# The Implementation of Cooperative Learning Model Paired Story Telling and Rally Coach to Enhance Reading skill for the Fifth Grade Students

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***Abstract:*** *Students' low reading skill and learning outcomes in Bahasa Indonesia in SDN TamansariBanyumasoccur due to the fact that: (1) Bahasa Indonesia is better known as subjects that are considered trivial, boring and uninteresting for the students, (2) the students have not been taught to understand the content of reading, (3) students have difficulty in assembling in their own words, (4) the use of local languages for students is still very strong. This study aims to improve reading skills and student learning outcomes for Bahasa Indonesia by applying the learning model Paired Story Telling with Rally Coach. The subject of this study is the fifth grade students inthe first semester in 2015/2016 academic year, where involve 23 students. This study is a classroom action research (CAR) consisting of two cycles. The data collected in this study is learning implementation by teachers and students, reading skills and student learning outcomes. The findings showed that the enforceability of learning by teachers and students has increased. Percentage of implementation by the teacher from the first cycle is 74.68% and the second cycle is 91.34%. While the percentage of students' implementation in the first cycle is 78.57%and the second cycle reaches 88.88%. Percentage the reading skills of students has increased where the first cycle reaches 69.56% to 91, 30% on the second cycle. There is an increased student learning outcomes. It can be seen from the increase in students of completenessis73.91% in first cycle and91.30% in the second cycle.*
***Keywords****: Cooperative Learning, Paired Story Telling, Rally Coach, Students' Reading Skills, Learning Outcomes, Classroom Action Research, Primary School*

## I.    Introduction

Based on observations and interviews with teachers and one the fifth grade students at SDN 1 Tamansari on September 4,2015, Bahasa Indonesian is better known as subject that is considered trivial, boring and uninteresting for students. Failure in learning faced by some fifth grade students at SDN 1 Tamansari because of the lack of a reading habit. Observations indicate that the learning has not led to an increase in reading skills. In the classroom, students have not been taught to understand the content of reading. The use of local languages for students at SDN 1 TamansariBanyumas is still very strong. When the teacher wants them to use Bahasa Indonesian upon reading the contents of the response, the students turn to be mute without a single child raised her hand for giving the responses.

Cooperative learning is still only a grouped learning for doing the tasks. Students are less accustomed to share their opinions and respect the opinions of others. Material is discussed by the teacher and less exploring the students' knowledge. Text selection has less attention to readability and assessment criteria that have not led to the question that hasunderstanding. Researchers also found that the average score, especially at a low reading skills, reaching 67.8 and did not reach the passing grade standard (PGS/KKM) which should reach a value of 70. The fifth grade students at SDN 1 Tamansariconsist of 23 students and out of the total number, 14 (60, 87%) of students has grades below KKM / fail.

Ateacher from the fifth grade at SDN 1 Tamansarishares experiences with researchers. According to her, the learning of Bahasa Indonesian is performed by using lecturing, question-asking, and discussion. Teacher also uses a variety of group-based learning in the classroom by providing specific assignments. The results of observations conducted by researchers indicate that group-based learning is still at the level of the students' just do the work together in a group; hereinafter representatives each group collecting the task to teachers.

To solve the above problems and to achieve the goal of education, the teacher's role is very important and is expected to select appropriate learning models and in accordance with the concepts of the subjects that will be delivered. According toKomara (2012) the demands and expectations of society are growing and changing make teachers increasingly challenged. Each additional ability of teacher has always raced with the expectations of society that is sometimes faster than the ability of teacher to meet them. The problem occurs when the expectations of the role of teachers increased, while the limited ability of teachers hits.

According to Kagan and Kagan (2009), cooperative learning can make students express their opinions, learn to speak with a group of their friends, mutual help among group members, and mutual care among the

students and other students. Dotson (2001) states in his research comparing cooperative learning to another study by Kagan Cooperative Learning structure focuses on measuring achievement for students with disabilities the results show that Kagan cooperative learning structures can be used successfully to students of various abilities.

The various existing learning model, of course, the model selected in this research is oriented to activities that lead to improvements in reading skills and student learning outcomes. Cooperative learning that will be used in this research is the type of Paired Story Telling and Rally Coach. Both have been learning because it involves the activity of all students, and contribute to each other mind responsible for learning outcomes either individually or in groups.

Results of research conducted by Rahayu (2010) showed that the type of cooperative learning modification of Rally Coach with media beamed images can improve their speaking ability in which the percentage of classical completeness constantly increased from the first cycle to the second cycle. Results of research conducted byNugraheni (2014) also showed that through the implementation techniques of Paired Story Telling with audiovisual media can enhance listening skills and student learning outcomes in Indonesian subject.

Based on discussions between classroom teachers, principals, and researchers as well as pay attention to the background of the above, then as efforts to improve learning Indonesian (KD 3.1) in the first semester of the fifth grade students, researchers found the formulation of the problem as follows. (1) How is the implementation of cooperative learning Paired Story Telling and Rally Coach in the fifth grade students at SDN 1 TamansariBanyumas? (2) How is the enhancement of reading skills learning outcomes of BahasaIndonesian in the fifth grade students when applying cooperative learning Paired Story Telling and Rally Coach?

## II.	Methods

This research is a classroom action research (CAR). Subjects of this study are the fifth grade students that consist of 23 students consisting of 13 girls and 10 boys. This class is chosen because students'skills of reading and learning outcomes are considered low. The research was conducted in the first semester of the 2015/2016 academic year and the actions carried out from November to December 2015.

CAR aims to solve (providing a solution) for a problem that occurs in the implementation of learning in the classroom / school for future improvements to the learning experienced by teachers. Selection of the type of CAR because of problems studied originated from problems that occur in the classroom. Thestudy follows the flow of Kemmis and Mc Taggart (1990). Each cycle consists of four sections covering planning, implementation (action), observation and reflection.

## III.	Findings

**Description of Pre-Cycle**

Based on interviews with Ms. I (a grade fiveteacher) and observations conducted by researchers at the Indonesian teaching fifth grade at SDN 1 TamansariBanyumas, came to the conclusion that with regard to the learning of reading skills that teachers still less meaningful for students. These things proved as follows: 1) students are in groups and given the task of reading a text in the book individual packages, 2) students are asked to answer questions that are below the text and may be looking for answers in the text the, 3) students tend still to learn on their own even though teachers have been trying to apply the learning-based group, 4) learning the group remained at the level of the students just do the work together in a group and then representatives of each group to collect the duties to teachers, 5) students not yet accustomed to expressing their opinions, receive advice and input from others, 6) methods of teachers in presenting material not involve such students when discussing the content of the text, and 7) the teacher has not maximize the function of group learning by using model specific.

Bahasa Indonesia learning for the fifth grade in elementary school, students are expected to have skills in addition to reading, students are also expected to master competencies in each lesson has been determined as indicated by the acquisition of learning outcomes above the passing grade standard (PGS) Indonesian learning outcomes, especially at KD 3.1 at SDN 1 Tamansari based on the observation is still relatively low. This can be seen from not achieving the passing grade standard (PGS/ KKM) established by the school that is 70. The23 students of fifth grade, 14 (60.87%) students still have not reached the passing grade standard from school.

Their problems of poor reading skills and learning outcomes of students requires teachers to have the ability to choose the model and learning strategies appropriate to the characteristics of students. Lessons that can improve reading skills and student learning outcomes are cooperative learning. From the various existing cooperative learning, researchers and classroom teachers agreed select Paired Story Telling and Rally Coach. Both have been learning for all students to actively engage in a group, students can share knowledge, respect opinions, foster a culture of reading, and train students to be responsible for carrying out their task.

**Description of Cycle I**

Having taken the deal, on Monday, September 7 2015 was conducted the observations. The activity in the form of activities to meet the head of SDN 1 TamansariBanyumas to ask for permission and explain fully about the purpose of research to be done at once take the data as supporting data in the study. Furthermore, researchers also met with Mrs. I (fifth grade teacher) to ask her to be a teacher model in this study. This research requires a fifth grade teacher as a model teacher who understands the conditions in the classroom while the researchers operated as an observer. Researchers with the teacher models also discuss the implementation of learning to be done. Through these discussions it was agreed that researchers are given a two-month period September-October 2015 to prepare a variety of research instruments. Teachers and researchers have also agreed in the first cycle of data collection began on Thursday November 19, 2015 as the timetable for KD 3.1 BahasaIndonesian.

The planning stage was carried out after the agreement dealt between researcher and fifth grade teacher and principals with the following activities: 1) creating lesson plans, 2) preparing facilities and learning tools, 3) making the observation sheet of students and teachers, 4) making the assessment instrument reading skills, 5) making the cards for Rally Coach activities, 6) making instrument, and 7) creating guidelines for the interview.

The implementation in the first cycle is an action in the learning process as much as two meetings with the allocation of time 2x35 minutes at each meeting and the second meeting and continued for the final test of cycle I. The first meetings were conducted on Friday, November 19, 2015 with teachers' apperception that the learning begins about the students' experience in traveling and see photographs of children who take vacation at the beach and in the mountains. At the time, students seemed enthusiastic, then listen to the teacher's explanations related to the learning objectives and learning path that will be done.

Students carry out the Paired Story Telling models of learning begins by grouping students according to the direction of the teacher, with each group totaled 2 students. Students in the group read the text entitled "*GejalaAsmapadaAnak, Penyebab, danPencegahannya*" which has been divided into two parts. Each student in the group read a different section.  Both the text when combined will be a complete text.
Teacher explains Paired Story Telling learning syntax:

**Table 1** Paired Story Telling Syntax

| Steps | Activity |
|---|---|
| 1 | Students in pairs, each student read a different part of the story. |
| 2 | Each student determines the key word of the read story. |
| 3 | Students redeem keywords with their partner, next making essay based on keywords, remembering the |
| 4 | story that has been read. |
| 5 | Students discuss the perception of the whole story. |
| 6 | The teacher and students discussed the story that has been read |

(Source: Huda, 2015)

At the time of the establishment of group class atmosphere became noisier. There are some students who do not want grouped according to the direction of teachers. After the teacher explains that the group is not good if only choose friends who liked it. After reading each text, students write big words that they do not know its meaning. Students answerquestionsregarding the material, difficult vocabulary. Each student determines keywords from the text that has been read. Students redeem keywords with her partner for next essay based on keywords, remembering stories.Students discuss the perception of the whole story. Next, the teachers emphasize the students to help each other in groups, sharing materials, question and answer clearly, and carry out their duties with full responsibility.

Teacher explains Rally Coach learning activities after Paired Story Telling learning has been implemented.  The syntax learning forRally Coach is as follows.

**Table 2.** The Syntax of Rally Coach

| Steps | Activity |
|---|---|
| 1. | Pair A solves the first problem |
| 2. | Pair B observe and listen, assess, notify if needed and appreciated |
| 3. | Pair B solve the next problem |
| 4. | Pair A observing and listening, assess, notify if needed and appreciated |

(Source: Kagan and Kagan, 2009)

At the closing, few things that have been done are: 1) students and teachers make inferences about the importance of a healthy environment for human life and other types of health problems when the environment is dirty; 2) reflect on the process of learning about the things learned; 3) teachers provide feedback to the students to things that are not yet understood and provide reinforcement; 4) The teacher gives the students a homework assignment; 5) students led prayers at the end of the lesson.

The second meeting was held on Friday November 20, 2015. The teacher gives apperceptionwhich aims to explore students' prior knowledge to the questions, "how do you maintain a healthy body?". This relates to the indicators of students' reading skills in which students will read the text related to a healthy environment. Upon completion, teachers motivate their students to study hard and deliver learning objectives today.

Teachers along with the students discuss the impact of a healthy environment for the human body. After that, the teacher provides the opportunity for students to form groups of pairs independently.Teacher explains Rally Coach learning activities after Paired Story Telling learning has beencompleted. Each group was given 10 question cards about the contents of text that has been read. Each student receives 5 cards that must be mastered to answer the questions. Each student in the group does question and answer questions based on the cards. Students who served as a giver or a coach question the right to provide ratings and feedback on the answers delivered by his/her partner in the group. After the activity of Paired Story Telling and Rally Coach were implemented, teachers along with the students discuss the content of reading back on a healthy environment. At the second meeting the final test was held after the first cycle of learning Paired Story Telling and Rally Coach completed.

Based on data from the observation of the learning process in the first cycle can be seen that the results of learning by teacherimplementation percentage is 74.68%. This means that the percentage do not meet the criteria for achieving the desired results. While the percentage of adherence to the learning by students in the first cycle of 78.57%. The assessmentresults of students' reading skills after learning Telling Story Paired with Rally Coach reaches the percentage of 69.56%. Result from final test in cycle I held the second meeting showed that 17 (73.91%) out of 23 students have been thoroughly studied. This acquisition has not reached the completeness criteria of student learning in classical because it is still below 85% of students who pass the study.

**Description of Cycle II**

The action plan refers to the results of the second cycle of reflection conducted in the first cycle, by improving the lesson plan, improve learning device to make it more attractive, using apperception more motivating students to learn, and provide space for students to find a partner group through the game. Implementation of the action on the cycle II consists of 2 meeting and will be followed by final test in cycle II.

Preliminary activities initiated by the teacher greet and say hello to the students, the teacher asked one of the students leading the prayer, checking student attendance on that day to present students entirely. Teachers provide apperception begins with the singing of that song "KolamSusu" and convey knowledge about plants. Teachers invite students to sing the song "KolamSusu". After the teacher asked the students, "Now if you pay attention to the lyrics of the song sung earlier, turned out of our land as the land of paradise is very lush and beautiful.Does anyone who has a garden in your home? Any plant grows in your garden? Please tell me, I want to know". Teachers pointed to several students to share what crops are grown in the garden. Teacherconveys learning objectives and learning measures that will be implemented.

After making a living pharmacy activities and know how to maintain the health of the respiratory tract, teachers with students to discuss some of the plants and their benefits (aloevera, betel). In forming the group, the teacher asks the students to find their own spouses. Teachers invite students out of classrooms to form groups and carry out the Story Telling Paired learning so that students do not get bored in the classroom. Teachers explain how to find a partner. Students are grouped into two major groups. Each student is given a roll of paper containing the song title. Students must find a partner who is not a group with him and have a roll of paper with the title song of the same. Teachers encourage students out of the room. After the teacher gave a downbeat start, they sing at the same time and started looking for a partner.

After finding groups, teachers convey the rules in Paired Story Telling learning. In one group, there will be given a different text. Actually those twotexts are intact. Each student reads text contents. Students write difficult vocabulary that is then followed by finding key words in each sentence. Each keyword is minimal consists of two words a maximum of 4 words. After determining the keywords, the student must exchange these words with their partners to be made essay / story by developing keywords. When complete an essay, they exchanged fabricated and read the results of the essay. Students will correct one and the contents of the text that has been read. In one group must work together compose a text intact and in accordance with the read by members of the group. This activity is done outside the classroom.

Teachers invite students into the classroom to confirm. Each group read the results in the presence of his other friends. The activities continued with cooperative learning Rally coach. Students will act as trainers for companion partner. Any questions that students may need students to master the answer that will be asked at a friend partner. Each student may discuss posed.

Learning in Cycle II of second meeting was held on Friday November 27, 2015. Preliminary event begins with teachers greet and say hello to the students, the teacher asked one of the students leading the prayer, checking student attendance on that day to present students entirely. The teacher asked the students to sing a song titled "My Precious teacher" and then asked the students "Every day you come to school and meet with

teachers and friends of you, how you feel? School as a place you learn and meet with the teacher and dear friend, you must always guard. What should you watch? We will study all of today ". After doing apperception, teachers give students motivation to follow to keep the spirit of learning. Teachers resume activities by conveying learning objectives to be achieved on that day.

Teacher asks students to tell students what activities are doing to protect the environment in order to stay beautiful and lush. After several students commented, teachers returned to give an explanation to the students, "Care for the environment remains a beautiful and lush Adar is one of our duties as human beings. You must also have obligations at home and at school, one of them an obligation to maintain cleanliness. Try to explain the obligations, whatever you do at home and at school? Then what happens if the duty is not implemented? ". Students are asked to gather in order to better understand the material they have learned. Students must find their own spouses. Teacher gives small paper containing the names of animals and student assignments imitating the sound of these animals (roosters, hens, cats, rats, tigers, ducks, goats, cows, horses, crickets, monkeys, geckos, birds) and must find your friend who imitating animal sounds the same. Teachers give 5 minutes for students to find a partner.

Once the students form groups in pairs, the teacher gives a description of the learning they will execute. In one group, there will be given a different text. Actually 2 of the text is a text intact. Each student reads text contents. Students write difficult vocabulary that is then followed by finding key words in each sentence. Keywords at least 2 words maximum of 4 words. After the students determine the keywords, the students have to exchange with his friend that her partner can make the essay or story by developing keywords. When you finish an essay, give time to each couple reading fabricated. Students will correct each text content that has students read. In one group must work together compose a text intact and in accordance with the read by members of the group. Teachers give me 45 minutes to do this activity. Once this activity is completed, the teachers discussed the contents of the text with students.

The activities continued with cooperative learning model Rally Coach. In order for students to better understand the contents of the text before, they will do a game. Students will be a coach for a friend or partner. Any questions that students may need students to master the answer and will ask a friend or partner.

In these activities, things to do include: 1) students and teachers make conclusions about how to keep the environment (the home environment and school environment) and discuss the text entitled "The Importance of Creating a Clean School Environment "; 2) reflect on the process of learning about the things learned; 3) teachers provide feedback to the students to things that are not yet understood and provide reinforcement; 4) the teacher gives the students a homework assignment; 5) students led prayers at the end of the lesson. Event followed by an end of the second cycle test on that day.

Based on data from the observation of the learning process in the second cycle can be seen that the results of learning by teacher implementation percentage of 91.34%. Meanwhile, the percentage of adherence to the learning by students in the second cycle is 88.88%. Based on the acquisition can be concluded that the enforceability of learning by teachers and students have met the criteria to be achieved in this study.

Results of the assessment of students' reading skills after Paired Story Telling learningwith Rally Coach reaches the percentage of 91.30%. Cycle II final test conducted at the third meeting showed that 21 of 23 students (91.30%) have been thoroughly studied. That percentage would have attained the desired criteria. This student reading skills if categorized into PIRLS assessment it will show the increades percentage.Category low in the first cycle of 84.78% increase to 86.95%, 75.36% for the intermediate category increased to 81.15%, the category of high in the first cycle reaches 55.07% increase in cycle II to 72.46% and advanced categories in the first cycle reaches 26.09% increase to 36.00%.

During the learning process takes place in the second cycle, in addition to noting the observation sheet teachers and students, observers also noted the matters relating to the implementation of learning that has not been recorded on the sheet observations in the field record sheet. Based on field notes on the second cycle is known that at the beginning of learning students are very enthusiastic attention apperception teachers, students are very interested in apperceptionthat delivered, during the process of learning of all students were very enthusiastic and energetic during the learning Paired Story Telling combined with Rally Coach. Students are very eager to find a partner group and accept the consequences as well without protest choosing friends group. Learning implemented with a relaxed atmosphere and more fun. Rally Coach on activities, students begin to confidently provide answers or Google for the answers that have been submitted group of their friends. At the end of the lesson students were active in concluding the learning materials.

Students'response is taken from the interview. Based on students' responses can be concluded that the Paired Story Telling learning combined with Rally Coach make students feel more care to friends, respect the opinion of their friends, more active students, and train students to get accustomed to cooperate with others.

## IV. Discussion

The improved implementation of cooperative learning model Paired Story Telling and Rally Coach at SDN 1 Tamansari is a new experience that is fun and exciting for students. Both are able to activate the students' learning, help students understand the text they read, training cooperation, to train students to respect the opinion of others.

This situation is in accordance with the opinion of Slavin (2005) stated that the cooperative learning is learning alternatives that provide opportunities for learners to cooperate actively and complementarily. Meanwhile, according to Eggen and Kauchak (2012) working group could be used to achieve learning objectives low and high levels. Cooperative learning involves students should be capable of low, medium, and high order equivalence between them can be achieved completely. It is also delivered by Lickona (2013) that learning in pairs, for teachers and students is the simplest and least threatening to start a cooperative learning. Studying in pairs can be used as a springboard to enter into forms of cooperation more complex.

According to Johnson and Johnson in Huda (2015) cooperative learning means working together to accomplish shared goals (work together to achieve a common goal). In an atmosphere of cooperation, each member strives together to achieve results that will be felt by all members of the group. In the context of teaching, cooperative learning is often defined as the formation of small groups consisting of students who are required to work together and improve the learning and teaching other students (Huda,2015). Cooperative Learning Model Paired Story Telling can be applied to teach reading, writing, listening and speaking (Huda, 2015). The study materials are most suitable for use with this technique is those materials that are narrative and descriptive, but this does not close the possibility of wearing the other ingredients. In this study also used the text so that students can be trained to improve their reading skills. Lie (2010) revealed that each of the group members have an equal opportunity to contribute to them and listen to their views and thoughts of group members. Paired Story Telling on learning, students are also given the same opportunity as a group to express their opinions and discuss in completing the task group.

Cooperative learning model Rally Coach can be used with the problems that are written in a piece of paper or spoken orally by the teacher. In accordance with the structure function Kagan and Kagan (2009) in the learning model Rally Coach for students can improve and develop that social skills (Social Skills), communication skills (Communication Skills), to build knowledge (Knowledge Building), and able to develop thinking skills (Thinking Skills).

The implementation of Story Telling Paired learning improvement combined with Rally Coach in charge of Bahasa Indonesian for the fifth grade students at SDN 1 Tamansari can improve students' reading skills. Improvement of learning undertaken by teachers packed in learning interesting and fun. Students do not learn individually in reading but there is the formation of a group that requires students to cooperate with the friends group.

Learning was no longer centered on the teacher. Improved learning is done to put the teacher is no longer the sole source of learning and providers of information, but the teacher acts as a facilitator and motivator. Teachers create a supportive atmosphere, interesting and fun, while the students in the group to communicate inform each other, respect each other, bounce ideas off each one, work together to solve problems and build their own knowledge so that they are easier to understand the material. The condition is the same as that disclosed Arends (2013) cooperative learning benefits the whole student that can improve student achievement, develop tolerance and social skills of students.

The results of the research application of learning improvement Paired Story Telling and Rally Coach showed an increase during the pre-action, the first cycle and the second cycle. As many as 9 out of 23 students (39.13%) scored ≥70. The results of students in the first cycle are 17 students (73.91%) out of 23 students have achieved scores above the passing grade. The data showed an increase in the percentage of classical completeness of 34.78% compared with the completeness pre-action. Although the classical completeness increased but still does not meet the criteria of classical completeness defined in this study because the results are not reached ≥85%.

The end of the second cycle test results indicate that there are 21 students (91.30%) who achieved mastery learning, an increase of 17.39% compared with the cycle I. Based on these data, it can be said that the fifth grade students of SDN 1 Tamansari Sub-District KaranglewasBanyumasalready thoroughly studied classically as defined in this study.
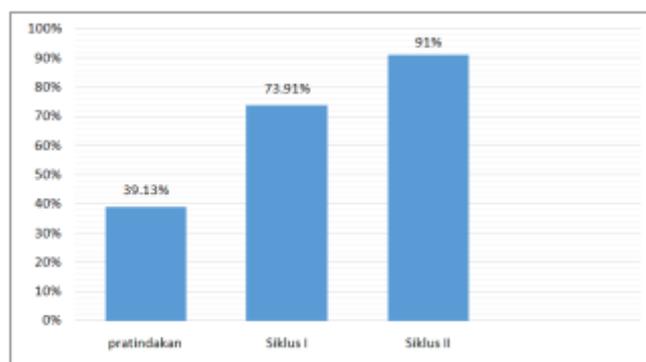
**Figure 1.** Student Results during pre-action, Cycle I and II

Learning is successful if after the learning process can provide changes in behavior and skills of learners based on the evaluation of learning. Evaluation is a process of determining the value of the study of students based on information obtained through the assessment. Assessment is a series of activities to acquire, analyze, and interpret data about processes and student learning outcomes systematic and continuous, so that into meaningful information in decision-making.

## V.     Conclusions and Recommendations

Based on the analysis of data and discussion that has been described in the previous chapter, it can be concluded that (1) Theimplementation of cooperative learning model Paired Story Telling and Rally Coach for the fifth grade students at SDN 1 Tamansari Sub-District KaranglewasBanyumas was performed very well that it can be shown by: a) the students were actively involved during the learning process; b) the students are responsible for implementing any given task teachers; c) the opportunity to talk to students equally; d) students learn to value the opinions of others and give praise; and e) the students help each other, work together and share knowledge. (2) The implementation of cooperative learning model Paired Story Telling and Rally Coach can improve students' reading skills and students' learning outcomes. The researchers suggest that (1)other elementary school teachers, it is advisable to implement cooperative learning model Paired Story Telling and Rally Coach as an alternative to learning as based on the results of this cooperative learning model Paired Story Telling and Rally Coach can improve reading skills and student learning outcomes. (2) In implementing cooperative learning model Paired Story Telling and Rally Coach, teachers should use text  in accordance with criteria based on the student's age and learning objectives with the allocation of time to comply with the provisions of the curriculum.(3) The implementation of cooperative learning model Paired Story Telling and Rally Coach should be started with interesting opening and varied according to the characteristics of students so that students do not get bored and curious as well as interested in following the whole process of learning. (4) Teachers should always provide motivation and direction to students during the implementation of improved cooperative learning model Paired Story Telling and Rally Coach that the students used to respect their opinion and without doubt in giving praise. (5)  For schools should formulate policies and program of work to improve the professionalism of teachers in selecting and developing learning models through a teachers group (KKG) as well as how to choose the appropriate text for the student's age and use in PIRLS assessment. (6) For other researchers, the results of this research can be used as reference in conducting similar studies in the future, particularly in terms of developing teaching models.

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