

**THE EFFECT OF USING *PEER-ASSISTED LEARNING STRATEGY*
TOWARD STUDENTS' READING COMPREHENSION AT SMKN 1
TANJUNG RAYA**

THESIS

*Submitted as a Partial Fulfillment of the Requirements
for Strata One (S1) Degree*



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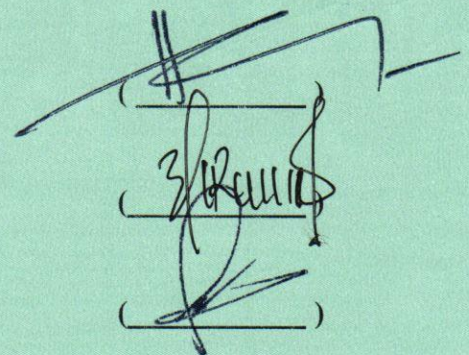
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ABSTRAK

Utama, R.wahyu.2019. “**The Effect Of Using *Peer-Assisted Learning Strategy* Toward Student’s Reading Comprehension At SMKN 1 Tanjung Raya**”.Skripsi.2019.Padang: Universitas Negri Padang

Penelitian ini menggunakan kuasi eksperimen dengan pendekatan kuantitatif. Tujuan dari penelitian ini untuk melihat dampak penggunaan PALS terhadap membaca. Peneliti menggunakan soal pilihan ganda untuk mengumpulkan data. Populasi penelitian ini adalah 55 orang siswa kelas X di SMKN 1 Tanjung Raya dan sampel dari penelitian ini adalah siswa kelas X TITL 1 (25 siswa) sebagai grup control dan X TKJ 1(30 siswa) sebagai kelas experimental dengan menggunakan PALS. Untuk menentukan sampel dalam penelitian menggunakan *Cluster Sampling*. Dalam menganalisa data, peneliti menggunakan uji Liliefors dan mennguji homogenitas menggunakan uji f. dan peneliti menggunakan uji z untuk menguji hipotesis dan hasilnya $\alpha = 0.05$. hasil dan penelitian ini menunjukkan hipotesa penelitian ini diterima. Dan menunjukkan $T_{obtained} > T_{table}$ or $2.14 > 1.645$. Jadi, pemahaman membaca dari siswa dengan menggunakan PALS lebih baik dan pada siswa yang tidak di ajar dengan PALS

Key words: PALS, pemahaman membaca.

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Padang, May 2019

The Writer

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CHAPTER I INTRODUCTION

A. Background of The Problem

Reading is one of the important language skills studied by the students in SMK (vocational school) in Indonesia. This happens because the teaching of English is done through genres or kinds of texts. The students should read various texts like descriptive text, explanation texts, and procedure text. Besides, reading will help the students to face examination and to understand manuals and tools in the workshop. In addition, reading is also important for the students to continue their study to college or university. Finally, reading is needed by the students to get a job when they finish their study.

Because of the importance of reading for the students, it is put into the educational curriculum in Indonesia, that is, curriculum 2013. In curriculum 2013 there are some types of text taught at SMK, such as advertisement, announcement, letter, labels, narrative, recount, procedure, descriptive and other texts. Basically, the purpose of the reading in curriculum 2013 is the students are expected to be able to comprehend the texts through reading.

Even though reading has been learned by the students at SMK for quite a long time, they still got difficulties in reading comprehension. Based on the interview and reading score that was taken in SMKN 1 Tanjung Raya, Agam District, it was found that around 43 students (75,4 %) have lower score in reading, while 14 students (24, 6%) have average reading score. In addition, the consideration in choosing this school because writer as training teacher in 2017, and for four month as a teacher the writer found problem especially in reading.

There are two factors that make the reading score is low, namely the students' and teacher's factors. As it is said by the English teachers of SMKN 1 Tanjung Raya Agam in an interview, the scores of the reading section of the students were very low. This is because some students did not comprehend the text well that they read and students were lack of vocabulary, and low motivation. Moreover, when it was confirmed to the students of SMKN 1 Tanjung Raya, they said that it was difficult for them in comprehending of text due to students had less vocabulary, and also lack motivation to read.

Second, the low ability of the students in reading was caused by the teachers. Based on the questionnaire that was given to English teachers in SMKN 1 Tanjung Raya it was found that the teachers mostly used discussion and direct method in the class. The teachers rarely used

different strategies or techniques in the learning process. It makes the students get bored during teaching and learning process. Meanwhile, there are some strategies that can be used, such as *Peer-Assisted Learning Strategy*, *KWL'S*, *TPR*, *jigsaw* etcto help the students to comprehend reading texts.

Based on the problem above, the writer intends to use *Peer-Assisted Learning Strategy* (PALS) as one of alternative strategies to solve students' problem in reading comprehension at SMKN 1Tanjung Raya. The main reason that make writer intend to choose this strategy,first, because this strategy has never been used by the teacher in that school in learning process, there some studies had and previous study had done by other researcherthat this stategy has significant impact in reading, in other hand that study as classroom action research in SMA, and SMP but in this study the writer applied experimental research at SMKN 1 Tanjung Raya / vocational school.

Peer-Assisted Learning Strategy (PALS) is one of alternative strategy that can be applied in teaching reading. This strategy has somesuperiority, Lee (2010:3) states Peer-Assisted Learning Strategy (PALS) as the teaching and learning process through peer interaction and mutual discussion, students can develop communication presentation and explanation abilities. It means that during the activity of PALS can build

students confidence because the steps of activity of PALS motivate the students to interact each other, sharing opinion, and building communication with their partner. PALS as strategy make students feel free to convey their opinion to the peer without being afraid to make mistake, it provides a less formal, and more comfortable and relax environment, while group leaders can ask appropriate questions and provide feedback to their peers directly and they can feel free also to ask questions correctly. So in implementing of PALS in the learning process, because of the students work in pairs that make them will be more enthusiastic because they work with their friends and they could be more comfortable for sharing their ideas and they can be motivated to more understanding about the texts that they read, and also the PALS can make students more closer with her/his friends.

Peer Assisted Learning Strategy is the act of process of gaining knowledge, understanding, or skill from during this process students are paired together to help each other to gain knowledge. According to Lee (2010:62) “Peer-Assisted Learning Strategy as the teaching and learning process through peer interaction and mutual discussion, students can develop communication, presentation, and explanation abilities”. It means that during the process of PALS, the students are paired together to help

each other to gain knowledge. In this process, the high performers of students have good understanding about the materials given.

According to (Topping, 2009: 2) *Peer Assisted Learning Strategies* is a strategy when the learning process more active with asking students to teach other students during the learning. Interventions effectively engage students in the learning process and produce academic gains across a variety of student. Peer Assisted Learning Strategies is a scheme that fosters cross-year support between students on the same course. PALS encourage students to support each other and to learn co-operatively under the guidance of students from the year above.

B. Identification of The Problem

Based on the background of the problem above, there are some problems that found by the writer at the tenth grade of SMKN 1 Tanjung Raya such as teacher strategy, students' reading ability was poor, students lost their interests to read the text, in fact some of them did not read the text carefully, they got difficulties to find the topic sentences and main idea in the text students had lack of vocabularies in translating meaning of the word.

C. Limitation of The Problem

There are many techniques in teaching process such as *Peer-Assisted Learning Strategy, KWL'S, TPR, jigsaw* etc but in this research

only focuses on the effect PALS toward the reading comprehension on X grade second semester at SMKN 1 Tanjung Raya. There are two kinds of methods will be applied in teaching reading. The first one is by using PALS and scond is not using PALS. This research will involve two classes of X grade students of SMK 1 Tanjung Raya.

D. Formulation of The Problem

Based on the limitation of the problem above, the problem is formulated as follows: “Does the use of *Peer Assisted Learning Strategy* give better effect towards the students’ reading comprehension in SMKN 1 Tanjung Raya ?”

E. The Purpose of The Research

Based on the formulation of the problem above, the purpose of this research is to find out the effect of using *Peer Assisted Learning Strategy* toward students' reading comprehension.

F. The Significance of The Research

This research will have a contribution to English teachers and students who study English materials especially reading comprehension, this research is expected to give many advantages both practically and theoretically to the English language teaching, especially in reading. In practicality, it is expected that it can help teachers in teaching technique to

make the students become active readers. Theoretically, it is expected that the research finding can enrich the knowledge related to the using technique in teaching reading. Finally, it is also hope that the research finding would be beneficial as useful information for the next writers or writers who wish to conduct further research.

G. Definition of key terms

1. Reading comprehension : Reading is the ability to process text, understand its meaning, and integrate it with what readers already know. Nunan (2003:68) says that reading is a combination process of information from a text through background knowledge to build meaning. For instance, the reader attempt to catch the writer's idea, then the reader interpret the text as possible as writer's idea.
2. PALS: the act of process of gaining knowledge, understanding, or skill from students that are either at different or equivalent academic or experiential levels. It means that during the students are paired together to help each other to gain knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the discussions in the previous chapter, the writer concludes this research that focus on students' reading comprehension through PALS activity. The using of PALS in teaching reading comprehension was better than without PALS. It was proved by the data of the post-test of both classes where the mean score of experimental class is 73,5 and the mean score of control class is 68,68 meanwhile both of classes had the same level of ability in the pre-test. It also compared with the T-test result, $T_{obtained}$ was greater than the T_{table} ($2,14 > 1,645$).

B. Suggestion

Based on the findings of the research, the writer would like to propose some suggestions as following.

1. Based on the result of the research, the English teacher can apply the PALS to increase students' reading comprehension since it can motivate and interest the students to learn.
2. Further writers are suggested to conduct a study on the effect of PALS in teaching other skills to explore the use of this method in other skills.

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