

USING PEER ASSISTED LEARNING STRATEGY TO IMPROVE READING COMPREHENSION OF ANALYTICAL EXPOSITION TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 11 PALEMBANG

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ABSTRACT

The objective of this study was to find out whether or not there was any significant difference on reading comprehension of analytical exposition between the eleventh grade students' of SMA Negeri 11 Palembang who were taught by using Peer Assisted Learning strategy (PALS) and those who were not and to find out whether or not it was effective to use Peer Assisted Learning Strategy (PALS) to improve reading comprehension of analytical exposition to the eleventh grade students' at SMA Negeri 11 Palembang. This study used quasi experimental method to conduct the research. There were 78 students was taken as sample. Each class consisted 39 students from both XI IPS 3 as experimental group and XI IPS 4 as a control group. In collecting the data, the test was used in reading comprehension as a pretest and posttest. To verify the hypothesis, the result of independent sample t-test found that t-obtained (11.077) was higher than t-table (1.9917) with degree of freedom (df=76), and the significance 2-tailed was 0.000. The result of the data showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was any significant difference on reading comprehension between the eleventh grade students of SMA Negeri 11 Palembang who were taught by using Peer Assisted Learning Strategy (PALS) and those who were not and also it was effective to use Peer Assisted Learning Strategy (PALS) to improve reading comprehension of analytical exposition to the eleventh grade students of SMA Negeri 11 Palembang.

Keywords: *Reading comprehension, Analytical exposition, Peer Assisted Learning Strategy.*

INTRODUCTION

Language is basically a system of communication where sounds or signs convey objects, action, and ideas. Language is primarily spoken not written. Prasad (2012, p. 1) stated that language may be defined as the expression of thought by means of speech-sounds. According to Simons & Fennig, there are 7099 languages in the world (Hinton, Huss, and Roche, 2018, p. 21). Among those languages, English is the single most dominant used in the entire world as an international language. Nowadays, English has been playing an important role in our educational system as well as in our national life. It was taught in any education level as foreign language in Indonesia.

In the globalization era, students should be accustomed to take English in order to convey their ideas including information or messages especially in reading. According to Burhan (2012, p. 9), reading is physics and mental activity to reveal the meaning of the written text, while in that activity reading English is the best way to learn English. Actually, the students still have problems in reading. According to Remanente (2017, p. 5), some factors affecting students' propensity to read were also reported: their source of reading materials, their perception of the benefits of reading, family and peers influencing them to read; and having an environment conducive to reading. Because of those factors, it made the students was lazy to read the long text in the book and made them got difficulties to comprehend the text itself.

Based on the writer's observation and informal interview with English teacher at SMA Negeri 11 Palembang, the English teacher described that the ability of students on reading in eleventh grade students was still low. It is showed by the results on a reading quiz given by the teacher. So most of students got the low score. The students were still under the minimum standard KKM (Kriteria Ketuntasan Minimal). The minimal KKM for English at XI grade students of SMA Negeri 11 Palembang was 70. Ideally, 70% of students should achieve the KKM. In fact, only few of students could complete the reading quiz. It could be seen by the average of the students' quiz of reading results. So, it can be concluded that the students still found crucial difficulties in some aspects of reading comprehension for examples, identifying the main idea, identifying specific information, and understanding vocabulary. In fact, most of students still faced some difficulties in comprehending the text.

From the problems above, the researcher was interested to promote Peer Assisted Learning Strategy (PALS) in reading for the senior high school students. The reason for choosing PALS was to improve students' reading comprehension which more focused on individual students' needs rather than a teacher's directed activity that might address the needs for few students. In addition, PALS involved all the students in task that can perform successfully, increase their opportunity to read, practice basic skill, provide positive and productive peer interaction, motivate students to do better in reading, and help the teachers to accommodate academic diversity. So, the application of PALS is expected to give great contribution to the students.

Peer Assisted Learning Strategy (PALS) is a strategy which could be applied in reading class (Lewis, Walpole and McKenna, 2014, p. 99). During the application of PALS, the students would develop their reading comprehension through active help and support from their companions. PALS consist of a set of structured activities, and students are trained to implement them independently. These activities include partner reading with retell, paragraph shrinking, and prediction relay.

In previous research finding by Nurkhairiyah (2017) that was teaching reading comprehension through PALS at SMA Unggul Terpadu Serambi Mekkah Kampar could improve the students reading comprehension ability. It was proved by the improvements of the students average score in comprehending the texts (report and narrative text) that given to

them at the end of cycle 1 and 2 of this study, the application of PALS in the class, the tutoring activity, and the teacher's roles. By applying that appropriate teaching strategy in learning process, the writer hoped that it can develop the reading skills and improve the students' reading achievement. Based on the reasons above, the writer was interested to conduct a research entitled "Using Peer Assisted Learning Strategy to Improve Reading Comprehension of Analytical Exposition to the Eleventh Grade Students of SMA Negeri 11 Palembang".

The Concept of Reading Comprehension

Reading comprehension is not achieved easily. It required a reasonable knowledge of grammar, the ability to identify main ideas, and awareness of discourse structure. Jeniffer Serravallo stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind text (Heinemann, 2010, p. 43).

Reading is considered as a difficult language skill to learn. In teaching reading, there were several aspects that should be measured in order to know whether the students can achieve the goal of reading or not. Suparman (2011, p.233) stated that there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply. They are identifying main idea, identifying details, finding reference, making inference, and understanding vocabulary.

Analytical Exposition

Priyana, et.al (2008, p. 132) stated that an analytical exposition is a text to argue a case for against a particular position or point of view and it proposes a suggestion at the end of the argumentation such as: is smoking good for us?, cars should be banned, public transportation should be free.

The Generic Structure of Analytical Exposition

According to Sudarwati and Grace (2007, p. 109), the generic structures of analytical exposition are:

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1. Thesis

This stage usually includes a 'preview of arguments'. It means that it includes topic and brief statements of the writer's position related to the topic in responding hot position.

2. Argument

This stage consists of a 'point and elaboration' sequence. These should be supported by discussion and evidence. It also consists of explanation of arguments or opinions that are based fact that have been admitted the truth by policy.

3. Reiteration

This last stage restates the position more forcefully in the light of the arguments presented. It means that this stage involves a conclusion orrestate of statements in the topic that is truth about the case has beenstated in thesis.

The Language Features of Analytical Exposition

According to Sudarwati and Grace (2007, p. 109),the language features of analytical exposition text are:

1. The use of emotive words (e.g., alarmed, worried).
2. The use of words that qualify statements (e.g., usual, probably).
3. The use of words that link arguments (e.g., firstly, however, on the other hand, therefore).
4. The use of present tense.
5. The use of compound and complex sentences.
6. The use of modal and adverbs (e.g., can, may, certainly).

7. The use of subjective opinions using pronouns I and we.

METHODOLOGY

The researcher used quasi-experimental method to conduct the research. Frankel, Wallen and Hyun (2012, p. 275) stated that quasi experimental has both pre-test and post-test, experimental and control group designs, but it does not include the use of random assignment of subjects to treatment groups.

In this research, the researcher took two groups, one group was experimental group which was taught by using Peer-Assisted Learning Strategy (PALS) and the other one was a control group which was taught by using lecturing method.

Table 1
Pre-Test and Post-Test Design

| | | | |
|----|----|---|----|
| CG | TI | | T2 |
| EG | TI | X | T2 |

(Source: Creswell, 2012, p. 310)

Note:

EG : Experimental Group

CG : Control Group

T1 : Pretest for Experimental and Control group

T2 : Posttest to Experimental and Control group

X : Review the treatment using PALS

Technique for Analyzing Data

Scoring was a result, it usually expressed numerically of a test or examination. The researcher used percentage analysis to find out students individual scores the test given. A simple formula for percentage analysis as follows:

$$N = \frac{\text{Gained Score}}{\text{Maximum score}} \times 100$$

(Source: Depdiknas, 2015, p. 21)

The total score that the students got if they answered all questions is 100 points. Then the score categorized as presented in the following table (see Table 2)

Table 2
The Categories of Range Score

| The Range of Score | Category |
|--------------------|-----------|
| 86-100 | Excellent |
| 76-85 | Very Good |
| 56-75 | Fair |
| <55 | Poor |

(Source: Curriculum Score Range of SMA N 11 Palembang)

FINDINGS AND DISCUSSION

The researcher had conducted Peer Assisted Learning Strategy in learning process of analytical exposition. The researcher also found some differences before and after treatment. Most of students got some difficulties for reading before the treatment was given such as to

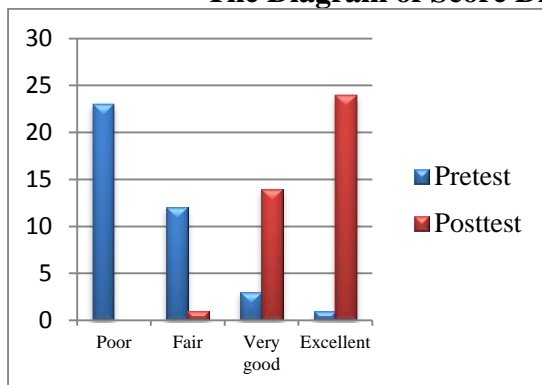
found the main idea of each paragraph, to comprehend the text, and found some information of the text. Next, after treatment was given, the students were more interested to comprehend the analytical exposition text and made them was easier to found the main idea of each paragraph than before treatment. The evidence of students' reading score improvement could be seen from the differences students pretest score and posttest score in the following table (see Table 3)

Table 3
The Score Distribution of Experimental Group

| Score Interval | Category | Pretest | | Posttest | |
|----------------|-----------|-----------|------------|-----------|------------|
| | | Frequency | Percentage | Frequency | Percentage |
| 86-100 | Excellent | 1 | 2% | 24 | 62% |
| 76-85 | Very good | 3 | 8% | 14 | 36% |
| 56-75 | Fair | 12 | 31% | 1 | 2% |
| <55 | Poor | 23 | 59% | 0 | - |
| Total | | 39 | 100% | 39 | 100% |

The result showed that in pretest, 23 students (59%) were in poor category, 12 students (31%) were in fair category, 3 students (8%) were in very good category, and 1 student (2%) was in excellent category. While in posttest, none student (0%) was in poor category, 1 student (2%) was in fair category, 14 students (36%) were in very good category, and 24 students (62%) were in excellent category. Beside that, the result of pretest and posttest could be seen in the diagram below (see Figure 1).

Figure 1
The Diagram of Score Distribution In Experimental Group



It can be concluded that Peer Assisted Learning Strategy could improve students reading comprehension of analytical exposition.

CONCLUSION

The researcher concluded that the use of Peer Assisted Learning Strategy had the positive impact in teaching reading comprehension of analytical exposition to the eleventh grade students of SMA N 11 Palembang. The students were able to understand their reading material, found the specific information in analytical exposition text, and also it could improve their reading skill especially in analytical exposition text. In addition, the experimental group had higher progress in reading analytical exposition than control group. It was caused because Peer Assisted Learning Strategy was effective to apply in teaching reading.

The writer concluded that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other words, there was a significant difference on reading

comprehension between the eleventh grade students of SMA N 11 Palembang who were taught by using Peer Assisted Learning Strategy and those who were not.

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