USING PEER-ASSISTED LEARNING STRATEGY (PALS) IN TEACHING READING TO SENIOR HIGH SCHOOL STUDENTS

PAPER

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iii

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ABSTRAK

Lestari, Trise Putri. 2013. *Using Peer-Assisted Learning Strategies (PALS) in Teaching Reading to Senior High School Students. Paper. English Education Department. Faculty of Languages and Arts. State University of Padang.*

Makalah ini bertujuan menjelaskan cara mengajarkan membaca text pada pelajaran Bahasa Inggris dengan menerapkan Peer-Assisted Learning Strategies (PALS). Dalam pengaplikasian strategi ini, hal yang pertama dilakukan oleh guru yaitu menampilkan gambar dari topik bacaan. Kemudian guru memberikan teks analytical exposition dan meminta anak untuk menerapkan tiga kegiatan yang terdapat di dalam PALS. Tiga kegiatan itu adalah membaca berpasangan dengan mengulang kembali menceritakan selama lima menit, mempersingkat paragraf dan memprediksi lanjutan teks secara bergiliran (Partner Reading with retell, Paragraph Shrinking, and Prediction Relay). Melalui penerapan PALS ini diharapkan dapat membantu siswa dalam memahami teks yang mereka baca. Di akhir kegiatan kelas, guru memilih pasangan yang mempunyai *score* terbaik dan memberikan hadiah kepada mereka.

Key Words: *Reading, Reading Comprehension, PALS*

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The Writer

TABLE OF CONTENTS

ABSTRAK
ACKNOWLEDGEMENTS
TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is considered as an important aspect to support people in this global era of information in which people are enclosed with so many reading materials. It is supposed to be one of the keys to increase knowledge. Reading is also considered as an important aspect for students in their language learning because reading is constantly developing skill, self confidence and motivation within the students in dealing with difficulties in academic reading, particularly in learning English in senior high school.

For students who live in countries in which the status of English is a foreign language, a good skill in reading comprehension is important. This significance emerges because reading comprehension skill enables them to keep up their latest lesson whether it is an input of new vocabularies, grammar, or even information through reading activity. According to Brown (2001:65), reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of second language learners who are already literate in their native language. It means that students of English as a foreign language are expected to master reading as a skill development since they can get input from the reading.

In Indonesia, most of schools have some large classes which consist of 40-45 students in a class. The classes are crowded and noisy. It is really difficult for them to concentrate in a large class. Therefore, they can't comprehend the text well while they are reading. They may not understand the text at all, they may misread the text by totally changing its meaning, and they may misread the text by taking words and phrases out of context. However, senior high school students are expected to master reading comprehension of short functional text and short essay in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review. It is stated in competence standard of KTSP 2006 curriculum.

For mastering reading comprehension of those texts in a large class, students need a teacher to guide them. The teacher as a source person and organizer should make creative and interesting activities to motivate students. In fact, it is difficult for some English teachers in senior high school to arrange activities to supports students' reading comprehension in a large class. To arrange effective activities, a teacher can use some strategies. There are some strategies which are appropriate in teaching reading to senior high school students. One of them is peer-assisted learning strategy (PALS).

Fuchs et al (2001:179) believes that PALS is really effective for all students, including English language learners. PALS (peer-assisted learning strategy) is a class-wide peer-tutoring program that is implemented by classroom teachers and design to improve the reading achievement of students with diverse academic needs. In PALS, students are peered. The first one is the strong reader

who can comprehend a text well, and another one is the weak reader who can't comprehend a text well. Its division is in order to let them to work together to share the ideas that they've got and learn from each other.

Referring to those statements above, this paper will describe the procedure about how PALS (peer-assisted learning strategy) can be used in teaching reading to senior high school students.

B. Limitation of the Problem

There are some strategies can be used in teaching reading, such as jigsaw, team accelerated instruction (TAI), cooperative integrated reading and composition (CIRC), number heads together, student team-achievement division, peer-assisted learning strategy, and partnership. In this paper, the writer only focus on using PALS (peer-assisted learning strategy) in teaching reading to senior high school students since this strategy is simple and suitable for teaching reading.

C. The Formulation of The Problem

The problem of this paper can be formulated in the following question:

"How can an analytical exposition text be taught through PALS (peer-assisted learning strategy) to senior high school students?"

D. Purpose of the Paper

The purpose of this paper is to explain how PALS (peer-assisted learning strategy) can be used in teaching reading an analytical exposition text to senior high school students. By using this strategy, the writer hopes that the teacher can improve the students' comprehension in reading text.