

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
PEER-ASSISTED LEARNING STRATEGY (PALS) AT GRADE XI.C
OF MA PONDOK PESANTREN DAARUN NAHDHAH
THAWALIB BANGKINANG (PPDN-TB)**

A THESIS



BY

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ABSTRAK

Nurkhairiyah, 2012. “Meningkatkan Pemahaman Membaca melalui Strategi Pembelajaran Yang Dibantu Oleh Teman Sebaya pada siswa kelas XI.C di MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang”. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini berawal dari masalah yang ditemukan peneliti dikelasnya. Dia menemukan bahwa pemahaman membaca pada siswa kelas XI.C di MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang masih sangat rendah. Masih ada beberapa siswa yang belum mencapai Kriteria Ketuntasan Minimal (KKM). Oleh karena itu, peneliti melakukan sebuah penelitian melalui strategi pembelajaran yang dibantu oleh teman sebaya guna mengatasi masalah ini. Tujuan dari penelitian ini adalah untuk menjelaskan sejauh mana strategi pembelajaran yang dibantu oleh teman sebaya dapat meningkatkan kemampuan pemahaman siswa dalam membaca teks report dan narrative dalam Bahasa Inggris dan faktor-faktor apa saja yang mempengaruhi peningkatan tersebut.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilaksanakan dalam dua siklus. Dalam pelaksanaannya peneliti dibantu oleh seorang kolaborator dalam membuat perencanaan, penerapan, pengamatan, dan refleksi. Instrumen penelitian ini adalah tes, lembar observasi, catatan lapangan, dan wawancara. Data yang diperoleh dalam penelitian ini dianalisa dengan menggunakan dua teknik. Data kuantitatif digunakan untuk mencari nilai rata-rata yang dicapai siswa melalui test membaca teks Bahasa Inggris. Data kualitatif dianalisa melalui data yang diperoleh dari lembar observasi, catatan lapangan, dan wawancara. Data ini digunakan untuk mengetahui faktor apa saja yang mempengaruhi peningkatan kemampuan siswa dalam membaca teks report dan narrative Bahasa Inggris.

Temuan dalam penelitian ini menunjukkan bahwa pemahaman membaca siswa meningkat melalui strategi pembelajaran yang dibantu teman sebaya. Peningkatan tersebut terlihat pada hasil tes siklus I dengan nilai rata-rata 65.38 pada teks report dan 65.45 pada teks narrative dan siklus II dengan nilai rata-rata 75.8 pada teks report and 76.9 pada teks narrative. Ada beberapa faktor yang mempengaruhi peningkatan nilai siswa tersebut, yaitu (1) keinginan siswa untuk melakukan semua prosedur strategi pembelajaran yang dibantu oleh teman sebaya, (2) kegiatan belajar di dalam kelas dengan menggunakan tutor teman sebaya, (3) peranan dan pendekatan guru didalam kelas. Berdasarkan temuan tersebut maka dapat disimpulkan bahwa strategi pembelajaran yang dibantu oleh teman sebaya berhasil meningkatkan pemahaman membaca siswa/i pada kelas XI.C di MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang.

ABSTRACT

Nurkhairiyah, 2012. “Improving Students’ Reading Comprehension through Peer-Assisted Learning Strategy (PALS) at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang”. *Thesis*. Graduate Program State University of Padang.

This research started from the problem that found by the researcher in her own class. She found that the students’ reading comprehension at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang was still low. Some of students could not reach the minimum criteria of achievement (KKM). Based on this problem, the researcher conducted a research through Peer-Assisted Learning Strategy to solve her problem in teaching. The purposes of this research were to explain to what extent Peer-Assisted Learning Strategy (PALS) could improve students’ reading comprehension and the factors that influence the changes of students’ reading comprehension through Peer-Assisted Learning Strategy (PALS) at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang.

This research was a classroom action research (CAR). It was done in two cycles. In conducting this research, the researcher was helped by a collaborator in designing plan, action, observation, and reflection. The instrumentations of this research were test, observation sheet, field note and interview. The result of this research was analyzed through two techniques. The quantitative data was used to analyze the students’ reading comprehension through reading test. Then, qualitative data was analyzed through the result of observation sheet, field note and interview. It was used to explain the factors that influenced the improvement of students’ reading comprehension through Peer-Assisted Learning Strategy.

The finding of this research showed the students’ reading comprehension through Peer-Assisted Learning Strategy had better improved. The improvement could be seen at the result of the test; the students’ average score at the end of cycle 1 was 65.38 of report text and 65.45 of narrative text and improved at the end of cycle 2 was 75.8 of report text and 76.9 of narrative text. The factors that influenced the improvement of students’ reading comprehension were: (1) the students’ willingness to do all of the procedures in Peer-Assisted Learning Strategy (PALS), (2) the tutoring activities in the class, and (3) the teacher’s roles and approach. In conclusion, the application of Peer-Assisted Learning Strategy can better improve the students’ reading comprehension in English at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an important skill for English language learners. There are some reasons why it is very necessary; first, it can help the learners to enhance their knowledge because they can learn many things through reading. Second, reading can support the learners to master the other language skills such as speaking, listening, and writing. In addition, reading can entertain the learners because it is not only done for academic purpose, but it can help the learners to refresh their mind. In other words, reading is very crucial for the learners.

In School Based Curriculum for the eleventh grade of Senior high school, there are some materials which had been designed to help the students to have good reading comprehension. The students have to learn about some types of reading texts and understand well what they read. The texts consist of report, narrative, analytical exposition, spoof, and analytical hortatory. In this case, the students are expected to have good comprehension about the texts.

At Madrasah Aliyah (MA) of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang, the students are also prepared to have good reading comprehension. However, it is not easy to help the students because it needs consistent practice to become a good reader. In MA of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang, the students also got difficulties in reading, especially in comprehending reading texts. It showed when the teacher gave reading comprehension test to the forty students, there were only half them

who could achieve the minimum standard of achievement, four students who could get 80, six students who could get 72, eight students who could get 68, two students who could achieve 66, and the rest of them could not reach the minimum standard of achievement (60). So, it was clear that the students had problem in comprehending reading texts.

Then, there were also some factors that made the students got difficulties in comprehending reading texts. The factors were found by the teacher when she interviewed the students. The first factor that influenced the students' ability in comprehending reading texts because reading was not students' interesting activity. The students said that they did not like reading because it was boring that could make them getting sleepy when they were reading. They liked better listening to their teachers' explanation than reading. So, it influenced the students' reading comprehension.

The second factor was the teaching and learning process that they had in the class could not help them to comprehend reading text well even the teacher had tried to apply some strategies, the students said that they needed new activity that could improve their reading comprehension.

The last, the students' lack of strategy in reading also was the factor that influenced students' reading comprehension. Due to the limitation of reading strategy, they did not know how to solve some problems that they found during the reading comprehension process. The students liked to stop their reading activity when they got problem. So, it made them get problem in comprehending the reading text.

Based on the problems above, it was important for the researcher to help the students to improve their reading comprehension. The researcher tried to apply a strategy; it was called Peer-Assisted Learning Strategy (PALS). It was expected to improve the students' reading comprehension because the students had different activities during their reading class.

Peer-Assisted Learning Strategy (PALS) is a strategy which could be applied in reading class. During the application of PALS, the students developed their reading comprehension through active help and support from their companions. The procedures in PALS consisted of partner reading with retell, paragraph shrinking, and prediction relay. In other word, PALS is a method that was applied by the teacher in the reading class.

The reasons for choosing PALS to improve students' reading comprehension were that it provided more focus on individual student needs rather than a teacher directed activity that might address the needs for a few students. In addition, PALS involved all the students in tasks that they could perform successfully, increased their opportunity to read, practiced basic skill, provided positive and productive peer interaction, created opportunity for lower functioning students to assume integral role in a valued activity, motivated students to do better in reading, helped teachers accommodate academic diversity. So, the application of PALS was expected to give great contribution to the students.

Based on the explanation above, the researcher applied PALS to improve students' reading comprehension. The title of this research is **“Improving Students' Reading Comprehension through Peer-Assisted Learning Strategy (PALS) at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang.”**

B. Identification of the Problem

Based on the background of the problems above, the researcher identified some problems that had been faced by the students in reading: (a) the students said that reading was not interesting activity for them that made them getting sleepy, (b) the students considered that the teaching and learning activities that they had in the class could not help them in reading, (c) the students had lack of reading strategy, so they did not know how to solve some problems that they faced during reading.

C. Limitation of the Problem

Based on the identification of the problem, the researcher considered that the main problems that students faced in reading was because of the teaching and learning activities that could not help the students to have good reading comprehension. So, the researcher helped the students to improve their reading comprehension through Peer-Assisted Learning Strategy (PALS). The research was focused on improving students' reading comprehension of some reading texts; they were Report and Narrative because the texts were discussed in the odd semester (2011/2012).

D. Research Questions

Based on the statement of the problem, the research questions were as follows:

1. To what extent can Peer-Assisted Learning Strategy (PALS) improve the students' reading comprehension at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang?
2. What factors influence the changes of students' reading comprehension through PALS at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang?

E. Purpose of the Research

Based on the research question, the purposes of the research can be stated:

1. To explain whether Peer-Assisted Learning Strategy (PALS) can better improve students' reading comprehension at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang.
2. To explain the factors that influence the changes of students' reading comprehension through PALS at grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang.

F. Importance of the Research

The findings of this study were expected to give valuable contribution to the followings:

1. The researcher herself who would have experience in conducting PALS in teaching reading.
2. Teacher of English as information about the use of PALS as a teaching strategy than can be used to improve students' reading comprehension.
3. The students of grade XI.C of MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang can as contribution to improve their comprehension in reading the text through PALS.

G. Definition of the Terms

To avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the researcher to define the following terms:

Reading Comprehension: Reading Comprehension is the activity to associate the prior knowledge in understanding the meaning of the written materials or texts.

Peer Assisted Learning Strategy (PALS) is a structured, peer-mediated reading intervention that aims to facilitate the active development of reading fluency and comprehension skills of all students in a classroom setting. Every student is paired such as each pair consists of higher and a lower performing student. Peer Assisted Learning is used by teacher to help and encourage students to comprehend reading text well.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

In conclusion, the teaching reading comprehension through Peer Assisted Learning Strategy (PALS) improves the students' reading comprehension ability. The students' average score has better improved after the teaching and learning process through Peer-Assisted Learning Strategy (PALS) at cycle 1 and cycle 2.

Then, there are three factors that influence the improvement of students' reading comprehension ability. The first factor is the students' willingness to do all of the procedures in Peer-Assisted Learning Strategy (PALS) because Peer-Assisted Learning Strategy could not improve the students' reading comprehension without the students' participation in doing all of the procedures well. In addition, the students have different learning experience in comprehending the text that guides them to have better reading comprehension ability through Peer-Assisted Learning Strategy. The second factor is the tutoring activities that students had during the application of Peer Assisted Learning Strategy (PALS). It lets the students to work together and help each other. The last is the teacher's roles that help them to improve their teaching and learning activities because the teacher does not only teach the students but she also guides and observes the students' activities in the class.

B. Implications

Peer Assisted Learning Strategy (PALS) is one of the strategies that can be used by the teacher to help the students to improve their reading comprehension ability. It can also give different learning experience for the students, raise students' self confidence, provide a less formal, more comfortable, relax environment, provide regular opportunities, motivate students to be more active and meeting individual needs of students. So, the teacher needs to apply this method (PALS) to solve the students' problem in learning, especially in reading comprehension. The teacher should train the students well in doing all of the procedures of Peer-Assisted Learning Strategy (PALS) because they can guide the students to achieve the purpose of the teaching and learning activities. The result of this study can be considered by teachers to solve some problems that they face in their class.

C. Suggestions

- The researcher as an English teacher should continue applying Peer Assisted Learning Strategy in reading class
- Other researchers can use the finding of this research as a reference to conduct another study
- English teachers can use the finding of this research as a reference to solve some problems that they face in their class.

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