

**THE IMPLEMENTATION OF PEER ASSESSMENT IN READING SKILL
THROUGH TASK BASED LEARNING AT GRADE TENTH
IN SMA NEGERI 1 LABUHAN DELI**

*Khairani

**Anni Holila Pulungan

**Ade Aini Nuran

ABSTRACT

The aim of this study is to analyze the implementation of peer assessment in reading skill through task based learning at grade tenth students in SMA Negeri 1 Labuhan Deli. It used qualitative research method through four stages; 1) Data collection, 2) Data Reduction, 3) Data presentation, and 4) Conclusion and verification. The data of this research were peer assessment used by each teacher and sources of data in this research were three English teachers at grade tenth students in SMA Negeri 1 Labuhan Deli. The techniques of collecting the data were by conducting observations, interviews, and documentations. The findings showed that two teachers applied peer assessment good, and one teacher didn't applied peer assessment. The result showed that the implementation of peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli was almost run effectively and also categorized sufficient due to some obstacle and supporting factors.

Key words: *Implementation, Peer Assessment, Reading Skill, Qualitative Descriptive, Task Based Learning*

*Graduate Status

**Lecturer Status

I. INTRODUCTION

A. The Background of the Study

One of the crucial components in the process of teaching learning is assessment. That is a process to gather and discuss information to develop a deep understanding of students' knowledge. Assessment is used

by the teacher as a way to monitor students' abilities in English and to know how students' learning in classroom, assessment be obligation for it.

There is an assessment technique carried out by a student, one of them is peer assessment. Peer Assessment is an assessment which allows students to assess each other's performance. It can be extremely valuable in helping students to learn from each other by listening, analyzing and problem solving. It gives students the opportunity to encounter diversity in different ways, critique and judge and ultimately, students learn how to be responsible for their own learning. It develops the ability of students to make independent assessment by involving them in commenting on and judging other students' work. It is commonly a part of group work in which a variety of assessment methods are undertaken as a group assignment to develop students' teamwork skills and/or enable students to undertake larger tasks than could be done by an individual.

Reading is a necessary skill that any learner needs. It is the activity to get meaning (the message) from the text. In other words, it means grasping the meaning out from the text, but for language learning, language components (pronunciation, structure, spelling and vocabulary) are involved.

Task-Based-Learning (TBL) Method, there are three Stages. They are Pre-task, Task cycle, and language focus. The first is Pre-task, teacher introduces the topic and gives the students clear instruction on what they have to do at the task stage. The second is task-cycle, teacher asks the students to make a small group to compare the result. The third is language focus, teachers give explanation about language structure according to the material.

The preliminary data was gained by doing interview with the teacher and by observing the process of teaching and learning in the classroom as non-participant observer to know the interaction between teacher and students and to identify the feedback between both teacher and students. Researcher interviewed some English teachers to get preliminary data about the implementation of peer assessment in reading skill through task based learning. From the preliminary observation of grade tenth students of SMA Negeri 1 Labuhan Deli, the researcher found about how the teacher implement peer assessment. Many schools didn't apply peer assessment in the classroom. The assessment just conducted by the teachers. Here are the interviews:

*I (Interviewer) : Apakah mam mengaplikasikan peer assessment di dalam kelas?
(Do you (mam) apply peer assessment in the classroom?)*

- T 1 (Teacher 1) : *ya, saya mengaplikasikan itu di dalam kelas. Peer assessment bisa membantu saya dalam menilai siswa.*
(*Yes, I apply it in the class. It can help me in assess the student.*)
- T 2 : *Tidak, saya tidak terlalu berminat mengaplikasikan peer assessment.*
(*no, I'm not I don't like to apply peer assessment*)
- T 3 : *Saya kadang mengaplikasikannya, tapi lebih seringnya saya menilai siswa hanya dengan mengingat siswa yang mana yang memiliki kompetensi yang tinggi dan yang mana yang memiliki kompetensi yang rendah.*
(*I apply it rarely, mostly I just assess all students by remembering who students have high competences and low competences in learning process.*)
- I : *Apakah dapat mam tentang peer assessment?*
What do you think (mam) about peer assessment?
- T 1 : *Menurut saya peer assessment sangat cocok di kurikulum 2013, karena di kurikulum 2013, ada peer assessment yang harus di aplikasikan. Peer assessment bisa membuat siswa lebih aktif di dalam kelas. Mereka akan fokus melihat teman mereka di depan kelas dan mereka tidak mempunyai waktu untuk melakukan hal yang lain, hanya fokus terhadap penampilan teman mereka.*
(*I think that peer assessment is so appropriate in curriculum 2013, because in this curriculum, there is peer assessment that must be applied. Peer assessment can make the students be active in the class. They will focus to their friend is standing in front, and they don't have time to see others, just focus on their friends' performance.*)
- T 2 : *Menurut saya, peer assessment tidak efektif, karena siswa bisa memberikan nilai yang bagus kepada teman yang dekat dengan mereka. Dan kami sebagai guru harus memeriksa ulang. Itu membuat kami bekerja dua kali.*
(*Peer assessment is not effective, because the students can give a good score if they are their close friends. If they are not their close friends, they will give a bad score. And we as the teacher must do check and re-check again. It makes, we work two time.*)
- T 3 : *Peer assessment bagus, tapi kami harus melakukan pemeriksaan ulang lagi, untuk membuat penilaian tersebut menjadi valid.*
(*Peer assessment is good, but we must do check and re-check again, to make it become valid assessment.*)

- I :Dapatkah *peer assessment* meningkatkan kemampuan siswa?
(*Can peer assessment improve students' skill?*)
- T 1 :ya, *peer assessment* bisa meningkatkan kemampuan siswa karena mereka akan mendapat dua feedback, pertama dari teman mereka, dan kedua dari guru mereka. Mereka bisa membandingkan keduanya, setelah itu mereka bisa menilai diri mereka, dan kami sebagai guru akan memanggilnya kedepan lagi untuk menampilkan sesuai dengan penilaian yang di dapatkan.
(*yeah, it can improve the students' skill, because they will get two feedback, first from their friend, and the second from their teacher. They can compare both of assessment, and after they get that assessment, we as the teacher will ask the students for come in front again to perform based on the feedback that they get.*)
- T 2 : *Saya tidak Tahu, karena saya tidak pernah mengaplikasikan penilaian ini. Tapi saya tidak yakin kalau penilaian ini bisa meningkatkan kemampuan siswa, karena saya pikir penilaian ini tidak efektif.*
(*I don't know, because I never apply this assessment. But I don't think so if this assessment can improve the students' skill, because I think this assessment is not effective.*)
- T 3 :Tidak, *peer assessment* gak bisa meningkatkan kemampuan mereka..
Ketika saya mengaplikasikan ini, kemampuan siswa tidak meningkat, mereka beranggapan bahwa penilaian dari teman itu gak akurat, mereka hanya melihat penilaian guru saja.
Itualasannya saya jarang pakek penilaian ini.
(*No, it can't, when I apply this assessment the students' skill don't improve, they assume that the assessment from their friend is not accurate, they just see the teachers' assessment. That reason I use this assessment rarely.*)

Based on the interviews above from three English teachers at SMA Negeri 1 Labuhan Deli, the researcher found that from the first teacher, she used peer assessment in the classroom, because she thinks that it can help her in assess her student. While the second teacher said, she didn't apply peer assessment, because she thinks that it is not effective to use. The third teacher said, she would love to apply that assessment but sometimes seem that peer assessment is not valid. Some of the teachers don't want to apply peer assessment in the classroom. First reason, teachers thought that peer assessment is not accurate or valid assessment. But from the second and the

third teachers were still difficult to apply peer assessment in the classroom, because they assumed that it is not accurate assessment. Moreover, from the first teacher, the researcher tends to analyze how the first teacher tries to apply peer assessment in the classroom.

Based on the researches above, the main factor of the implementation of peer assessment in the classroom was about the validity of that assessment, an also the supported from the students.

Therefore, the researcher is convinced that by using peer assessment in reading skill would be success to increase students' ability in reading, especially through task based learning. Because the researcher chose peer assessment and using Task Based Learning to know the students' skill in reading.

II. REVIEW OF LITERATURE

A. Theoretical of framework

In conducting a research, theories are needed to explain the study. The purpose of this chapter is to state some references which related to this study. The terms used in this research are clarified as follow:

1. Assessment

a. Definition of Assessment

Assessment is one of the most important tools in the teaching-learning process, because it can be used to measure the ability of students receiving knowledge and ability of teachers in transferring knowledge. In addition, Arends (2004) has expressed the same ideas about the definition of assessment. Arends define assessment can not only be used to measure students' ability in receiving knowledge and teachers' ability in transferring knowledge, but it can also be used for the purpose of making decisions about instructions through the process of collecting information from students in the classroom. Huba and Freed (2000) define assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience; the process culminates when assessment results are used to improve subsequent learning. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. More detail that assessment is the way instructions gather data about their teaching and their students' learning (Hanna and Dettmer, 2004).

b. Types of Assessment

Brown (2004) states that assessments can be divided into two types, namely: summative assessments and formative assessments. The differences between these assessments lie in the process of grading work done or performances made by students. Summative assessment is also known as traditional assessment. Brown also states that summative assessment aims to measure, or summarize, what a student has grasped, and this typically occurs at the end of a course or unit of instruction.

c. Peer Assessment

Topping (1998) mention that peer assessment is an arrangement in which individual consider the amount level, value, worth, quality of success of the product or outcomes of learning of peer in similar status.

2. Reading

a. Definition of Reading

Harison and Smith (1980) define reading as the act of responding with appropriate meaning to print or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the reader's language skill, and cognitive skills and knowledge of the words. In this process, the reader tries to recreate the meaning intended by the writer.

b. Reading Comprehension

Snow (2002) defines reading comprehension as the process of extracting and constructing meaning involving the written language. In line with Snow, Johnson (2008) states reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading comprehension.

c. Strategies in Reading Comprehension

Some strategies in reading comprehension proposed by Brown (2001: 306) as follow:

a) Identifying the Purpose in Reading

The purpose of reading is important in reading. The readers need to know the aim of what they are reading before they read the passage. It is the same as the students. Students have to know the purpose of reading as it can help them in comprehending the text.

b) Using Graphemic Rules and Patterns to Aid in Bottom-Up Decoding

This strategy is mainly addressed to beginning learners. The learners are introduced to some patterns of both in oral language and written language. This will help them in understanding the text.

c) Using Efficient Silent Reading Techniques for Relatively Rapid Comprehension

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meanings from context. It is also the best practices to make the students become efficient readers.

d) Skimming

Skimming is done by the students to grasp the information by reading the text at glance. It is useful for the students as they can practice on prediction. For example, they predict the aim of the text, the main idea, and supporting details.

e) Scanning

Like skimming, scanning is included in fast reading. In contrast, scanning concerns only in finding certain information. The students find the information they need without reading the whole text.

f) Guessing When the Readers are not Certain

This strategy is useful to encourage the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical relationship (for example pronoun references), a discourse relationship, a cultural reference, content messages, and infer implied meaning.

g) Analyzing Vocabulary

In analyzing vocabulary, the students have to notice the prefixes, suffixes, roots, grammatical contexts, and semantic context. Prefixes give the clues to the meaning of a word. Suffixes indicate the part of speech the word brings. Grammatical contexts give signals of information and semantic contexts can be clues for the topic.

h) Distinguishing between Literal and Implied Meaning

This strategy is closely related to the top-down processing skill. The meanings are not only from its literal but also from the surface structure.

i) Capitalizing on Discourse Markers to Process Relationship

To relate among ideas, the students need to pay attention to the discourse markers in the text. They have to notice the phrases, clauses, and sentences as those usually bring discourse markers.

3. Task Based Learning

Slattery & Willis (2001) have specified a three steps procedure:

- Pre-task – an interview to the task and topic

In this phase, the teacher prepares the students to do a task. First of all the teacher try to make the students familiar with the topic. The teacher

may give related lexical items. The further input might be provided to the students in the form of authentic text or recording of someone similar to the text.

- **Task cycle – task preparation and report**

The task cycle can be separated into three phases: 1) Task: in this phase the students are assigned a task, 2) Planning: in this phase the pupils try to prepare a report of what they have done in the task, 3) Report: at report stage, the reports of what the understudies did in the assignments are displayed in the class and results looked at. Teacher's role is to monitor and encourages all attempts of students during the task by communication without correcting them.

- **Language focus – investigation and exercise**

In this stage, the language is focused on analysis and practice. While analyzing students scrutinize the recording or content for new lexical things or structures they need to accomplish a task.

4. Descriptive Text

Mukarto (2007) stated that descriptive text is used to describe a particular person place, or thing. The generic structure of descriptive text are:

- a) Identification : introduction of thing, place, or person to be described.
- b) Description : descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed.

5. Supporting and Obstacle Factors in Peer Assessment

a. Supporting Factors

Sanjaya (2005) states that in implementing peer assessment there are some supporting factors to make the activities of learning process is running good, the factors such as: 1) Teachers' competences, 2) Students ready to start the teaching and learning process, 3) How the headmaster lead in the school, 4) Create the conducive learning environment.

b. Obstacle Factors

Mulyasa (2005) states that there are some obstacle factors in implementing peer assessment, the obstacle factors as follow: a) Less socialization about the curriculum, b) The time allocation just a little, c) Total of the students in the classroom are big.

III. RESEARCH METHODOLOGY

This research had been conducted by using descriptive qualitative research design. Palton and Cochra (2002) stated that qualitative research was

characterized by its aims and its methods which generated words, rather than numbers, as data for analysis. It means that for analyzed the data of the study by using, describe, identify, and analyze the texts. McKay and Gass (2005) define qualitative study as “a research which is based on descriptive data that does not make (regular) use of statistical procedure”. The descriptive research mean that the data of this study further will be described or explained.

The data of the research was the transcript of interviewed with three teachers about peer assessment used by English teachers in grade tenth classrooms through Task Based Learning. She took three teachers, because it made her easy to compare among of them, who applied peer assessment well in the classroom. This sources of data were three English teachers in grade tenth at SMA Negeri 1 Labuhan Deli.

As Sugiyono (2007) states that there are two main factors that determine the quality of data result of a research. They are the quality instruments and the quality of data collection procedures. Therefore, the data was collected using three techniques, classroom observation, interviews and documentation have been conducted to see what kind of assessment employed by teachers in the classroom.

This research applied the interactive Model by Miles, Huberman, and Saldana(2014). Based on theory, data analysis techniques in this study consist of the following steps. Description to the Figure 3.1

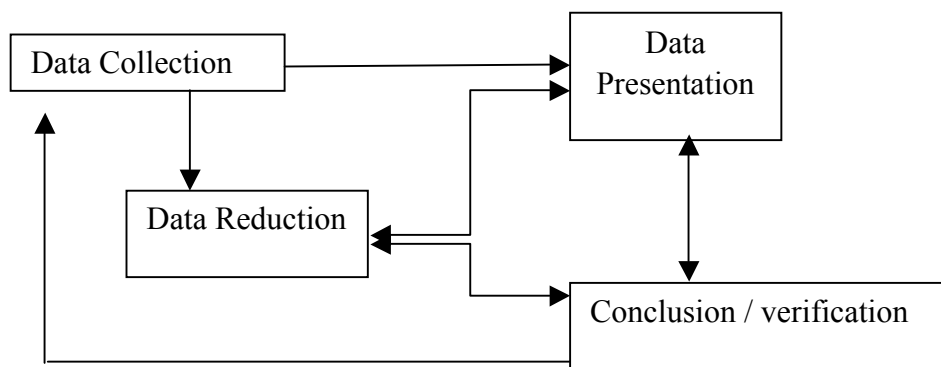


Figure 3.1 Interactive Model of Analyzing Data by Miles, Huberman, and Saldana(2014)

1. Data Reduction

The data collected from observations and interviews, which were peer assessment used by English teacher and applied by students in the grade 10

classroom in reading skill through Task Based Learning. Therefore, in this process, the data of peer assessments were reduced. Reducing data means that the researcher summarized and chose the main items to construct particular pattern. Data reduction happened when the researcher focused on contributing items and deleting inappropriate data to give a clear description of what is actually needed. Therefore, unappropriate yet unimportant data of peer assessments used by English teachers were reduced in order to get the clearer data of this research.

2. Data Presentation

After the data of peer assessment used by English teachers were reduced and the important items remained, the next step was to present or display the data. It could be in the form tables. The data presentation in this study have been carried out by describing the data that will be reduced descriptively through words and sentences regarding the implementation of peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli. Here, a deep understanding to the data was made until particular relationships between one item and another come up and create certain patterns. At the end of the report, the data along research were displayed to support the data of peer assessment used by English teacher and applied by students.

3. Drawing Conclusion and Verification

The third step of interactive Model from Miles *et al.* (2014) was drawing conclusion and verification, the data regarded to the implementation of peer assessment in reading skill through task based learning in English classroom. Here, a conclusion were made based on the data of peer assessment that used by English teachers and applied by students which had described in the data display / data presentation, were then analyzed to obtain the conclusions and verification

IV. RESEARCH FINDINGS AND DISCUSSIONS

a. Research Findings

After analyzing all the data findings were presented as the following:

The peer assessment used by English teachers through task based learning. In order to assess students' reading skill, each English teacher of grade tenth students at SMA Negeri 1 Labuhan Deli used different assessments. The first teacher (SR) used peer assessment as the way to assess the students. Her reason of using peer assessment because she believe that peer assessment can help the students to be active in the class and also can develop the students' reading skill. The second teacher (DU) used peer assessment as the way to assess the students. similar with the

first teacher, her reason for using peer assessment in order to assess students' reading skill while learning descriptive text was because it can improve their English especially in reading, but she didn't apply every time, she just applied rarely, because she used that depends on the situation. The third teacher (JUN) didn't apply peer assessment, because she didn't believe with the students' assess, she thought that peer assessment was not valid for used.

In applying peer assessment stated above, there were some supporting and obstacle factors in implementing peer assessment. The first teacher (SR) got the supporting factors from the students, teachers' competence, but from the environment of the school and headmaster, the first teacher (SR) didn't show that. The second teacher (DU) also got the supporting factors from the students and the competence, but from the second teacher (DU), she also got the supporting factors from the environment and headmaster. And the last, the third teacher (JUN), she didn't get the supporting and obstacle factors based on peer assessment. She got the supporting and obstacle factors based on how she did teaching and learning process.

B. Discussion

The condition that was happening at SMA Negeri 1 Labuhan Deli which the researcher found when conducting this study could not create students be able in reading skill. This indication was strengthened by the findings from previous studies conducted by Prihatini (2015), from her research that the use of peer assessment technique as a technique in teaching can help the students in understand the subject, peer assessment technique also can increase the skill of the students. Related to Yunella (2017) from her research, she investigate, peer assessment applied very well, the teachers got students' attention, because her students thought that peer assessment method was very interesting to apply. Another previous research, Musfirah (2019), in her research peer assessment made the students confident to perform the peer assessment process. And she didn't get many difficulties to apply it.

Based on the data analysis of peer assessment used by English teachers at SMA Negeri 1 Labuhan Deli in assessing grade tenth students' reading skill in learning descriptive text, English teachers used Task Based Learning to do peer assessment with the total percentages 66,6%. Based on the data analysis, to implement peer assessment through task based learning, there were three phases such as pre-task, task-cycle, language focus. From the three phases, teachers and students must be suit in applied task based learning related to the peer assessment.

Furthermore, based on the data that was gained by interviewing the teachers, all of the teachers stated that if they used peer assessment to assess the students' reading skill in learning descriptive text, the students would not be able to understand how to give good assess, to make it be deal for their friends. The teachers explained they just want that their student was active in the class and got a good score especially in reading. Based on the previous references, it showed that, in applied peer assessment just two things were important, first was teacher and second was the student.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After Analyzing the data, the conclusion drawn related to the implementation of peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli as follows:

1. The activities of implementing peer assessment in reading skill through Task Based Learning at grade tenth in SMA Negeri 1 Labuhan Deli, there were 3 steps or phases to implement peer assessment through Task Based Learning, the phases such as Pre-Task, Task-Cycle, and Language Focus. These three phases had done well, from three teachers which is two teachers did it well, and one out of the teacher didn't it well.
2. To implement peer assessment is not easy, there are supporting and also obstacle to apply it. That reason some teachers didn't want to applied peer assessment because of the obstacle factors in applied it. The supporting factors, there were indicators, such as teachers' competence, students' ready to start the teaching and learning process, how the headmaster lead in the school, create the conducive learning environment. And for the obstacle factors, there were indicators like, less socialization about the curriculum, the time allocation is little, total of the students in the classroom were big. Based on the research, supporting and obstacle factors had same percentages. It meant that supporting and obstacle factors were balance.

B. Suggestions

In the end of this chapter, the researcher would like to give suggestions related to the research as follows:

1. For the English teacher

Teachers as the most responsible parties in implementing peer assessment. The peer assessment should be considered as a technique to be used by English teachers to know the students' reading skill in the classroom and this research can be guidance to English teachers to implementing peer assessment in reading skill through tasks. Then, the

English teachers should follow the steps in the peer assessment technique in teaching reading to make the students easy improved their reading skill.

2. For the next researcher

For the next researcher who wants to explore the same topic, it is suggested to do the researcher in different school. It is recommended to develop this kind of learning technique for teaching different language skills and language component.

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