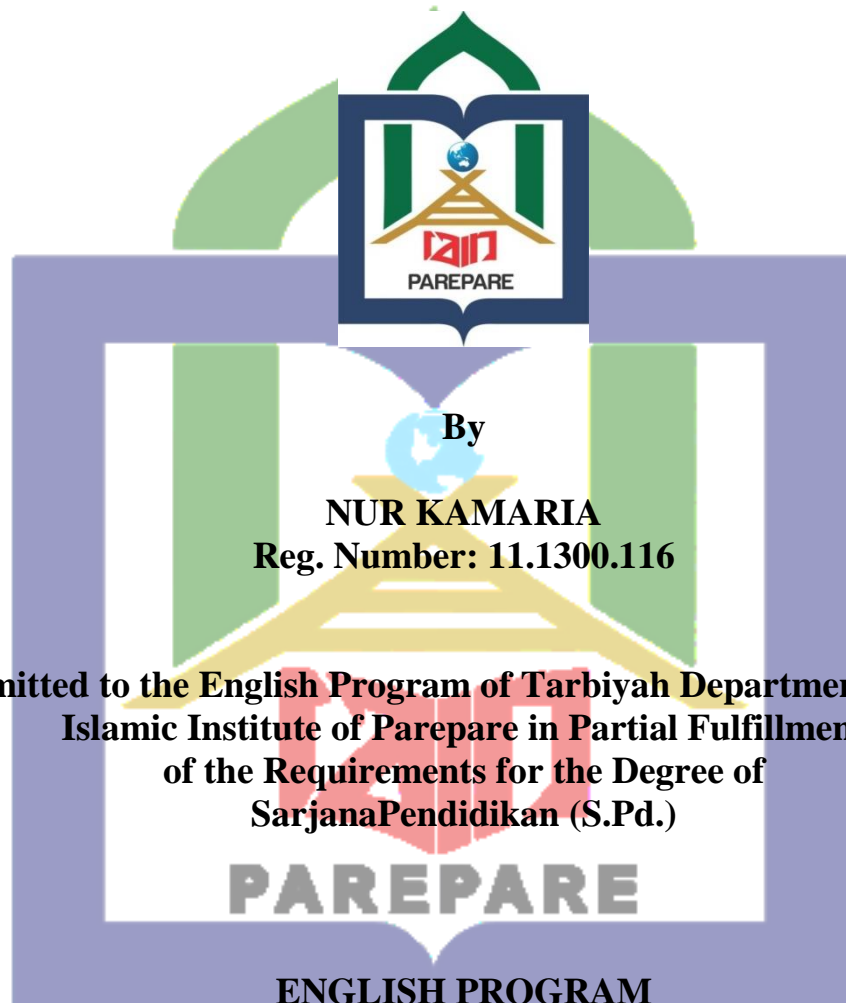STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

**IMPROVING THE STUDENTS' READING SKILLS BY USING
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MTS. GUPPI KALIMBUA KAB. ENREKANG
(CLASSROOM ACTION RESEARCH)**

By

**NUR KAMARIA
Reg. Number: 11.1300.116**

**Submitted to the English Program of Tarbiyah Department of State
Islamic Institute of Parepare in Partial Fulfillment
of the Requirements for the Degree of
SarjanaPendidikan (S.Pd.)**

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

IMPROVING THE STUDENTS READING SKILLS BY USING PREVIEW, ASK QUESTION, READ AND SUMMARIZE (PARS) STRATEGY OF THE SECOND GRADE STUDENTS OF MTS. GUPPI KALIMBUA KAB. ENREKANG (CLASSROOM ACTION RESEARCH)

Skripsi

As Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

English Program

Submitted By

NUR KAMARIA
Reg. Number: 11.1300.116

to

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

APPROVAL OF CONSULTANT COMMISSIONS

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Title of Skripsi **:** Improving the Students' Reading Skills by Using Preview, Ask Question, Read and Summarize (PARS) Strategy of the Second Grade Of Mts. Guppi kalimbua kabupaten Enrekang

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SKRIPSI

IMPROVING THE STUDENTS' READING SKILLS BY USING PREVIEW, ASK QUESTION, READ AND SUMMARIZE (PARS) STRATEGY OF THE SECOND GRADE STUDENTS OF MTS. GUPPI KALIMBUA KAB. ENREKANG (CLASSROOM ACTION RESEARCH)

Submitted By

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Had been examined on December31th, 2018 and had been declared that it fulfilled the requirements

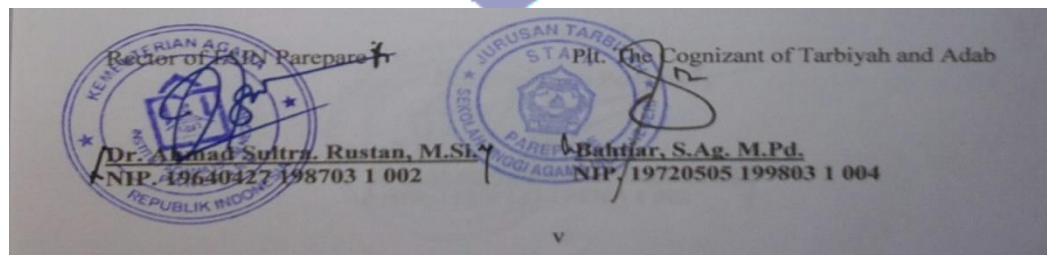Approved By:

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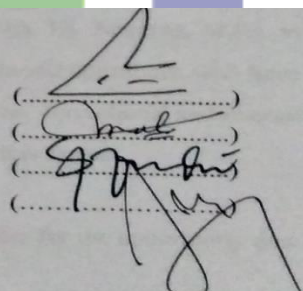
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Name of Student	:	Nur Kamaria
Title of Skripsi	:	Improving the Students' Reading Skills by Using Preview, Ask Question, Read and Summarize (PARS) Strategy of the Second Grade Of Mts. Guppi kalimbua kabupaten Enrekang
Student Reg. Number	:	11.1300.116
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Date of Graduation	:	December31th, 2018

Approved by Examiner Commissions

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Dr. Magdahalena, M. Hum.	(Secretary)	(.............................)
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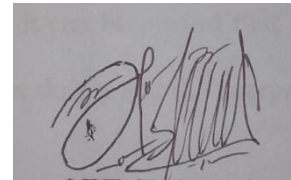
The writer Wishes to express a lot of thanks to:

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Parepare,   November 2018
The writer

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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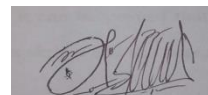
Study program : English Education

Department : Tarbiyah and Adab

Title of Skripsi : Improving Students' Reading Skills by Using

Preview, Ask Question, Read and Summarize (PARS)

Strategy of the Second Grade of MTs. Guppi

Kalimbua Kab. Enrekang

Stated this skripsi was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, October 2018

The Writer

NurKamaria
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ABSTRACT

Nur Kamaria, *Improving the students' reading skill using Preview, Ask Question, Read and Summarize (PARS) Strategy of the second grade of MTs. Guppi Kalimbua Kab. Enrekang*(supervised by of Hj. Nanning and Magdahalena).

This research is aboutthere are many students in junior high school get some difficulties in learning English, especially in reading skill. Reading is very important for the learners. In some school the students get some English textbooks which are written in English. The textbooks contain a lot of information related to the subjects the learners learned. So that, the students need to comprehend in reading skill so they was not difficult in understand the textbook that contain of their study.The PARS Strategy was a simple strategy which could be used by student first learning as the one of the innovative strategy to make the student be master in reading. The research questions in this study: "Is the strategy of Preview, Ask question, Read and Summarize (PARS) able to improve the students' reading skill of the second grade of MTs.GuppiKalimbuaKab.Enrekang? And How is the Preview, Ask question, Read and Summarize (PARS) strategy able to improve the students' reading skill of the second grade of MTs.GuppiKalimbuaKab.Enrekang?This research theoretically contributes to the development of theoretical discipline. It will be used by the further researcher as a reference. The result of this research is hoped to give information for student who study English especially for English teacher to improve the teaching of reading.

The objective of the research was to find out whether or not the using of PARS Strategy can improve the reading skill of the second grade students of MTs. Guppi Kalimbua Kab. Enrekang academic 2018/2019.

The research employed classroom action research method with one pre-test and post-test design. The population of the research was the second grade students of MTs.GuppiKalimbuaKab. Enrekang and the sample was the VIII class which consisted20 students. The sample was selected by using purposive sampling technique. Data was collected using reading test, in which the students were asked to read a narrative text.

The result of the research was score classification5 students who acquired "Very Good" classification, 10 students got "Good" classification, 5 students got "Fair" classification, and the mean score of the student's ability in reading skill was 77.75 %. The conclution is the students reading skill of the second grade of MTs.GuppiKalimbuaKab.Enrekang by using PARS Strategy was in "Good" level.
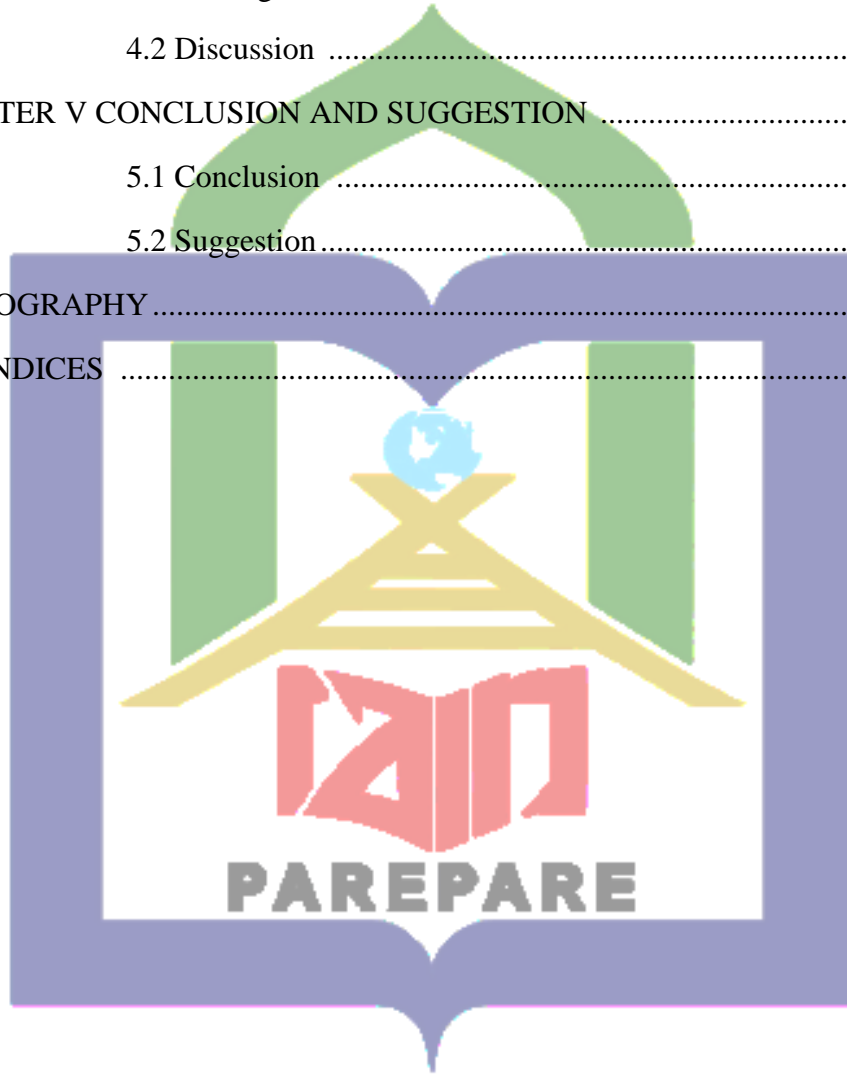
Keyword: Student Skill, PARS Strategy

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CHAPTER I
INTRODUCTION

1.1   Background

Reading is one of the important aspects of learning English, which is applied at the elementary level until university levels of education. Reading is very important for the learners, when they are undergoing their education. In some school setting, the students get some English textbooks which are written in English. These textbooks contain a lot of information related to the subjects the learners learned. In order to access this information, therefore they need sufficient knowledge of English. Especially, they should have the skills of reading so that they could comprehend them well. That is why the reading skills are important to be mastered.

Reading is a complex process, complex to learn and complex to teach, so there must be a technique which can help them to read effectively and interestingly.[1]One of the strategies which are available is the Preview, Ask Question and Summarize (PARS) strategy.

PARS strategy is a simple strategy which could be used by student first learning as the one of the innovative strategy to make the student be master in reading. It helps the students actively process and remember the information by reading the text.

In fact, there are still many students complained that they are bored of learning English from the beginning to the end with some exercises without.

---

[1]Carnine, D. Silbert, J., &Kameenui, E. J., *Direct instruction reading*, (Columbus, Merrill 1990), p. 3.

motivation and variation in teaching learning. They are uninterested in reading because they are not able to understand the reading of the text. So, the strategy is very important because the resources available to achieve these goals.

Considering the problems discussed above, the reading has an important role to help the learners to comprehend a text they read. From the preliminary observation done by the researcher, it could be known that in the school, the learners had some problems in reading. The first problem is the students' opinion keep that reading is not important in English learning. The important in learning is when you know some vocabulary and you may read the conversation of the textbook without you have to understand what the topic of the text. The second problem is the students are not interesting to study about reading because they never found the interest way of reading. The last is they bored in study of reading because their teacher is not innovative in applying the method or strategy to make them enthusiasm in learning of reading.

Consequently, it is necessary to conduct a research on improving the students" reading skills through PARS strategy. It allows the students to imagine and explore associations between the concepts in a passage they read. The researcher focused on Improving The Students' Reading Skill Through Preview, Ask Questions, Read And Summarize (PARS) Strategy (Classroom Action Research Students' of the Second Grade of MTs. Guppi Kalimbua because the students" reading skills were still low. From the explanation above the researcher would like to conduct research entitled on *"Improving the Students' Reading Skill Using Preview, Ask Questions, Read and Summarize (PARS) Strategy (Classroom Action Research Students' of the Second Grade of MTs. Guppi KalimbuaKab. Enrekang)".*

1.1 Problems Statement

Based on the background explained above the problem statement of the research as follow:

1.1.1 In what way PARS is the strategy of Preview, Ask Question, Read and Summarize (PARS) able to improve the students' reading skill the second grade of MTs. Guppi Kalimbua Kab.Enrekang?

1.1.2 How is the students' Reading skills using Preview, Ask Question, Read and Summarize (PARS) at the second grade of MTs. Guppi KalimbuaKab. Enrekang?

1.2 Objectives of the Research

1.2.1 To find out whether the strategy of Preview, Ask Question, Read, and Summarize (PARS) is able to improve the students' reading skill the second grade of MTs. Guppi KalimbuaKab. Enrekang.

1.2.2 To know how the students reading skills using Preview, Ask Question, Read and Summarize (PARS) at the second grade of MTs. Guppi KalimbuaKab. Enrekang.

1.3 The Significance of the Research

The writer hopes that her research about Improving The Students' Reading Skill Using Preview, Ask Questions, Read And Summarize (PARS) Strategy (Classroom Action Research Students' of the Second Grade of MTs. Guppi Kalimbua) give some benefits for the writer herself, the readers in general and the English education. The research gives the contribution in the English education. The result of the research is expects to:

1.3.1 The English Teacher

It is input in English teaching and can give information to the English teacher how to help students to improve their reading skill.

1.3.2 The Students

The research can be to motivate the students to improve their reading skill.

1.3.3 The Researcher

1.3.4 The research can be useful as one of the references for those who want to conduct a research in English learning and teaching process.
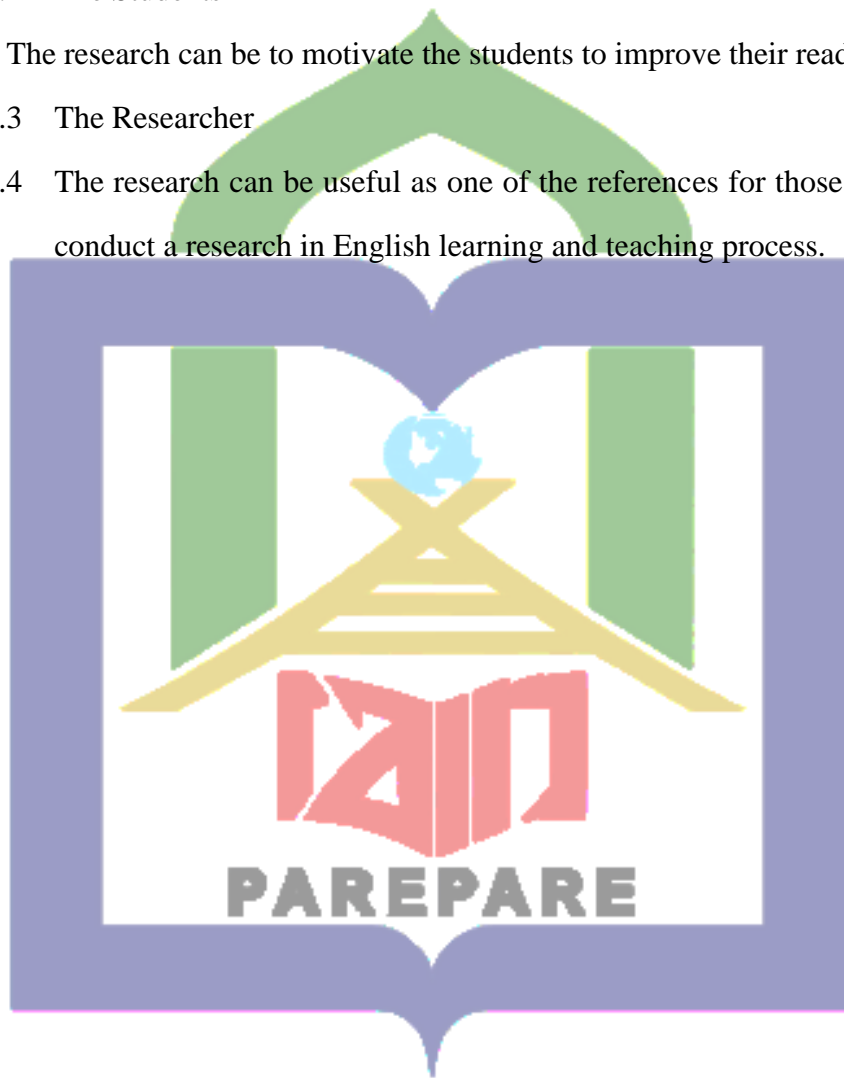
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent of Ideas

2.1.1 The Concept of Reading

According to Dorotly Ruting defines that reading is bringing of meaning to and getting of meaning from the printed pages.[2] According to Daiek, reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[3] Willliam states that reading as a process of obtaining meaning from written text.[4] Tinker Cullough M states that reading is the identification and recognition and printed or written symbols which serve as stimuli for the recall of meaning built up through past experience.[5]

While Websters states that some definitions of reading, they are :

… 1) the act, practice or art of reading formally to legislative body a bill, etc, proposed for adoption, 2) literacy this is read or is desired to be read, 3) Matter which is read or is desired to be read, 4) The indication of a graduated instrument as a thermometer, 5)the form in which any passage or word appears in any copy of work, 6) An interpretation as of a riddle or any latent and indent meaning, declination, rendering, see synonyms under, education adj. Pertaining to or suitable for reading.[6]

[2]Rubin Dorotly, A. *Practical Approach to Teaching Reading New York*, (Oxford University Press, 1982), p. 8.

[3] 2Anter Nancy, (2004), *Critical Reading for College and Beyond,* (New York: Mc Graw Hill), p. 5.

[4]Edy William, *Reading In Language Classroom*, (London: Mac Millan Published Ltd, 1984), p. 11.

[5]Tinker, A. Miles and Cullogh, M.Mc Constance, *Teaching Elementary Reading, (*New Jersey Prentice-Hall Inc. Englewood Cliffs, 1975), p. 9.

[6]Webster, *Comprehensive Dictionary of The English Language*, Trident Press International, 2003, p. 1049.

Also Carnie states, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately.[7] Carnie says that reading is the ability to get information from the text.

Brewster, Ellis and Girard, state that students are often introduced to and learn new vocabulary or grammar through reading short text in the form of dialogues, description, instructions or short stories, often lavishly illustrated to support the students' understanding. They may learn how to learn through that reading. Much of the advice given in the section on teaching listening also applies in the teaching reading.[8]

The reason for reading depends very much on the purpose of reading. Reading can have three main purposes such as for survival, learning, or for pleasure. Reading for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the daily needs of the reader and often involves an immediate response to the situation. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal orientated. While reading for pleasure is something that does not have to be done. The central ideas behind reading are:

1) The idea of meaning.

2) The transfer of meaning from one mind to another.

3) The transfer of a message from writer to reader.

4) How we get meaning by reading.

---

[7] Carnie. (1990), *Instruction Reading,* (Columbus Ohio: Meril Publishing Company), p. 30.
[8] Mureillon (2007) *Collaborative Strategies for Teaching Reading Comprehension. Maximizing Your Impact.* (Chicago: American Library Association), p. 10

5) How the readers, the writer and the text all contributed to the process.[9]

It is important to apply to principles of learning to the student's mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherd are:[10] (1) Reading requires purpose and motivation (interested, need). (2) Reading requires the meaning for the learner. (3) The teacher must bring much background information to any reading task. (4) Reading is an active process that requires the learner to be active in his learning to read.(5) Reading skills to need the forming of habits. (6) Knowledge of syntactic structure and vocabulary is important. (7) Reading requires practice-time on task. (8) Favorable attitudes are important for effective reading. (9) Reading capabilities are different for each student. And (10) Reason for reading is important to be an effective reader. It is important to apply these principles of learning to the students" mastery of the reading skills in order to make learning process to be efficient and effective.

When we read, we still use many different guessing what new words finding the skills, we need to work on them one at the time. Here the six important skills the reader will work on:

1) Previewing
2) Asking questions as you read
3) topic and main idea
4) The Understanding pattern in English

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[9]Anderson, N.J, *Exploring Social Language Reading-Issues and Strategies,* (Canada, Heinle&Heinlee, 2000), p. 28.

[10] Edithia Gloria Simanjuntak. (1988). *Developing Reading Skills for EFL Students. (*Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan), p.18.

5) Using signal words[11]

Based on the definition of reading above, the researcher assumes that reading is a process or activity to get meaning of materials whether printed or written materials and verbal symbols. Reading skill is the ability it process the written or printed material from what has been read and then improve a construct of ideas depend on the experiences of prior knowledge of the reader.

2.1.2 Types of Reading

According to Brown, H. Douglas there are some types of reading:

2.1.2.1 Perspective. Perspective reading tasks involve attending to the components of large stretches of discourse: letters, words, punctuation, and other graph emic symbols.

2.1.2.2 Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading cognition of lexical, grammatical or discourse features, of language within a very short stretch of language a within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple choice, etc.

2.1.2.3 Interactive. Included among interactive reading types are stretches of Language of several paragraphs to one page or more in which the reader must, in psycholinguist sense, interact with the text. That is, reading is a process of negotiating to mean; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to active reading are anecdotes, short narratives and

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[11]Mikulecky Beatrice S, *Reading Power*, (New York Times: Addison-Wesley Publishing Company, 1986), p. 24.

description, excerpts from longer texts, questioners, memos, announcements, directions, recipes and the like.

2.1.2.4 Extensive. Applies to the text of more than a page, up to and including professional articles, essay, technical reports, short stories, and books.[12]

Based on the types of reading above, the researcher assumes that the reader has to know the fourth types of reading because in reading modified into types of activities articles, magazines and also reading materials in the learning process always include the types of reading, even though only one of the type of reading.

2.1.3   Kinds of Reading

There are two kinds of reading that students usually do in the classroom. The most common is reading aloud (oral matter). It means that the learner has to think about the pronunciation, the correct tone, and the rhythm together with the meaning of reading master.

The second kinds are reading by silent, the student does not take care of the pronunciation, intonation or the rhythm. Depending on the purposes of reading it also can be classified into two kinds of activities, intensive and extensive reading.

The Third kinds are speed reading, to improve speed comprehension in reading. This must run side by side with the main purpose of reading that is comprehension. It depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or native will be different from the reading of the scientific material.[13]

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[12]H. Douglas Brown, *Language Assessment Principle and Classroom Practice,* (San Francisco State University: Longman, 2004), p.189.

[13]Christine Nuttall, *Teaching Reading Skill in A Foreign Skills*, (London: The Neumann Educational Ltd, 1982), p.23.

2.1.4 Strategies of Reading

2.1.4.1 Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understanding each word when skimming. *Examples of Skimming;* (a) The Newspaper (quickly to get the general news of the day) (b) Magazines (quickly to discover which articles you would like to read in more detail) (c) Business and Travel Brochures (quickly to get informed).In skimming there are six steps are; (1) Preview the text by reading the title and the introduction. (Usually, the intro has thesis statement). (2) Check if there are headings and subheadings. (3) Read the first paragraph and the first sentences of the succeeding paragraph. (4) Quickly check keywords in the paragraph (usually it summarizes the main points. (6) If you feel that a paragraph contains important to the answers What, Why, When, How, Who read it fully.[14]

2.1.4.2 Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning. *Examples*

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[14]Garaldin Gracia, *Kinds of Reading and Reading Technique*, (Education Sport:ABS-CBN,2012) http://www.slideshare.net/GeraldinGarcia2/kinds-of-reading, access on 9 Desember 2017.

of Scanning; (a) The "What's on TV" section of your newspaper (b) A train/airplane schedule (c) A conference guide.

2.1.4.3 Extensive

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word. *Examples of Extensive Reading;* (a) The latest marketing strategy book (b) A novel you read before going to bed (c) Magazine articles that interest you.

2.1.4.4 Intensive

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. *Examples of Intensive Reading;*

a) A bookkeeping report

b) An insurance claims

c) A contract.

2.1.5 Reading Skill

Definitional component of reading skill which is stated by Perfetti is an individual's standing on some reading assessment.[15]The reading skill deals with three areas in which this skill has a purpose to improve them. They are vocabulary,

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[15]Charles A Perfetti, *Reading Skills*, (Oxford: Pergamon, 2001), p. 10.

grammar and pronunciation. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them. The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.

Every reader has their own way of reading to do that which is appropriate for them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of the reading activity. In the academic field, reading aims at some things new to learn. Learning will be successful when there is a change of mind by knowing something from unknown.

After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have the skill to bring them into a good comprehension in reading a text. As stated by Brown, there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals.[16]Here are the lists of skills of reading comprehension as following:

2.1.5.1 Discriminating among the distinctive graphemes and orthographic patterns of English.

2.1.5.2 Retaining chunks of a language of different lengths in short-term memory.

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[16]H Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2004), p. 187.

2.1.5.3 Processing writing at an efficient rate of speed to suit the purpose.

2.1.5.4 Recognizing a core of words and interpret word order patterns and their significance.

2.1.5.5 Recognizing grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralism), patterns, rules, and elliptical forms.

2.1.5.6 Recognizing that a particular meaning may be expressed in different grammatical forms.

2.1.5.7 Recognizing cohesive devices in written discourse and their role in signal of the relationship between and among clauses.

While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. The macro skills will help the readers to comprehend a text well. As presented by Brown, these are the macro-skills of reading as follows:

2.1.5.1 Recognizing the rhetorical forms of written discourse and their significance for interpretation.

2.1.5.2 Recognizing the communicative functions of written texts, according to form and purpose.

2.1.5.3 Inferring context that is not explicit by using background knowledge.

2.1.5.4 Inferring links and connections between events, ideas, etc., deduce causes and effects and detect such relations as the main idea, supporting idea, new information, given information, generalization, and exemplification.

2.1.5.5 Distinguishing between literal and implied meanings.

2.1.5.6 Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.

2.1.5.7 Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.[17]

There are skills in reading from other experts. One of the experts is Mikulecky. He also proposes reading skills that can be seen in the table below.

Table 2.1: Reading Skills and the Purposes

No	Skill	Purposes
1	Automatic decoding	Students are able to recognize a word at a glance.
2	Previewing and predicting	Students are able to guess what the text is about by looking at the text a quick once over.
3	Identifying purposes	Students are able to predict what the form and context of the text will be.
4	Specifying purposes	Students are able to know why the text is being read.
5	Scanning	Students are able to find out the specific information in a text by looking at the text very rapidly.
6	Recognizing topics	Students are able to find out what the text tells about after reading and comprehending the text.
7	Locating the topic	Students are able to find out a topic sentence in a

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[17]H Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2004), p. 188.

	sentences	text.
8	Making inference by use evidence	Students are able to infer the main ideas of the text and can show the evidence that supports their inference
9	Guessing the meaning of the unknown words from the context	Students are able to guess the meaning of unknown word from the context.
10	Skimming	Students are able to process a text rapidly at many levels in order to get an overall picture of it.

The Advanced of Table 2.1

No	Skill	Purposes
11	Paraphrasing	Students are able to paraphrase the text to help them understand the text by using their own words.
12	Summarizing	Students are able to shorten the text by retaining and re-stating the main idea by leaving out details.
13	Drawing conclusion	Students are able to put together the information from several parts of the text and induce new or additional ideas.
14	Reading critically	Students are able to judge the accuracy of the text with respect to what the reader already knows and distinguish facts or opinions.
15	Reading Faster	Students are able to read fast enough to allow the brain to process the input.[18]

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[18]Mikulecky B. S, *A Short Course in Teaching Reading Skills* (Reading, MA: Addison-Wesley, 1990), p.23-30.

2.1.6   The Ways to Improve Reading Comprehension

Skilful reading is an important part of becoming a skilful writer. Following are four steps that will make you better reader:

a. Concentrate as we read

In reading activities someone needs to improve his concentration. To improve the concentration first, read in a place where we can be quiet and alone. Don't choose a spot where a TV or stereo is on or where friends or family are talking nearby. Next, sit in an upright position when we read. If our body are in completely relaxed position, sprawled across a bed or nestled in an easy chair, our mind is also going to be completely relaxed. The light muscular tension that comes from sitting in an upright chair promotes concentration and keeps our mind ready to work. Finally, consider using our index finger (or a pen) as a pacer while we read to read.

Lightly underline each line of print with our index finger as we read down page. Hold our hand slightly above the page and move our finger at a speed that is a little too fast for comfort. This facing with our index finger, like sitting upright on a chair, creates a slight physical tension that will keep our body and mind focused alert.

b. Skim material before we read

In skimming, we spend about two minutes rapidly surveying a selection, looking for important points and skipping secondary material. Follow this sequence when skimming.

1) Begin by reading the overview that precedes the selection.

2) Study the title of selection for a few moments

3) Form a basic question (or questions) out of the title

4) Read the first two or three paragraphs and the last two or three paragraphs in the selection. Very often a writer's main idea, if it is directly stated, will appear in one of these paragraphs and will relate to the title.

5) Look quickly at the rest of the selection for other clues to important points.

c. Read the selection straight through with a pen nearby

Don't slow down or turn back; just aim to understand as much as you can the first time through. Place a check or star beside answer to basic questions you formed from the title, and beside other ideas that seem important. Number lists of important points, circle words we don't understand. Put question marks in the margin next to passages that are unclear and that we will want to reread

d. Work with the material

Go back and reread the passages that were not clear the first time.

Look up words that block your understanding of ideas and write their meanings in the margin. Also, reread carefully the areas you identified as most important; doing so will enlarge our understanding of the material. Prepare a short outline of the selection by answering the following questions on a sheet of paper:

1) What is the main idea?

2) What key points support the main idea?

3) What seem to be other important points in the selection?

By working with the material in this way, we will significantly increase our understanding of a selection. Effective reading, just like effective writing, does not happen all at once. Rather, it is a process. Often we begin with a general impression

of what something means, and then, by working at it, we move to a deeper level of understanding of the material.[19]

Beaumont (1983) has stated the range of ways for developing reading skill in the classroom and the principles behind each of them:

1) Practicing specific strategies such as skimming/scanning with a particular text, the idea behind this is to enable the learner to read and select specific information at the expense of other (redundant) information.

2) One effective way of developing reading skills which gives the learner a reason for reading is to use the information gap principle often associated with communicative language teaching. Some reading materials, such as those devise by Geddes and Sturtridge (1982) use this principle. In these materials, the information required for the completion of a target task is distributed among two or more sources. Each sub-group only has part of the information required to complete the task. The sub-groups consequently have to exchange their information so that the information gap is filled and the target task completed. This activity clearly links reading with other forms of communication, eg. Speaking/discussion or listening/writing, and can thus provide a reading-driven integration of the language skills

3) Several of the more recent materials for reading contain what are sometimes referred to as 'text scrambling' activities. The principle behind this type of material is that students can be taught to have an awareness of the discourse or cohesive features of reading materials. If a passage is clearly written then it can be 'scrambled' and reassembled in the correct order if the learner can recognize the discourse patterns and markers in the text.

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[19] John Langan, *English Skills With Readings ,* (New York: McGraw-Hill Companies: 2002). Page. 580-582

4) Some reading materials are constructed along the lines that the learners bring not only background knowledge to reading but also emotional (affective) responses as well, and will talk about their reactions to various texts.[20]

According to John J. DeBoer and Martha Dallman, there are two types of skills to develop reading comprehension:

1) Finding the main idea

Before find the main idea, we ought to know the activities may help the learner to find the main idea of a passage:

a) Stating the main idea of a selection

b) Selecting from a list of sentences one that best expresses the main idea of a paragraph

c) Selecting the best title from a list

d) Naming a title to a fit given paragraph or longer selection

e) Following directions, such as:

f) Reading a story to find out whether it is suitable to tell or read to others for a given purpose or to dramatized g) Reading a story a second time in order to determine what scenes should be dramatized

h) Skimming a series or a group of trade books to decide which one to read, either for pleasure or some other purpose.

i) Telling which word of a series describes a character in a selection.

j) Making a movie or mural showing the main events in a story.

k) Noting certain phrase such as the first and the most important to see if they point out a main idea.

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[20] Jo McDonough and Christopher Shaw, *Materials and Methods In ELT a Teacher's Guide* (Oxford: Blackwell Publishers, 1993), page. 114

l) Matching a picture that illustrates as a main idea with a paragraph that it illustrates.

The activities that mentioned above are the activities that we must do before our reading. If we do those activities it will make us easy to find the main idea of the text.

2) Selecting significant details

By performing activities like the followings, learners can get practice in noting and choosing those that are significant for their purpose

a) Reading to answer questions

Proficiency in finding the answer to question can be helpful in a variety of reading situation. It is important at times in order to choose the main idea, to note details, to predict outcomes, to form generalizations, to follow directions, and perform other.

b) Making summarized and organizing material

Skill in summarizing and organizing what is read can be develop through activities: Telling which of several summaries, best summarizes a paragraph or longer selection, Answering question, organizing materials gathered from a variety of sources for an oral or written report, taking note of words, classifying materials in the room for functional purposes, drawing pictures to tell the story of the main events in a story, learning the form for making outlines, organizing steps in a process demonstrated on a field trip, filling the main topics and subtopics of a selection, listing the questions on which information is needed to solve the problem of a unit, making an outline, studying the table contents to note the organization of a book and checking a series of true-false statements

c) Arriving at generalizations and coming to conclusions

In addition to the following suggestions for activities that can be valuable in developing ability to arrive at generalizations and come to conclusions, some of those

recommended under "making summaries and organizing material" can used: making and guessing riddles, checking which ones of several conclusion are warranted by data given and explaining why the unsound conclusions are invalid, stating as specific a conclusion as possible after reading data presented in paragraph or longer selection and explaining, discussing questions, telling which of a list of statements are generalizations and which are specifics, listing facts heard or read that justify a given generalization or that prove that given generalization is unsound, checking the generalization against experiences, discussing the effect that certain events in story or in history had on individuals, stating the generalization that is justified on the basis of given facts, drawing a series of pictures that illustrate points leading to a generalization develop in a story or article.

d) Following directions

These methods may be helpful for an individual who is trying to improve his skill in following direction: observing written direction, following directions that the teacher has written on the chalkboard or on cards, acting out an individually assigned sentence from a reading selection, following written or oral directions for making things, drawing a picture from direction given, carrying out plans made by the class, reading directions for a game and then following them, reading directions for work - type activities in various subject fields and then following them.

e) Predicting outcomes

There are many activities for improving the ability to predict outcomes: while looking at the pictures of a story, stating what the outcome of the story likely to be. Indicating by means of multiple-choice questions what is likely to happen next in a story or article. Telling what is likely to happen next in a story or article, without help of

multiple-choice questions. Discussing why things happened as they did in a story or other account, making up endings for story orally or in writing, estimating the answer in some types of arithmetic problems. Comparing our present situation with a previous one in history and deciding what might happen as a result of present conditions. Indicating what is likely to happen at the time when work on a science experiment is begun. Evaluating plans the class is making in terms of expected outcomes. Predicting what will happen next after having listened to part of the account of an experience another pupil has had. Listing on the board known points about a situation and possible outcomes and then discussing the probability of certain results and the unlike hood of others, arranging in order pictures illustrating a story that the pupils have not heard or read in entirety.[21]

2.1.7 PARS (Preview, Ask Question, Read, and Summarize) Strategy.

PARS Strategy is a simple study strategy which could be used by a student first learning to use study strategies. It helps the students actively process and remember the information they are reading in their texts.

2.1.6.1 Preview

In the phase, the survey is designed to give students an overview of the content in order to help them active schema and assess their background. In a surveying a chapter, student attempt to discover its content, what they already know about the topic, how interest, they are content, how difficult the concepts are, and how the information is presented. To preview a readings scan the title, section headings, and visual aids. Read the first and last paragraphs. This should give the

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[21] John J. DeBoer, Martha Dallmann, *The Teaching of Reading,* (New York: Holt, Rinehart and Winston Inc, 1964) page. 146-159

reader a general idea of the purpose of the text and the major concepts to be covered. The information gleaned from the preview is used in the next step.

2.1.6.2 Asking

The question gives students specific idea to look for while reading. Keeping a question in mind can help maintain concentration on the reading's focus, greater concentration can then lead to improved comprehension and efficiency. Before formulating questions from the subheading, students should consider their general purposes by answering the question.

2.1.6.3 Reading

Student read for an answer to the question, they underline or take notes on information related to the question, as well as other information that seems important, relevant, and interesting. Read the easy bits faster and slow down for difficult new material. Stop when you need to think about what you have been reading. This activity is doing will help the readers receive the message from the text.

2.1.6.4 Summarizing

Summarization is a brief statement or set of statements used to show how a reader has condensed information to get to the central message of a larger chunk of information. Sometimes the central message is called the gist of the text. A summarization also is a set of steps that a student follows to determine the gist of the chunk of information that is being summarized. Different summarization may be required for different types of text and different lengths of text.

2.2   Previous Research Findings

There are some researchers who conducted the research related to this some of them are stated below:

2.2.6   LaniSuryani

In her research *"Improving Reading Skill by Using The Mind Map Technique At SMAN 1 Kretek In The Academic Year Of 2013/2014"* said the two cycles in this research were completely done. This research began on 7[th]February and ended on 14[th]March 2014. In both cycles, the aim of the implementation of the mind map was to improve the students" reading skills. When the student used the mind map technique, they could read and comprehend the texts easily. In the first cycle, there were successful and unsuccessful actions but those unsuccessful actions were improved in the second cycle. It can be seen from the field notes, the students" opinions and the teacher's opinion about the actions in the interview tan scripts. From Cycle 1, the researcher found that the mind map technique improved the students' reading skills. The researcher gave the students ways of reading. The researcher also explained how to use a mind map in the process of comprehending of a text in the reading activities. The researcher invited the students to get involved in the reading activities so that they understand more how to solve their reading problems. From the Cycle 2, the researcher found that the mind map could improve the students" reading skills. They could grasp information from a text they read and understood it. They could identify the main and detail ideas of the text. The technique also improved the students" creativity and vocabulary mastery. The interesting ways of making mind map could make the students read texts effectively and efficiently. They also became good in paraphrasing a sentence which represented their understanding of information within the sentence.[22]

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[22]LaniSuryani, "Improving Reading Skill by Using The Mind Map Technique At SMAN 1 Kretek In The Academic Year Of 2013/2014", (Unpublished Thesis), p. 80-81.

2.2.7 HulyaKucokoglu

In her research *"Improving Reading Skills through Effective Reading Strategies"* said that Researchers have found that teaching reading strategies are a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students. Therefore this study aims to study the effective reading strategies in order to improve reading skills in language classes. The study is an action research applied to a number of 14 students in an intermediate level integrated skills course.[23]

2.1.3 Hamidah

In her research about "Improving the Students' Reading Skill through Sight Words At The Eight Year Students' Of SMPN 3 Majene" said that the application of using of sight words could develop significantly the students' reading skill. It proved by the mean score of pre-test is lower (4,5) than mean score of post-test (7,3). Furthermore, the result of the data analysis shows that the t-test value (21,3) is higher than the t-table (1,699) value at the level significance of 0.05. It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So, the using of sight words is good to apply in teaching and learning reading, as teaching variation, which aims to make them more confident in reading and also have

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[23]HulyaKucokoglu, *Improving Reading Skills Through Effective Reading Strategies,* (Unpublished Article), p.1.

stronger vocabulary because sight words are definitely common words that have high frequency in appearing.[24]

2.1.4 Yusrina

In her research about "Improving Reading Skill of the Second Year Students of SMPN 6 Parepare by Giving Hot Issues", the researcher can conclude that giving hot issues significantly improved the reading skill of the second year students of SMPN 6 Parepare, it is proved by t-test (9.149) which is higher than t-table (1.706). While From the result of the questionnaire we also can conclude that, the student interest towards of giving hot issues is a high level in improving the reading skill of the students.[25]

Based on the previous of the research findings, the researcher discovered some connections that will be supporting the research. The technique, strategy and application by the research above as the evidence also that this research is not including previously.

2.3 Conceptual Framework

One of various teaching aids, in teaching reading skill to the teacher by PARS Strategy. It will be considered as a strategy in improving reading skill because it can interest and enjoyable for a student that they read a paragraph to get the information it then they tell it orally to the other students what the text means.

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[24]Hamidah, "Improving The Students' Reading Skill Through Sight Words At The Eight Year Students' Of SMPN 3 Majene", (STAIN Parepare, 2012), p. 46.

[25]Yusrina, "Improving Reading Skill Of The Second Year Students Of SMPN 6 Parepare By Giving Hot Issues", (STAIN Parepare, 2011), p. 41.

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┌─────────────┐   ┌─────────────┐   ┌─────────────┐
│    INPUT    │   │   PROCESS   │   │   OUTPUT    │
└──────┬──────┘   └──────┬──────┘   └──────┬──────┘
       │                 │                 │
       ▼                 ▼                 ▼
┌─────────────┐   ┌─────────────┐   ┌─────────────┐
│ The Reading │   │ Preview, Ask│   │  The Way    │
│  Material   │──▶│  Read, and  │──▶│  Improving  │
│             │   │  Summarize  │   │   Reading   │
│             │   │(PARS)Strategy│  │    Skill    │
└─────────────┘   └──────┬──────┘   └─────────────┘
                         │
                ┌────────┴────────┐
                ▼                 ▼
          ┌──────────┐     ┌──────────┐
          │ CYCLE I  │     │ CYCLE II │
          └──────────┘     └──────────┘
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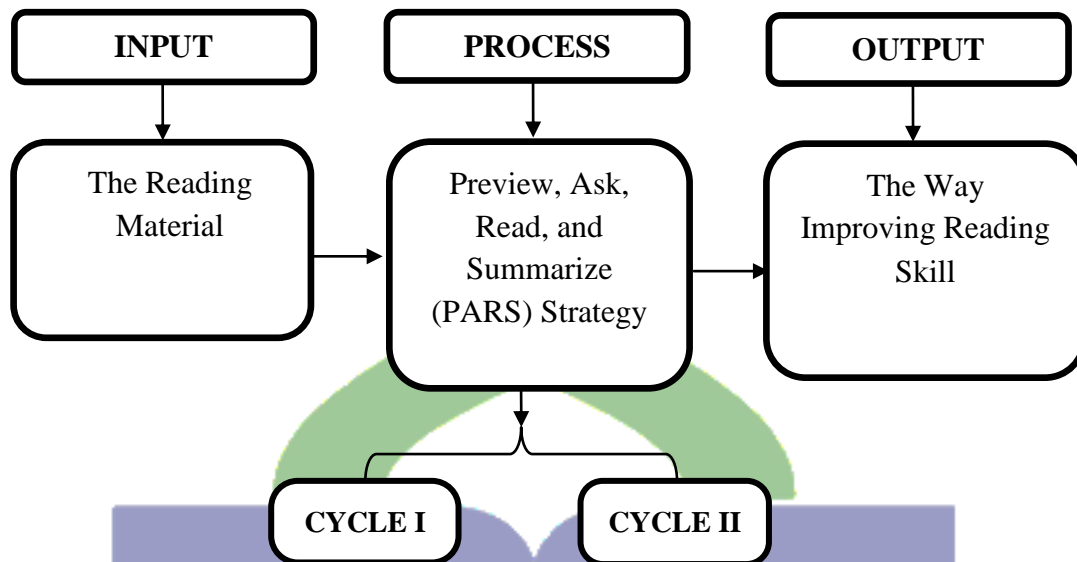
The conceptual framework above describes that the researcher teaches reading skill by using PARS Strategy. The researcher focuses on the students improving to understand the content of material reading. Applying PARS Strategy conducted to improve the students reading skill as an output of teaching and learning process. The process of PARS strategy has two cycles, in cycle one the researcher will conduct the strategy to know a based learning of students. And the cycle two the researcher conduct the PARS strategy to know the students improving in reading skill.

2.4 Hypothesis of Action

Based on the conceptual framework, the researcher formulates a hypothesis as follows: "Improving the Students' Reading Skill Using Preview, Ask Questions, Read and Summarize (PARS) Strategy of the Second Grade Students of MTs.Guppi KalimbuaKab. Enrekang (Classroom Action Research)."

CHAPTER III
METHODOLOGY OF THE RESEARCH

This chapter covers the variable of the research, population and sample, location and duration of the research, research design, the procedure of collecting data, instrument of the research, source of data and technique of collecting data, and data analyzing technique.

3.1 Variable of the Research

There were two variables in this research. The first variable namely the independent variable and the second variable is dependent variable. The independent variable is improving the students' reading skill and the dependent variable is Preview, Ask, Questions, Read and Summarize (PARS) Strategy.

3.2 Population and sample

3.2.1 Population

The population of this research was the Second Grade students of MTs. Guppi Kalimbua especially for VIII class (eight) in academic year 2018/2019.

3.2.2 Sample

From the class, the sample was taken by using purposive sampling. Only one class which was chosen as the sample, namely class VIII (eight) in academic year 2018/2019 which consists of 20 students, 9 male and 11 female.

3.3 Location and Duration of the Research

The location and duration would be conducted in academic year of 2018/2019 at the second-grade students of MTs. Guppi Kalimbua Kab. Enrekang. This research

may require time for one month, because this action research use some cycles that needs an effective learning process in the classroom.

3.4 Research Design

The strategy which used in this research was class action research which consisted of two cycles of design which suitable for giving a description about improving reading skill using PARS strategy. They are: planning, action, monitoring or observation and reflection.
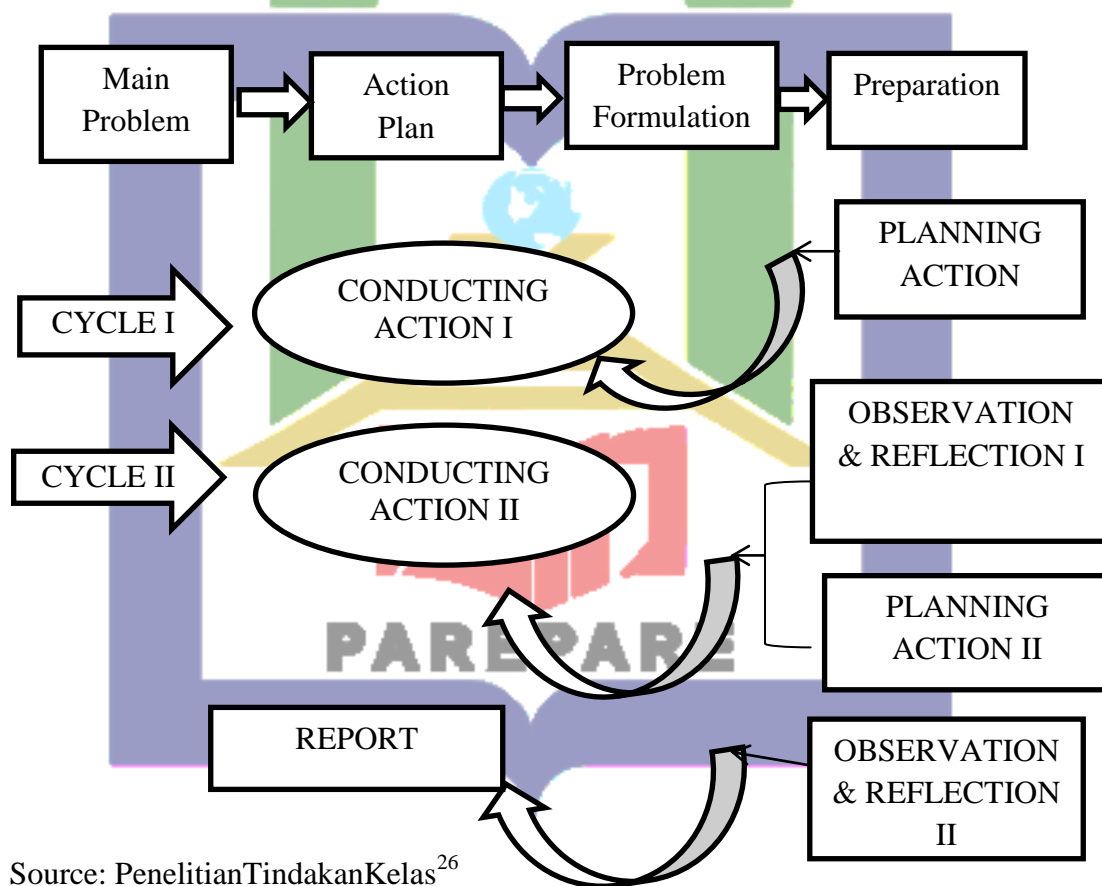
Source: PenelitianTindakanKelas[26]

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[26]Basuki Wibawa, *Penelitian Tindakan Kelas* , (Jakarta: Departement Pendidikan Nasional Direktorat Jendral Pendidikan Dasar dan Menengah DirektoratTenagaKependidikan, 2003), p. 19.

The classroom action research here was applied at the second semester in academic year 2018/2019 with two cycles. All cycles was presentedin 4 weeks (8 meetings). Every cycle is divided into four steps. They are planning, action, monitoring/observation, and reflection.

3.5   The Procedure of Collecting Data

The four components of applying research above could be explained as follows:

3.5.1   Cycle I

3.5.1.1 Planning

The procedure of planning as follows:

3.5.1.1 Analyzing curriculum to know Basic Competence that applied to the students.

3.5.1.2 Preparing a learning plan that applied during learning and teaching process, namelyLesson Plan.

3.5.1.3 Making the teaching instrument based on the classroom action research

3.5.1.4 Teaching Material: the Narrative text by the title *A Greedy Dog*

3.5.1.5 Using PARS Strategy

3.5.1.2 Action

The procedure in action as follows:

3.5.1.2.1   The researcher gave a greeting to the students to open the class.

3.5.1.2.2   The researcher gave motivation to the students.

3.5.1.2.3   The researcher explained the material to the student

3.5.1.2.4   The students Previewed the material to identify main ideas by scanning the chapter and surveying

3.5.1.2.5 The students asked questions that related to the main ideas discovered when surveying the chapter

3.5.1.2.6 The students Read the chapter to answer the questions developed

3.5.1.2.7 The students Summarized the main ideas in the chapter

3.5.1.2.8 The researcher explained and reviewed the material about a greedy dog

3.5.1.2.9 The researcher gave the greeting to the students to close the class

3.5.1.3 Observation

In this stage, the researcher observed all activities of learning by usea sheet of observation. It is usedto observed the applying of action. The indicators that observed, namely the students' attendance, attention, and seriousness in following the teaching-learning process reading skill by using PARS strategy.

3.5.1.4 Reflection

3.5.1.4.1 The result of the applying of action and observation collected, and then analyzed.

3.5.1.4.2 Discussing the result with the English teacher to know and consider the effect of the action.

3.5.1.4.3 Revising the implementation of action based on the result of the evaluation. The result of the reflection is a revision for the next cycle.

3.5.2 Cycle II

3.5.2.1 Planning

The procedure of planning as follows:

3.5.2.1.1 Instruction the students to bring a dictionary

3.5.2.1.2 Preparing a learning plan that applied during learning and teaching process, namelyLesson Plan

3.5.2.1.3   Make the teaching instrument based on the classroom action research

3.5.2.1.4   Teaching Material: The Narrative Text by the title *The Old Man And His Son*

3.5.2.1.5   PARS Strategy

3.5.2.2 Action

The procedure in action as follows:

3.5.2.2.1   The researcher gave a greeting to the students to open the class

3.5.2.2.2   The researcher gave motivation to the students

3.5.2.2.3   The researcher explained the material to the student

3.5.2.2.4   The students previewed the material to identify main ideas by scanning the chapter and surveying

3.5.2.2.5   The students asked questions that related to the main ideas discovered when surveying the chapter

3.5.2.2.6   The students read the chapter to answer the questions developed

3.5.2.2.7   The students make the summarize of the main ideas in the chapter

3.5.2.2.8   The researcher Re-explain the material about the old man and his son

3.5.2.2.9   The researcher gave greeting to the students to close the class

3.5.2.3 Observation

In this stage, the researcher observed all activities of learning by using a sheet of observation. It is used to observed the applying of action. The indicators that observe, namely the students' attendance, attention, and seriousness in following the teaching-learning process reading skill by using PARS strategy.

3.5.2.4 Reflection

All activities in this cycle were the same with reflection in the first cycle. The teacher analyzed and considered the result of the second cycle, and compared the two-cycle results.

3.6 The Instrument of the Research

There are two instruments of the research that would be used, they were:

3.6.1 Observation

observation sheet to obtain about the activities of the students learning process and the students' activities and performance during the implementation through telling information and to note the data beyond the coverage of the observation checklist

3.6.2 Test

Reading test (each of cycle by cycle). The researcher could identified whether the students could make progress in reading skill. From those forms, the researcher could be gotten score directly the specific learning. The scoring could be done quickly and easily.

3.7 Source of Data and Technique of Collecting Data

3.7.1 Source of Data

Source of data from this Classroom Action Research are students and teacher.

3.7.2   The Technique of Collecting Data

3.7.2.1 The data about a situation as long astake by using a sheet of observation.

3.7.2.2 The data about learning result by giving a test to the students.

3.8 Data Analyzing Technique

There were two kinds of technique to analyzed the data as follow:

3.8.2.1 Qualitative Analysis

Analyzing the students' activity in the learning process based on the observation checklist analyzed qualitatively.

3.8.2.2 Quantitative Analysis

The data of students' learning result in an evaluation of Cycle I and Cycle II wouldbe analyzed through quantitative data analysis in descriptive statistic as follows:

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤40[27]

3.8.2.2.1 To give a score to the student's test by using this formula:

$$Score = \frac{Students'\ correct\ answer}{number\ of\ items} \ X\ 100$$

[27]SuharsimiArikunto, *DasardasarEvaluasiPendidikan (EdisiRevisi)*, (Jakarta: PT. BumiAksara, 2005), p. 245

3.8.2.2.2 To find out the mean score of each cycle the researcher will use the

following formula:

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

Where:

X: Mean Score

∑x: Sum of the all score

N: Total Number of Students[28]

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[28]L.R. Gay, *Educational Research: Competience for Analysis & Application*, (Columbus: Charles E. Merril Publishing Co. A. Bell &Howel company, 1998), p. 298.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of the findings and discussions of the research. The findings of the research cover the description of the result data collected through the test (first test and last test) then give explanation of the findings and discussions.

4.1.   Findings

Table 4.1.the score and square on cycle I and cycle II test.

No.	Score of cycle I test (X_1)	$(X_1)^2$	Score of the cycle II test (X_2)	$(X_2)^2$
1	30	900	60	3600
2	20	400	74	5476
3	50	2500	84	7056
4	67	4489	87	7569
5	57	3249	73	5329
6	53	2809	70	4900
7	60	3600	74	5476
8	53	2809	70	4900
9	60	3600	87	7569
10	60	3600	77	5929
11	35	1225	77	5929
12	57	3249	67	4489
13	70	4900	90	8100

36

Continued table

No.	Score of cycle I test (X_1)	$(X_1)^2$	Score of cycle II test (X_2)	$(X_2)^2$
14	63	3969	83	6889
15	40	1600	87	7569
16	80	6400	90	8100
17	40	1600	84	7056
18	27	729	77	5929
19	44	1936	77	5929
20	30	900	67	4489
Total Score	996	54464	1555	122283

4.1.1   Frequency and percentage of first test and last test.

4.1.1.1 First test

Frequency and percentage of first test before giving treatment was tabulated as follow:

Table 4.2.The percentage of students' Cycle 1 test

No	Classification	Score	F	Percentage
1	Very good	86 – 100	-	-
2	Good	71 – 85	1	5 %
3	Fair	56 – 70	8	40 %
4	Poor	41 – 55	4	20 %
5	Very poor	≤40	7	35 %
Total			20	100 %

The table above shows that the frequency and percentage of the students' score in their reading skill by reading narrative text using PARS Strategy. Of 20 students, there was 1 student (5%) got the good classification, 8 students (40%) got the fair classification, 4 students (20%) got poor classification, and 7 students (35%) but none of the students got very good classification.

Based on the table above, it showed that the rate percentage of the students' score on students' reading skill was still low because none of students got excellent and only 1 student got good score classification.

Mean score of the students in reading text, the researcher used the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{996}{20}$$

$$\bar{X} = 49.8$$

4.1.1.2 Cycle 2 test

Frequency and percentage of last test after giving treatment was tabulated as follow:

Table 4.3. Percentage of the Students' Last test

No	Classification	Score	F	Percentage
1	Very good	86 – 100	5	25 %
2	Good	71 – 85	10	50 %
3	Fair	56 – 70	5	25 %
4	Poor	41 – 55	-	-
5	Very poor	≤40	-	-
Total			**20**	**100 %**

From the table above shows that there were 5 students (25%) got very good classification, 10 students (50%) got good classification, 5 students (25%) good fair classification, and none of the students got poor and very poor classification. It showed that the students' reading skill was improvement.

It means that applying PARS Strategy is able to improve the students' reading skill of the second grade students of MTs.Guppi. Kalimbua.

Mean score of the students in reading narrative text through PARS Strategy, the researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1555}{20}$$

$$\bar{X} = 77.75$$

4.1.2 The standard deviation of first test and last test

4.1.2.1 Standard deviation of first test

$$SD = \sqrt{\frac{SS}{n-1}}$$

Where:

$$SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$= 54464 - \frac{(996)^2}{20}$$

$$= 54464 - \frac{992016}{20}$$

$$= 54464 - 49600.8$$

$$= 4863.2$$

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$= \sqrt{\frac{4863.2}{20-1}}$$

$$= \sqrt{\frac{4863.2}{19}}$$

$$= \sqrt{255.96}$$

$$= 15.998$$

4.1.2.2 Standard deviation of last test

$$SD = \sqrt{\frac{SS}{n-1}}$$

Where:

$$SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$= 122283 - \frac{(1555)^2}{20}$$

$$= 122283 - \frac{2418025}{20}$$

$$= 122283 - 120901.25$$

$$= 1381.75$$

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$= \sqrt{\frac{1381.75}{20-1}}$$

$$= \sqrt{\frac{1381.75}{19}}$$

$$= \sqrt{72.72}$$

$$= 8.527$$

Table 4.4. The Standard Deviation of First test and Last test

First test	Last test
15.998	8.527

Based on the table above it shows that the standard deviation of first test (15.998) is higher than last test (8.527). So, the student's reading skill of the second year students of MTs.Guppi. KalimbuaKab. Enrekang improve after they were given treatment by read the narrative text through applying PARS Strategy.

4.1.3   The t-test analysis

To test hypothesis testing at the of the value is significant level 0.05, the result is shown in the table and from the result of first test and last test there are data tabulated as following.

Table 4.5. The Worksheet of Calculated of the Score of Cycle I test and Cycle II test.

No	Cycle I Test	Cycle II test	D	D^2
1	30	60	30	900
2	20	74	54	2916
3	50	84	34	1156
4	67	87	20	400
5	57	73	16	256
6	53	70	17	289
7	60	74	14	196
8	53	70	17	289
9	60	87	27	729
10	60	77	17	289

Continued table

No	Cycle I test	Cycle II test	D	D^2
11	35	77	42	1764
12	57	67	10	100
13	70	90	20	400
14	63	83	20	400
15	40	87	47	2209
16	80	90	10	100
17	40	84	44	1936
18	27	77	50	2500
19	44	77	33	1089
20	30	67	37	1369
Total	**996**	**1555**	**559**	**19287**

The calculation of the result of t-test:

$$t - test = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

To find out $\bar{D} = \frac{\sum D}{N}$

$$\bar{D} = \frac{559}{20}$$

$$\bar{D} = 27.95$$

$$t - test = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{27.95}{\sqrt{\dfrac{19287 - \dfrac{(559)^2}{20}}{20\,(20-1)}}}$$

$$= \frac{27.95}{\sqrt{\dfrac{19287 - 15624.05}{20\,(19)}}}$$

$$= \frac{27.95}{\sqrt{\dfrac{3662.95}{380}}}$$

$$= \frac{27.95}{\sqrt{9.64}}$$

$$= \frac{27.95}{3.104}$$

$$= 9.005$$

$$df = n - 1$$

$$= 20 - 1$$

$$= 19$$

$$\alpha = 0.05$$

$$t\text{ - table} = 2.093$$

Table 4.6. Result of T-test and T-table value

t-test value	t-table value
9.005	2.093

The table above shows us the result of t-test value (9.005) and the t-table value (2.093).Because t-test (9.005) < t-table (2.093). So that alternative hypothesis is accepted and null hypothesis is rejected. It means that applying PARS Strategy is effective to improve reading skill of the second grade students of MTs.GuppiKalimbuaKab. Enrekang.

4.2. Discussion

The researcher use that research about Improving The Students' Reading Skill Using Preview, Ask Questions, Read And Summarize (PARS) Strategy (Classroom Action Research Students' of the Second Grade of MTs. Guppi Kalimbua gives the contribution in the English education and the researcher observed all activities of learning by using a sheet of observation. It is used to observed the applying of action. The indicators that observe, namely the students' attendance, attention, and seriousness in following the teaching-learning process reading skill by using PARS strategy.

This chapter presents the research findings improving The Students' Reading Skill Using Preview, Ask Questions, Read and Summarize (PARS) Strategy (Classroom Action Research Students' of the Second Grade of MTs. Guppi Kalimbua. The improving was divided into two cycles, namely cycle I and II. Each cycle consists of planning, action and observation, and reflection. This chapter also presents the data in the form of the mean of the students" score during the research process. As stated in the previous chapter, the research methods used in this study was action research, with the following framework: determining the thematic concern of the reconnaissance, planning, acting, observing, and reflecting. In the reconnaissance step, the researcher identified the field problems concerning the teaching and learning process of reading.

The researcher also had discussion with the English teacher of MTs. Guppi Kalimbua about the problems that occurred in the class. After finding the general problems, the English teacher and the researcher decided to solve the field problems concerning the improvement of reading skills in the teaching and learning process of reading. Then,

the English teacher and the researcher planned some actions that would be implemented to solve the field problems using summarizing activities. After that, the researcher moved on to the next level, which were doing actions and observations. The planned actions were implemented and observed to evaluate whether the use of summarizing activities effective or not to improve students' reading skill of the Second Grade of MTs. Guppi Kalimbua. The final step was reflection of the actions done before making better improvements in the next cycle. Below were the steps of this action research study that the researcher conducted in the Second Grade of MTs. Guppi Kalimbua.

To make students easy in understanding the material, the researcher used handout. The researcher made handout about the materials for the students that could be taken from internet or books. In taking the texts, the researcher chose the appropriate materials such as reading texts that were relevant to the students of junior high schools, especially for the Second Grade students of MTs. Guppi Kalimbua. The reason were helped them to understand the lesson and catching their attention so that they were interested in the materials. Before doing the actions, the researcher made lesson plans of the actions and discussed the lesson plans and the material with the English teacher.

Considering the problems identified above some efforts were planned to solve them. The efforts were through summarizing activities, the use of various tasks and interesting media, and the use of handout of the materials. In this phase, there would be three meetings on 2018. The text used was a narrative text. Based on the results of the discussion with the collaborator in a democratic and dialogic atmosphere on 2018, the action plans of the first cycle are presented below.

Summarizing activities were selected to be applied in Cycle 1 through 2 steps. The first step was determining the Somebody-Wanted-But-So-Then to find the detailed information from a text. The next step was rewriting the detailed information to be a good summary. The students were encouraged to work in pairs, groups and individual to finish the tasks given. Sometimes, the researcher asked the students based on the text, so they did not only comprehend the text in writing but also they had the comprehension in their mind. The researcher planned to give several interesting media to the students. It was given during the teaching and learning process. She would give the students pictures or a series of pictures which related to the text and various reading tasks to improve students'" vocabulary mastery and interesting of the students

During cycle 1, summarizing activities was used in every meeting. The researcher always inserted the summary activities in every task so that the students could practice in every meeting, not only in the form of individual task but also short summary orally after finishing their reading. In the first meeting, the researcher discussed about narrative text with various themes, such as Indonesian Legend, Fairy tale, and Fable. It aimed at increasing students' motivation in reading skill. The application of summarizing activities also ran well, although in the first meeting, there were some students who did not interested in this activity. She started the strategy through telling the students that there would be a way to make them easy in comprehending a text. The researcher used Indonesian Legend in the first meeting. Firstly, the researcher explained the students the definition of reading, the trick how to find each part easily, its advantages, and how to connect the detailed information being an understandable paragraph for the other readers. In first explanation they

remained silent and only made some notes about my explanation on their handout. Sometimes, they seemed bored and did other activities, such as chatting with their friends or laying their head on the table.

Furthermore, the students felt nervous in joining their first class, so the researcher tended to apply teacher-centered in teaching reading. She explained about the use of reading steps in reading skill repeatedly through the text. In relation to the time management, in the first meeting the researcher could not manage the time well, so the time was up and the researcher did not yet finish my teaching. Unluckily, she asked the students to continue the tasks at home.

Time goes by, when the researcher met the students in the second meeting, they looked more confident than the meeting before. When she asked the students to submit the last task, only few of them did not submit the task, as presented in the following field note. The researcher told them that in this meeting they would still discuss about the use of text. The researcher started the lesson by asking them some questions related to the theme that day. After asking them orally some questions, she showed a piece of pictures related to the text would be discussed. The researcher asked the students to make a group consisting 3 persons in one group and there would be 6 groups. Each group must have their representative to represent the other friends in one group. Then, she asked the representative to read the paragraph. After that, the researcher divided the group in determining the reading text and there was one group summarizing the text based on the other group's information.

In Cycle 2, the researcher planned to give rewards to the best group and student in the class in order that they would be more excited. It could be seen from the finding of Cycle 1 that the students were enthusiastic in competing with others and becoming

the winner. It was expected that rewards could encourage everybody to be active the class.

In the Cycle 2, reading text was used as the genre. There were 2 lesson plans. The first lesson plan in the Cycle 2 was about reading text. There would be three tasks here. The researcher only asked them directly to determine of reading text based on the text. Some of students could do the task by themselves, but the other students still felt confused because the text changed into the recount text. Repeatedly, the researcher explained to them that the use of text was same as the use in narrative text. In the first lesson plan, the researcher asked the students to read the text and orally asked them. Many students could answer orally, but few students still confused and remained silent. After that, in pairs, the researcher asked them to do the multiple comprehension questions. They could do the task easily. When did the second task, the students were more confident to do it in pairs. Both of the students shared their ideas or opinions together related to the task. If they found the difficulties, they asked to the researcher. The students became more enthusiastic because they wanted to be the best reader's group and got reward from the researcher.

In the third task, an individual task was about making a summary based on the reading text. The researcher asked the students to choose one of the texts, determine from the text, and make it summary based on it. Some of students chose the first text, because after scanning the text, they guessed that the first text was easier than the other texts.

The last meeting in the Cycle 2 was still about the recount text themed Holiday. In this meeting, there were three tasks about students" comprehension, such as multiple choices related to the text, true/false question, and comprehension questions. When

the students finished reading the first text, there were some difficult words they found. The researcher gave them clues through my body language and giving them some examples related to the words. After reading the model of entitle text.

In this part, researcher discusses the result findings. Before giving treatment to the students, the student's reading skill was low. It can be seen in the result of frequency and rate percentage of the students' score first test that there were 1 (5 %) students got good score, 8 (40 %) students got fair score, 4 (20 %) students got poor score, 7 (35 %) students got very poor score. and none of them got very good score. It indicates that the students were lazy, bored and not attractive to study more of reading. Most of students face difficulties in reading because they were lazy and bored to bring dictionary and they did not be serious in learning process. And their teacher did not ask her students to bring dictionary when they were learning English. But after teaching of reading by applying PARS Strategy, the students' reading skill was improved. It is because when the researcher teaching of reading by applying PARS Strategy, she asked to the each student to read the narrative text. The researcher gave interest story to the students. So that it made students enthusiastic to read it and make them more understand what the text talking about.

Using PARS Strategy in teaching of reading made the students have the high spirit to read the story because they felt curious what that's story about. And PARS Strategy is a strategy of teaching which can make the students enjoy to study. It can be seen the result of frequency and rate percentage of the students' score last test that there were 5 (25%) students got very good score, 10 (50%) students got good score, 5 (25%) students got fair score, and none of them got poor and very poor score. The result showed that the applying of PARS Strategy gave a good effect to improve the

students' reading skill. It indicates that the students were interested and enjoying learning of reading by using PARS Strategy.

The finding of statistical analysis derived that using PARS Strategy was able to improve students' reading skill. We may see from mean score of first test was 49.8 and mean score of last test was 77.75.

The result of data analysis based on result of t-test value (9.005) was higher than t-table (2.093) on the level significance 0.05. The result showed that the hypothesis was accepted. So, using PARS Strategy was effective to improve the students' reading skill.

It indicated that using PARS Strategy was done in the treatment of success. Because some of student' reading skill was developed or improved if comparing the mean score first test and last test. The successful of the research about using PARS Strategy can be treated in the school because the English teacher should be creative to develop teaching material, where they can use various techniques in learning English generally and particularly in reading.
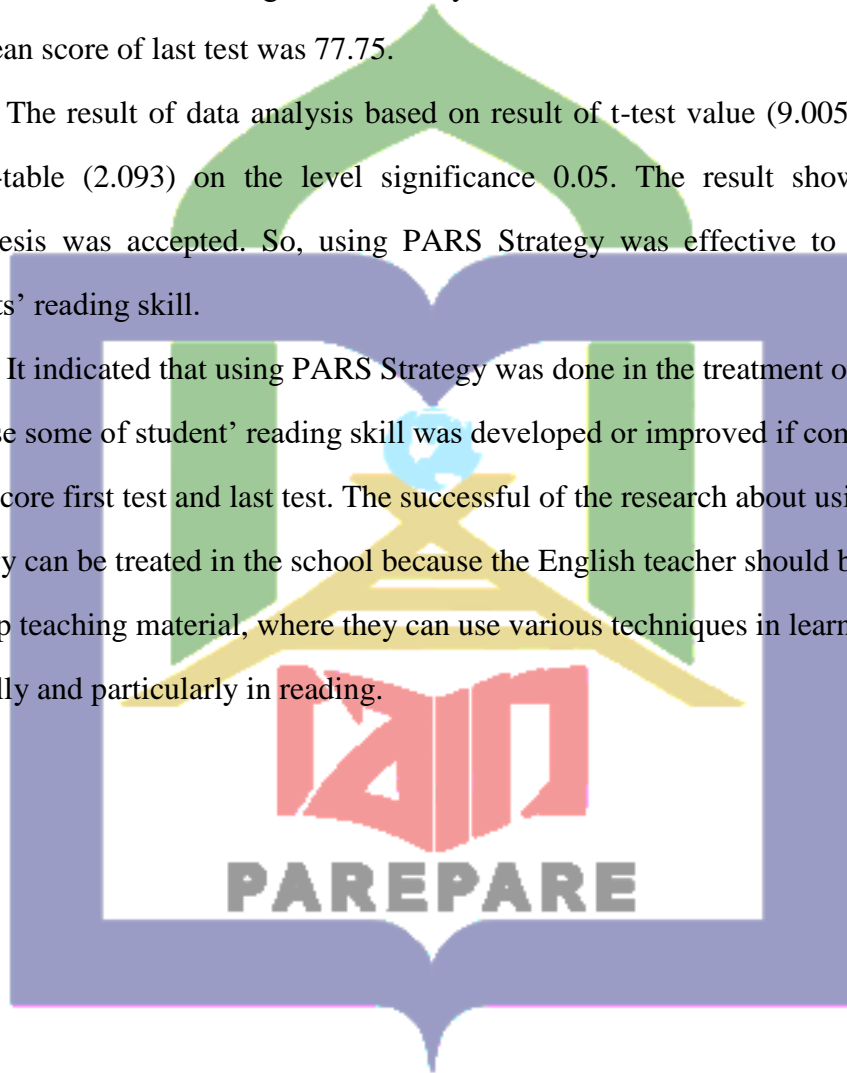
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion.

In this chapter, there are of two parts conclusion and suggestion. The conclusion deals with the conclusion of finding of research. The suggestion deals with some ideas given by the researcher.

5.1   Conclusion

Considering the result of the data analysis and the discussion of the result of data analysis in previous chapter, the writer would like to put forward some conclusion as follows:

The researcher findings were taken from the students' through reading test. Reading test was the instruments used to find out the students skill in applying PARS Strategy. The results of data analysis show that proportion of students' skill in applying PARS Strategy. This was proved by the students mean score were 77.75% while the students reading skill before applying PARS Strategy is *good* classification level of understanding.

The second grade students of MTs.Guppi Kalimbua Kab. Enrekang had fair skillinreading and understanding the main idea of the text because the students lack of vocabulary and they did not bring the dictionary, they did not know the meaning, besides that they did not understand the sentences. So, the writer can conclude that the students still have difficulties in understanding the reading text before applying PARS strategy in learning that focus of reading skill.

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Based on the finding above, the researcher gives conclusion also that applying PARS Strategy is effective to improve the students' reading skill of the second grade of MTs.Guppi Kalimbua Kab. Enrekang. We may see the result in finding above where before giving treatment to the students, none of them got very good classification. It means before applying PARS Strategy in reading, the students' reading skill was low. But when the researcher applied PARS Strategy the students score was improved where none of students got poor and very poor classification.

5.2   Suggestions

Based on the conclusion, the researcher would like to offer some suggestion which might be useful and helpful for the MTs.Guppi Kalimbua Kab. Enrekang.

5.1.1   Suggestion for the students

1.   Student should have motivation to learn reading and make reading as his habitation.

2.   Student should read more English book and always be aware to bring dictionary because its help the students to understand the reading easily.

3.   Student should study grammar deeply and reading not only in class but also outside such as in course.

4.   The students should memorize vocabulary so that they need to prepare the dictionary almost.

5.   The students should be more creative and flexible to connect the knowledge of English structure with reading skill

5.1.2   Suggestion for the teacher

1.   The manager should give the suggestion and motivation for the students in learning especially about reading.

2. The teacher should explain detail about how to understand the text talking about to the students by applying some strategies and methods in learning proses so that the students more interest to study.

3. The teacher should notice the students who get difficulties in learning of reading

4. The teacher should maximize his ability to teach the students in order to have a good mastery

5. The teacher should be make a technique or strategies in teaching noun phrase and can make students easy to understand.

5.1.3 For the school

This research was carried out in MTs.GuppiKalimbuaKab.Enrekang in the Academic Year of 2018/2019. The researcher concluded that students in this school have motivation in learning, but there are limited facilities such as limited library collection and there is no language laboratory. School should prepare and design the material based on the students need and their competence. School also has to provide interesting learning environment to the students such as providing language laboratory and teaching media.

5.1.4 For the other research

This skripsi is hope to be material information for the next researcher and could give new reference to arrange a curriculum. They could use this research as a literature to guide them when they want to do the similar research. Although this study has been done but because of limited time it still has many weaknesses.

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Appendices

Appendix 1. Learning Skenario (RPP)

Sekolah   : MTs. Guppi Kalimbua

Mata Pelajaran   :Bahasa Inggris

Kelas/Semester   : IX/I

Materi Pokok   : Reading Text

Pertemuan   : 1

Alokasi Waktu   : 2 Jam Pelajaran/40 menit (1 x Pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3. Merespon makna dan langkah retorika dalam essai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Reading Text*

4. Mengungkapkan makna dan langkah retorika dalam essai dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *Reading Text.*

C. Indikator Pencapaian Kompetensi

1. Mensyukuri anugerah Tuhan akan keberadaan bahasa inggris sebagai bahasa pengantar komunikasi internasional

2. Memahami dan menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam berkomunikasi baik di dalam maupun di luar kelas

3. Mengidentifikasi makna yang ada dalam text narrative yang dibaca.

4. Menggunakan kalimat past.

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler
   1) Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku tanggung jawab dan kerja sama.
   2) Teks lisan dan tulis teks naratif berupa cerita pendek dan sederhana.

2. Reading text in narrative text is a kind of text to retell the story that use past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.
   1) Fungsi social/ social function

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai moral melalui cerita pendek

   2) Struktur teks/ Generic Structure
      a. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya.
      b. Evaluasi: terhadap masalah yang dihadapi tokoh
      c. Komplikasi: muncul krisis
      d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh.
   3) Unsur kebahasaan
      a. Will dengan, simple continuous, dan perfect tense
      b. Adverbia penghubung waktu.
      c. Adverbial dan frasa preposisional penunjuk waktu.

d. Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempersentasikan secara lisan.

a) Short story is a short prose fiction usually depicting a single incident.

b) A short story belongs to a narrative text type, so it has a text structure of:

➢ Orientation
➢ Compilation
➢ Resolution
➢ Coda

c) To social function of a short story is to entertain the reader

d) When dealing with a short story, we have to pay attention of the elements:

➢ Setting
➢ Theme
➢ Character
➢ Point of view
➢ Plot
➢ Conflict

E. **Metode Pembelajaran**

1. Model pembelajaran: Strategi PARS

F. **Langkah-langkah Kegiatan Pembelajaran**

1. Pertemuan Pertama: (2 jam)

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
Kegiatan Awal		**10 Menit**
	▪ Guru memberi salam*(greeting)*. ▪ Mengkondisikan suasana belajar yang menyenangkan. ▪ Guru mengecek kesiapan peserta didik belajar baik secara fisik maupun psikologis (berdoa, mengecek kehadiran dll.) ▪ Guru menjelaskan kompetensi yang akan dicapai. ▪ Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang dilakukan peserta didik untuk menyelesaikan	

		latihan-latihan dan tugas dalam pembelajaran.	
Kegiatan Inti			**60 Menit**
▪ **Eksplorasi**	▪ Guru memberikan pertanyaan kepada siswa untuk menggali pengetahuan mengenai materi yang akan dipelajari. ▪ Siswa mendengarkan penjelasan guru tentang apa yang dimaksud dengan teks naratif, tujuannya dan strukturnya. ▪ Guru memberikan teks naratif yang akan dibahas pada pertemuan tersebut. ▪ Guru memberikan penjelasan mengenai cara pembelajaran strategi PARS.		
▪ **Elaborasi** ▪ **Konfirmasi**	▪ Siswa membaca teks naratif yang diberikan ▪ Selanjutnya mereka diminta untuk membuat daftar kosakata yang tidak diketahui di papan tulis sambil memberi arti bersama. ▪ Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada materi yang belum dipahami		
Kegiatan Penutup	▪ Guru bersama peserta didik merefleksiskan pengalaman belajar hari itu. ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.		**10 Menit**

G. Penilaian, Pembelajaran Remedial dan Pengayaan Sikap

1. Instrumen Penilaian

   a. Penilaian Sikap (jujur, disiplin, tanggung jawab, kerja sama)

No.	Aspek yang dinilai	Kriteria	Skor
1	Tanggung jawab	Sangat sering menunjukkan sikap sikap	5

		tanggung jawab	
		Sering menunjukkan sikap tanggung jawab	4
		Beberapa kali menunjukkan sikap tanggung jawab	3
		Jarang menunjukkan sikap tanggung jawab	2
		Tidak pernah menunjukkan sikap tanggung jawab	1
2	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa menunjukkan sikap peduli	3
		Jarang menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Kerja sama	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Jarang menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
4	Cinta damai	Sangat sering menunjukkan sikap cinta damai	5
		Sering menunjukkan sikap cinta damai	4
		Beberapa kali menunjukkan sikap cinta damai	3
		Jarang menunjukkan sikap cinta damai	2
		Tidak pernah menunjukkan sikap cinta damai	1

b. Instrument Penilaian Pengetahuan.

No	Aspek yang dinilai	Kriteria	Skor
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup Memahami	3
		Kurang memahami	2
		Tidak Memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5

		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Sangat variatif dan tepat.	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
4	Pilihan Tatabahasa	Pilihan tatabahasa sangat tepat	5
		Pilihan tatabahasa tepat	4
		Pilihan tatabahasa cukup tepat	3
		Pilihan tatabahasa kurang tepat	2
		Pilihan tatabahasa tidak tepat	1

H. Pembelajaran Remedial Dan Pengayaan

1. Pembelajaran Remedial
   i. Pemberian bimbingan secara khusus, misalnya bimbingan perseorangan.
2. Pembelajaran Pengayaan
   i. Secara mandiri peserta didik belajar menceritakan ulang teks naratif

I. Media/Alat, bahan dan sumber belajar

➢ Bahan   :gambar-gambar, kertas
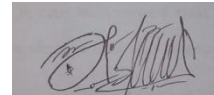➢ Sumber Belajar :kamus, internet dan suara guru.

Parepare, 13 Oktober 2018

Mengetahui

Guru Pamong

Mahasiswa

Harni Ali S.Pd.I

Nur Kamaria

NIP:19810425200604 2033

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Appendix 2. Learning Process (RPP)

Sekolah   : MTs. Guppi Kalimbua

Mata Pelajaran   :Bahasa Inggris

Kelas/Semester   : IX/I

Materi Pokok   : Reading Text

Pertemuan   : 2

Alokasi Waktu   : 2 Jam Pelajaran/40 menit (1 x Pertemuan)

A. **Kompetensi Inti**
1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar**
1. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Merespon makna dan langkah retorika dalam essai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Reading Text*

4. Mengungkapkan makna dan langkah retorika dalam essai dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *Reading Text.*

C. Indikator Pencapaian Kompetensi

1. Mensyukuri anugerah Tuhan akan keberadaan bahasa inggris sebagai bahasa pengantar komunikasi internasional
2. Memahami dan menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam berkomunikasi baik di dalam maupun di luar kelas
3. Mengidentifikasi makna yang ada dalam text narrative yang dibaca.
4. Menggunakan kalimat past.

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler
   1) Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku tanggung jawab dan kerja sama.
   2) Teks lisan dan tulis teks naratif berupa cerita pendek dan sederhana.
2. Reading text in narrative text is a kind of text to retell the story that use past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.
   1) Fungsi social/ social function

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai moral melalui cerita pendek

   2) Struktur teks/ Generic Structure
      a. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya.
      b. Evaluasi: terhadap masalah yang dihadapi tokoh
      c. Komplikasi: muncul krisis
      d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh.
      e. Unsur kebahasaan
      e. Will dengan, simple continuous, dan perfect tense
      f. Adverbia penghubung waktu.
      g. Adverbial dan frasa preposisional penunjuk waktu.
      h. Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempersentasikan secara lisan.
         a) Short story is a short prose fiction usually depicting a single incident.

b) A short story belongs to a narrative text type, so it has a text structure of:

➢ Orientation
➢ Compilation
➢ Resolution
➢ Coda

c) To social function of a short story is to entertain the reader

d) When dealing with a short story, we have to pay attention of the elements:

➢ Setting
➢ Theme
➢ Character
➢ Point of view
➢ Plot
➢ Conflict

E. Metode Pembelajaran
1. Model pembelajaran: Strategi PARS

F. Langkah-langkah Kegiatan Pembelajaran
1.Pertemuan kedua: (2 jam pertemuan)

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
Kegiatan Awal		**10 Menit**
	▪ Guru memberi salam*(greeting)*. ▪ Mengkondisikan suasana belajar yang menyenangkan. ▪ Guru mengecek kesiapan peserta didik belajar baik secara fisik maupun psikologis (berdoa, mengecek kehadiran dll.) ▪ Guru menjelaskan kompetensi yang akan dicapai. ▪ Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.	
Kegiatan Inti		**60 Menit**
▪ **Eksplorasi**	▪ Guru memberikanpenjelasan tentang materi (narrative text) materi yang	

	akan dipelajari dengan menggunakan strategi PARS. .	
▪ **Elaborasi**	▪ Siswa dibagi menjadi 6 kelompok dan masing-masing kelompok terdiri atas 5 siswa. ▪ Setiap kelompok menerima materi yang akan dibahas dalam kelompok asal. ▪ Setiap kelompok diberi waktu untuk mendalami materi sesuai dengan kelompoknya. ▪ Siswa dikelompokkan dalam kelompok ahli. Kelompok ahli dibagi dalam 6 kelompok dan masing-masing kelompok terdiri dari 5 siswa. ▪ Setiap siswa menjelaskan kepada teman kelompok ahli dengan materi yang sudah dibahas dalam kelompok asal. ▪ Siswa kembali berkumpul kekelompok asal untuk menyimpulkan apa yang sudah dibahas dalam kelompok ahli. ▪ Guru dan siswa bersama-sama menyimpulkan materi yang sudah didiskusikan. ▪ Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada materi yang belum dipahami	
▪ **Konfirmasi**		
Kegiatan Penutup	▪ Guru bersama peserta didik merefleksiskan pengalaman belajar hari itu. ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	**10 Menit**

G. Penilaian, Pembelajaran Remedial dan Pengayaan Sikap

      1. Instrumen Penilaian

      a. Penilaian Sikap (jujur, disiplin, tanggung jawab, kerja sama)

No.	Aspek yang dinilai	Kriteria	skor
1	Tanggung jawab	Sangat sering menunjukkan sikap sikap tanggung jawab	5
		Sering menunjukkan sikap tanggung jawab	4
		Beberapa kali menunjukkan sikap tanggung jawab	3
		Jarang menunjukkan sikap tanggung jawab	2
		Tidak pernah menunjukkan sikap tanggung jawab	1
2	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa menunjukkan sikap peduli	3
		Jarang menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Kerja sama	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Jarang menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
4	Cinta damai	Sangat sering menunjukkan sikap cinta damai	5
		Sering menunjukkan sikap cinta damai	4
		Beberapa kali menunjukkan sikap cinta damai	3
		Jarang menunjukkan sikap cinta damai	2
		Tidak pernah menunjukkan sikap cinta damai	1

      b. Instrument Penilaian Pengetahuan.

No	Aspek yang dinilai	Kriteria	skor
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup Memahami	3
		Kurang memahami	2
		Tidak Memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4

		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Sangat variatif dan tepat.	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
4	Pilihan Tatabahasa	Pilihan tatabahasa sangat tepat	5
		Pilihan tatabahasa tepat	4
		Pilihan tatabahasa cukup tepat	3
		Pilihan tatabahasa kurang tepat	2
		Pilihan tatabahasa tidak tepat	1

H. Pembelajaran Remedial Dan Pengayaan
1. Pembelajaran Remedial
   i. Pemberian bimbingan secara khusus, misalnya bimbingan perseorangan.
2. Pembelajaran Pengayaan
   i. Secara mandiri peserta didik belajar menceritakan ulang teks naratif

I. Media/Alat, bahan dan sumber belajar
➢ Bahan   :gambar-gambar, kertas
➢ Sumber Belajar :kamus, internet dan suara guru.

Mengetahui
Parepare,13Oktober2018

Guru Pamong   Mahasiswa

Harni Ali S.Pd.I   **Nur Kamaria**
NIP:19810425200604 2033   **NIM: 11.1300.116**

Appendix 3. Learning Process (RPP)

Sekolah   : MTs. Guppi Kalimbua

Mata Pelajaran   :Bahasa Inggris

Kelas/Semester   : IX/I

Materi Pokok   : Reading Text*(Narrative Text)*

Pertemuan   : 3

Alokasi Waktu   : 2 Jam Pelajaran/40 menit (1 x Pertemuan)

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar
1. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Merespon makna dan langkah retorika dalam essai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan

sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Reading Text*

4. Mengungkapkan makna dan langkah retorika dalam essai dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *Reading Text.*

C. Indikator Pencapaian Kompetensi

1. Mensyukuri anugerah Tuhan akan keberadaan bahasa inggris sebagai bahasa pengantar komunikasi internasional

2. Memahami dan menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam berkomunikasi baik di dalam maupun di luar kelas

3. Mengidentifikasi makna yang ada dalam text narrative yang dibaca.

4. Menggunakan kalimat past.

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

   1) Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku tanggung jawab dan kerja sama.

   2) Teks lisan dan tulis teks naratif berupa cerita pendek dan sederhana.

   3) Reading text in narrative text is a kind of text to retell the story that use past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

   4) Fungsi social/ social function

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai moral melalui cerita pendek

   5) Struktur teks/ Generic Structure

      f. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya.

      g. Evaluasi: terhadap masalah yang dihadapi tokoh

      h. Komplikasi: muncul krisis

      i. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh.

   6) Unsur kebahasaan

         a. Will dengan, simple continuous, dan perfect tense

         b. Adverbia penghubung waktu.

         c. Adverbial dan frasa preposisional penunjuk waktu.

         d. Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempersentasikan secara lisan.

a) Short story is a short prose fiction usually depicting a single incident.
b) A short story belongs to a narrative text type, so it has a text structure of:

> ➢ Orientation
> ➢ Compilation
> ➢ Resolution
> ➢ Coda

c) To social function of a short story is to entertain the reader
d) When dealing with a short story, we have to pay attention of the elements:

> ➢ Setting
> ➢ Theme
> ➢ Character
> ➢ Point of view
> ➢ Plot
> ➢ Conflict

E. Metode Pembelajaran

1. Model pembelajaran: Strategi PARS

F. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan kedua: (2 jam pertemuan)

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
Kegiatan Awal		**10 Menit**

	1. Guru memberi salam *(greeting)*.
	 2. Mengkondisikan suasana belajar yang menyenangkan.
	 3. Guru mengecek kesiapan peserta didik belajar baik secara fisik maupun psikologis (berdoa, mengecek kehadiran dll.)
	    1.1 Guru menjelaskan kompetensi yang akan dicapai.
	    1.2 Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.	

Kegiatan Inti		**60 Menit**

Eksplorasi **Elaborasi** **Konfirmasi**	1. Guru memberikan pertanyaan kepada siswa untuk mengingat materi bacaan (teks naratif). 1.1 Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada siswa yang belum mengerti mengenai teks naratif 1.2 Guru dan siswa memberikan kesimpulan mengenai materi teks naratif. .		
Kegiatan Penutup	2. Guru bersama peserta didik merefleksiskan pengalaman belajar hari itu. 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.		**10 Menit**

10 Penilaian, Pembelajaran Remedial dan Pengayaan Sikap

1. Instrumen Penilaian
   a. Penilaian Sikap (jujur, disiplin, tanggung jawab, kerja sama)

No.	Aspek yang dinilai	Kriteria	Skor
1	Tanggung jawab	Sangat sering menunjukkan sikap sikap tanggung jawab	5
		Sering menunjukkan sikap tanggung jawab	4
		Beberapa kali menunjukkan sikap tanggung jawab	3
		Jarang menunjukkan sikap tanggung jawab	2
		Tidak pernah menunjukkan sikap tanggung jawab	1
2	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa menunjukkan sikap peduli	3
		Jarang menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Kerja sama	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Jarang menunjukkan sikap kerja sama	2

No	Aspek yang dinilai	Kriteria	skor
		Tidak pernah menunjukkan sikap kerja sama	1
4	Cinta damai	Sangat sering menunjukkan sikap cinta damai	5
		Sering menunjukkan sikap cinta damai	4
		Beberapa kali menunjukkan sikap cinta damai	3
		Jarang menunjukkan sikap cinta damai	2
		Tidak pernah menunjukkan sikap cinta damai	1

b. Instrument Penilaian Pengetahuan.

No	Aspek yang dinilai	Kriteria	skor
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup Memahami	3
		Kurang memahami	2
		Tidak Memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Sangat variatif dan tepat.	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
4	Pilihan Tatabahasa	Pilihan tatabahasa sangat tepat	5
		Pilihan tatabahasa tepat	4
		Pilihan tatabahasa cukup tepat	3
		Pilihan tatabahasa kurang tepat	2
		Pilihan tatabahasa tidak tepat	1

11 Pembelajaran Remedial Dan Pengayaan

1. Pembelajaran Remedial

   a) Pemberian bimbingan secara khusus, misalnya bimbingan perseorangan.

2. Pembelajaran Pengayaan
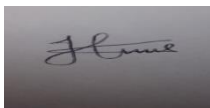
   a) Secara mandiri peserta didik belajar menceritakan ulang teks naratif

12 Media/Alat, bahan dan sumber belajar

 ➢ Bahan   :gambar-gambar, kertas
 ➢ Sumber Belajar :kamus, internet dan suara guru.
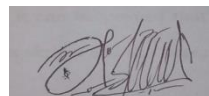
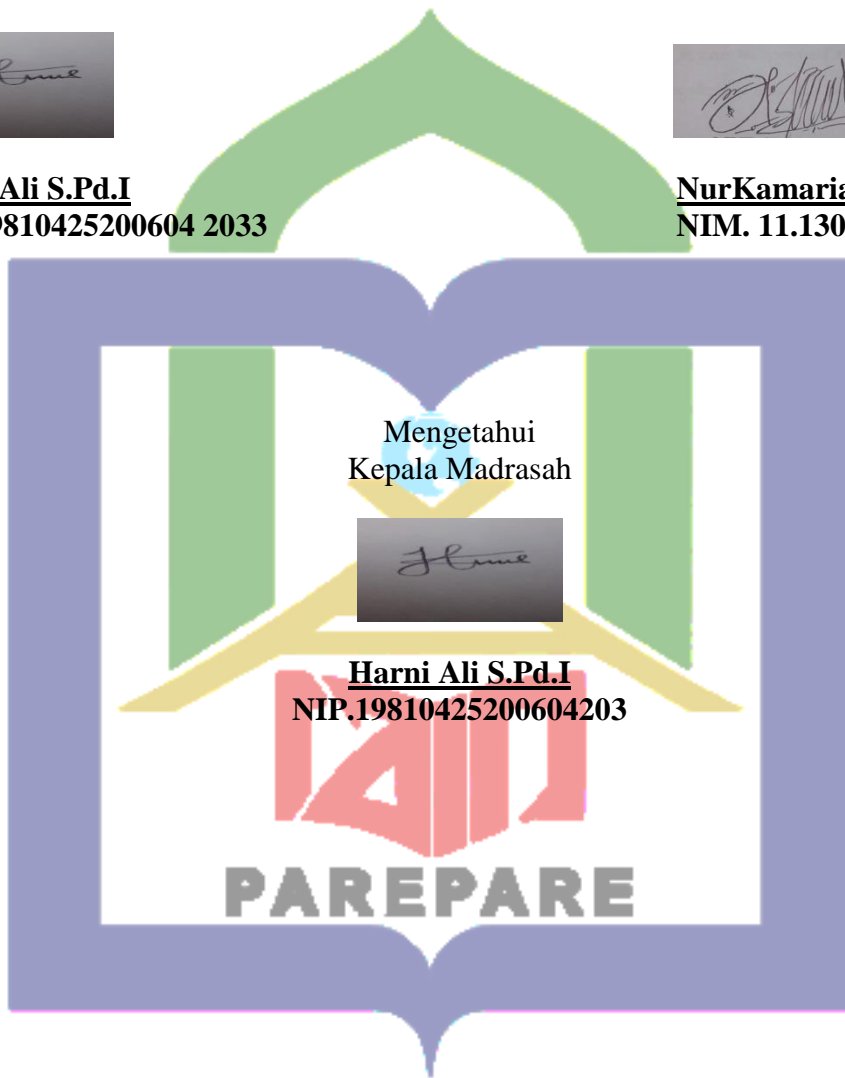Kalimbua, 13 Oktober   2018

Guru Bidang Studi   Mahasiswa

Harni Ali S.Pd.I   **NurKamaria**
NIP.19810425200604 2033   **NIM. 11.1300.116**

Mengetahui
Kepala Madrasah

Harni Ali S.Pd.I
NIP.19810425200604203

	KEMENTRIAN AGAMA RI **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE** **JURUSAN TARBIYAH DAN ADAB** **Jl. Amal bakti No. 8 Soreang 911331** **Telepon (0421)21307, Faksimile (0421) 2404**
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA : NURKAMARIA

NIM : 11.1300.116

JURUSAN/PRODI :TARBIYAH DAN ADAB/PENDIDIKAN BAHASA

INGGRIS

JUDUL : MENINGKATKAN KEMAMPUAN MEMBACA SISWA

MELALUI STRATEGI PARS (PREVIEW, ASK QUESTION, READ,

SUMMARIZE) PADA SISWA KELAS VIII MTS GUPPI KALIMBUA

KABUPATEN ENREKANG

I. Identitas Responden

Kode Responden :
Jenis Kelamin : ☐ Laki-laki ☐ Perempuan
Kelas :

II. Petunjuk Pengisian Angket

    a. Bacalah pernyataan berikut dengan teliti

    b. Pilihlah alternative jawaban yang benar-benar sesuai dengan keadaan adik-adik

    c. Jawablah dengan sejujurnya karena angket ini tidak akan mempengaruhi pada nilai raport atau kenaikan kelas

    d. Berilah tanda *chek list (√)* pada alternative jawaban yang menurut adik-adik paling sesuai

e. Jawaban angket ini akan dirahasiakan

f. Seluruh pernyataan harus dijawab dan tidak diperkenankan menjawab lebih dari satu

g. Keterangan alternative jawaban:

SS (Sangat setuju)	ST (Setuju)	RG (Ragu-ragu)	TS (TidakSetuju)	STS (Sangat Tidak Setuju)

h. Atas partisipasi adik-adik diucapkan banyak terimakasih.

III. Daftar Pernyataan

Meningkatkan kemampuan membaca siswa melalui strategi PARS (Preview, Memberi pertanyaan, Membaca, danMenyimpulkan) pada siswa kelas VIII MTs.Guppi Kalimbua Kab.Enrekang

No.	PERNYATAAN	KETERANGAN				
		SS	ST	RR	TS	STS
1.	Anda menyukai pelajaran bahasa inggris					
2.	Guru bahasa inggris anda menggunakan strategy PARS dalam pembelajaran bahasa inggris					
3.	Penggunaan strategi PARS dalam proses pembelajaran bahasa inggris dapat membantu mengembangkan kemampuan membaca anda					
4.	Anda senang mengikuti pembelajaran bahasa inggris menggunakan strategy PARS					
5.	Dengan penggunaan Strategi PARS dalam pembelajaran , anda merasa bersemangat untuk mengikuti pelajaran bahasa inggris					
6.	Penggunaan strategi PARS dapat memotivasi anda untuk lebih giat belajar bahasa inggris					

7.	Anda lebih memperhatikan pembelajaran bahasa inggris dengan penggunaan strategi PARS					
8.	Anda tidak tertarik dengan strategy PARS dalam pembelajaran bahasa inggris					
9.	Strategi PARS dapat meningkatkan kemampuan anda dalam memahami bacaan					
10.	Anda merasa terganggu dengan penggunaan strategi PARS dalam pembelajaran bahasa inggris					

Setelah mengamati instrumen dalam penelitian penyusun skripsi mahasiswa sesuai dengan judul tersebut maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 12 Oktober 2018

Dosen Pembimbing

Utama

Pendamping

(.............................)

(.............................)

Dra.Hj. Nanning, M.Pd

Dr.Magdahalena M. Hum.

19680523 200003 2 005

19700 320300501 2 006

Appendix 5. Test of Cycle I and Cycle II

Name:

Class:

A. VOCABULARY TEST
Complete the text below with the words in the box !

A Greedy Dog

A greedy dog (1) . . . a large piece of tender meat from a butcher's (2) . . .

He grasped the meat tightly between his (3) . . . and ran home with it.

On the way home, he (4) . . . to a small (5) . . . over a stream. As he was (6) . . . the
bridge, he (7) . . . down and saw his own (8) . . . in the water below; he (9) . . . it was
another dog that he (10) . . .

In this other dog's (11) . . . he saw another (12) . . . piece of meat.

"If I can get the (13) . . . from that other dog, I will have two pieces (14) . . . of one,"
thought the (15) . . . dog.

So, he (16) . . . down to get the meat and, as he (17) . . . his jaws, the meat fell out
and was (18) . . . lost in the water. So, in the end the dog had (19) . . . He had been
(20) . . . by his greed.

a. Greedy	f. Came	k. Large	p. Quickly	u. Reflection
a. Meat	g. Stole	l. Instead	q. Bridge	
b. Thought	h. Bent	m. Punishment	r. Saw	
c. Shop	i. Teeth	n. Crossing	s. Ran	
d. Looked	j. Opened	o. Mouth	t. Nothing	

Name:

Class:

B. READING TEST

The Old Man and His Son

Once there lived an old man who had many sons. They were always quarreling with one another and this made him very sad. He longed to see them live peacefully so he thought up a clever plan to show them their folly.

He brought home a small bundle of sticks and sent for his sons. He asked his youngest son to try and break the bundle. He could not. Then he asked the rest to try. One by one, each of them tried, but failed.

Then the old man untied the bundle and asked his sons to try again. They broke the sticks at once. Now came the time to teach them their lesson.

"My sons," He said, "learn a lesson from these sticks. You could not break them as long as they were bound together, but the moment they were separated from one another, they were broken into pieces. In the same way, you will come to no harm as long as you remain united. But, you will all perish if you are divided."

Answer these questions based on the text above!

1. What is the main idea of the text above?
2. What did the old man bring home? And why?
3. What is the lesson that you get of the text?
4. How many brothers and sisters do you have?
5. a) Do they ever fight (quarrel) with each other?
b) How do your parents react?

Appendix 6. Documentation and Result of Student's Test

PAREPARE

POST TEST

Name: Rosmiati

Class: VIII (delapan) MTs. Guppi. Kalimbua

B. READING TEST

The Old Man and His Son

Once there lived an old man who had many sons. They were always quarreling with one another and this made him very sad. He longed to see them live peacefully so he thought up a clever plan to show them their folly.

He brought home a small bundle of sticks and sent for his sons. He asked his youngest son to try and break the bundle. He could not. Then he asked the rest to try. One by one, each of them tried, but failed.

Then the old man untied the bundle and asked his sons to try again. They broke the sticks at once. Now came the time to teach them their lesson.

"My sons," He said, "learn a lesson from these sticks. You could not break them as long as they were bound together, but the moment they were separated from one another, they were broken into pieces. In the same way, you will come to no harm as long as you remain united. But, you will all perish if you are divided."

Answer these questions based on the text above!

1. What is the main idea of the text above?
2. What did the old man bring home? And why?
3. What is the lesson that you get of the text?
4. How many brothers and sisters do you have?
5. a) Do they ever fight (quarrel) with each other?
   b) How do your parents react?

Answer :

1. The old man want to give his son the good lesson.
2. He brought home a small bundle of sticks and sent for his son. Because he want to teach his son about his foolish.
3. The lesson the old man ~~wanted~~ wished to teach his sons that : If we stand together, we divided we fall.
4. Five sisters.
5. a) yes they do
   b) my parents will give message and lesson.

PRE TEST

Name: Rosmi Sulfiyani

Class: XII (delapan)

A. VOCABULARY TEST

Complete the text below with the words in the box !

A Greedy Dog

A greedy dog (1) .g. a large piece of tender meat from a butcher's (2) .d

He grasped the meat tightly between his (3) .o. and ran home with it.

On the way home, he (4) .f. to a small (5) .q. over a stream. As he was (6) .n. the bridge, he (7) .b. down and saw his own (8) .w. in the water below; he (9) .c. it was another dog that he (10) .e.

In this other dog's (11) .o. he saw another (12) .k. piece of meat.

"If I can get the (13) .b. from that other dog, I will have two pieces (14) .l. of one," thought the (15) .a. dog.

So, he (16) .n. down to get the meat and, as he (17) .j. his jaws, the meat fell out and was (18) .w. lost in the water. So, in the end the dog had (19) .t. He had been (20) .m. by his greed.

a. greedy	f. came	k. large	p. nothing	u. teeth
b. Meat	g. stole	l. instead	q. bridge	v. quickly
c. Thought	h. bent	m. punishment	r. saw	w. reflection
d. Shop	i. tightly	n. crossing	s. run	
e. Looked	j. opened	o. mouth	t. nothing	

Appendix 6. Research Allow of MTs. Guppi Kalimbua

MADRASAH TSANAWIYAH GUPPI KALIMBUA
(MTs. GUPPI KALIMBUA)
Alamat : Kalimbua, Desa Bontongan, Kec. Baraka Kab. Enrekang

SURAT KETERANGAN PENYELESAIAN PENELITIAN

Nomor: MTs2.21.20.11/PP.00.05/52/2018

Yang bertanda tangan di bawah ini :

Nama	:	HARNI ALI. S.Pd.I
NIP	:	19810425 200604 2 033
Jabatan	:	Kepala Madrasah
Unit Kerja	:	MTs. Guppi Kalimbua

Dengan ini Menyatakan bahwa :

Nama	:	NUR KAMARIA
Tempat/Tgl Lahir	:	Kalimbua, 15 Agustus 1992
Jenis Kelamin	:	Perempuan
Agama	:	Islam
Alamat	:	Kalimbua

Menerangkan dengan sebenarnya, Bahwa nama yang bersangkutan di atas adalah Mahasiswa dari Institut Agama Islam Negeri (IAIN) Parepare yang telah menyelesaikan Penelitian Selama Satu Bulan di MTs. Guppi Kalimbua.

Demikian surat Keterangan ini Kami buat dengan sebenarnya dan diberikan kepada yang bersangkutan. Agar dapat dipergunakan sebagaimana mestinya.

Kalimbua, 22 November 2018

Kepala Madrasah

HARNI ALI, S. Pd. I
NIP 19810425 200604 2 033

Appendix 7. Research Allow of IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor   : B.26e1   /In.39/PP.00.9/10/2018
Lampiran   : -
H a l   : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. ENREKANG
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu
di
   KAB. ENREKANG

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE PAREPARE :

Nama   : NUR KAMARIA
Tempat/Tgl. Lahir   : KALIMBUA, 15 Agustus 1992
NIM   : 11.1300.116
Jurusan / Program Studi   : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester   : XI (Sebelas)
Alamat   : KALIMBUA, DESA BONTONGAN, KEC. BARAKA, KAB.
                            ENREKANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. ENREKANG** dalam rangka
penyusunan skripsi yang berjudul :
**" IMPROVING THE STUDENTS' READING SKILL THROUGH PREVIEW, ASK
QUESTION, READ, SUMMARIZE (PARS) STRATEGY OF THE SECOND GRADE OF
MTs. GUPPI KALIMBUA KAB. ENREKANG (Classroom Action Research
Students)"**
Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan
dukungan seperlunya.
Terima kasih,

                                              16 Oktober 2018
                                       A.n Rektor
                                       Plt. Wakil Rektor Bidang Akademik dan
                                       Pengembangan Lembaga (APL)

                                       Muh. Djunaidi

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Dicetak pada Tgl : 16 Oct 2018 Jam : 11:44:46

Appendix 8. Research Allow of Pemerintah Kabupaten Enrekang Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

CURRICULUM VITAE

NUR KAMARIA The writer was born on August 26th, 1992 in Kalimbua, South Sulawesi. She is the second child from five children in her family. Daughter of the couple of Rahman and Rawasia.

Her educational background, she began her study in 2000 at MI Guppi Kalimbua, in Baraka. And 2005, at the same year he 2008. Then she continued her study in senior high school at MAN I Enrekang and graduated 2011. After that, she continued of IAIN Parepare at the same year. She enrolled and accepted studying in S1 English Program of Tarbiyah and Adab Department of State Islamic Institute (IAIN) Parepare in 2011 and completed her study with her skripsi by the title "Improving The Students' Reading Skill Using Preview, Ask Question, Read and Summarize (PARS) Strategy of The Second Grade of MTs. Guppi Kalimbua Kab. Enrekang".