

**THE INFLUENCE OF USING PEER ASSISTED LEARNING STRATEGY
(PALS) TOWARDS STUDENTS' READING COMPREHENSION
AT THE SECOND SEMESTER OF THE TENTH GRADE
AT MA AL-FATAH NATARIN 2017/2018
ACADEMIC YEAR**

A Thesis

Submitted in a Partial Fulfillment of the Requirements for S1-Degree

By

JANNATI MAHARANI

NPM. 1411040080

Study Program: English Education

Advisor : Prof. Dr. Syarifudin Basyar, MA

Co-Advisor : M. Sayid Wijaya, M.Pd

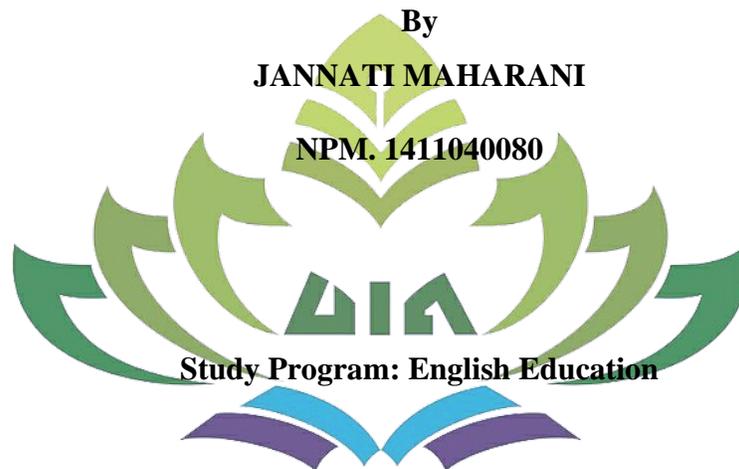


**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2018**

**THE INFLUENCE OF USING PEER ASSISTED LEARNING STRATEGY
(PALS) TOWARDS STUDENTS' READING COMPREHENSION
AT THE SECOND SEMESTER OF THE TENTH GRADE
AT MA AL-FATAH NATARIN 2017/2018
ACADEMIC YEAR**

A Thesis

Submitted in a Partial Fulfillment of the Requirements for S1-Degree



Advisor : Prof. Dr. Syarifudin Basyar, MA

Co-Advisor : M. Sayid Wijaya, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING PEER ASSISTED LEARNING STRATEGY (PALS) TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF THE TENTH GRADE AT MA AL-FATAH NATAR IN 2017/2018 ACADEMIC YEAR

By :

JANNATI MAHARANI

Reading is one of language skills that should be mastered by the students. In reading a text we can find knowledge, information that we never know before. The students reading comprehension at MA Al-Fatah Natar South Lampung is still low especially in reading narrative text. To solve this problem, the researcher applied Peer Assisted Learning Strategy (PALS). PALS is a good strategy that can be implemented to the student as individual or in group. PALS involves students reading together with a fluent/higher reader. The objective of this research is to know whether there is a significant influence of using pals towards students' reading comprehension at the second semester of the tenth grade at MA Al-Fatah Natar in 2017/2018 academic year.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The population of this research was the tenth grade of MA Al-Fatah Natar. The sample was taken from two classes, X MIA A and X MIA B which consisted 55 students. The treatments were held in 3 meetings, 2 X 45 minutes for each. In collecting the data, the researcher used instrument that was used the pre-test and post-test which had been validity by try out. After giving the pre-test and post-test, the researcher analyzed the data by using SPSS to compute independent t-test Mann Whitney since the data in control class were not normal distribution.

From the data analysis computed by using SPSS, it was obtained that H_0 is accepted if Sig. (P_{value}) Sig= 0.265, since (P_{value}) Sig= 0.05 H_a is not accepted H_0 . it was known there was no influence of using Peer Assisted Learning Strategy (PALS) towards students reading comprehension at the second grade of MA Al-Fatah Natar South Lampung. There are several possible aspects that cause the rejecting of H_a , there are : the instrument, insufficient item for each aspect of reading comprehension, and students comprehension being in group rather than being in pair.

Keyword: Peer Assisted Learning Strategy (PALS), reading comprehension, quantitative research.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title : THE INFLUENCE OF USING PEER ASSISTED LEARNING STRATEGY (PALS) TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF THE TENTH GRADE AT MA AL-FATAH NATAR IN 2017/2018 ACADEMIC YEAR

Student's Name : Jannati Maharani
Student's Number : 1411040080
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**To be tasted and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State University of Islamic Studies,
Raden Intan Lampung**

Advisor,

Prof. Dr. Syarifudin Basyar, MA
NIP. 196608111992031007

Co-Advisor,

M. Sayid Wijaya, M.Pd
NIP. 19880317201503006

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd
NIP. 198005152003122004



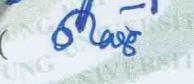
**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING PEER ASSISTED LEARNING STRATEGY (PALS) TOWARDS STUDENTS’ READING COMPREHENSION AT THE SECOND SEMESTER OF THE TENTH GRADE AT MA AL-FATAH NATAR IN 2017/2018 ACADEMIC YEAR”**,
by: **JANNATI MAHARANI, NPM: 1411040080, Study Program: English Education**, was tested and defended in the examination session held on: **Monday, July 23th 2018.**

Board of examiners:

The Chairperson	: Meisuri, M.Pd	()
The Secretary	: Yulan Puspita Rini, M.A	()
Primary Examiner	: Iwan Kurniawan, M.Pd	()
The Second Co-Examiner	: M. Sayid Wijaya, M.Pd	()

The Dean of

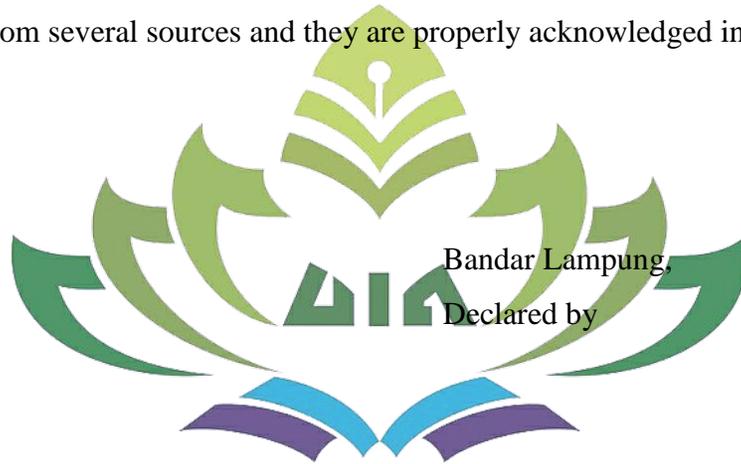
Tarbiyah and Teacher Training Faculty



Prof. Dr. H. Chairul Anwar, M.Pd
NIP. 195608101987031001

DECLARATION

I hereby declare that this thesis entitled “The Influence of Using Peer Assisted Learning Strategy (PALS) Towards Students’ Reading Comprehension at the First Semester the tenth of MA AL-Fatah Natar in 2017/2018 Academic Year” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.



Bandar Lampung,

2018

Declared by

Jannati Maharani
NPM: 1411040080

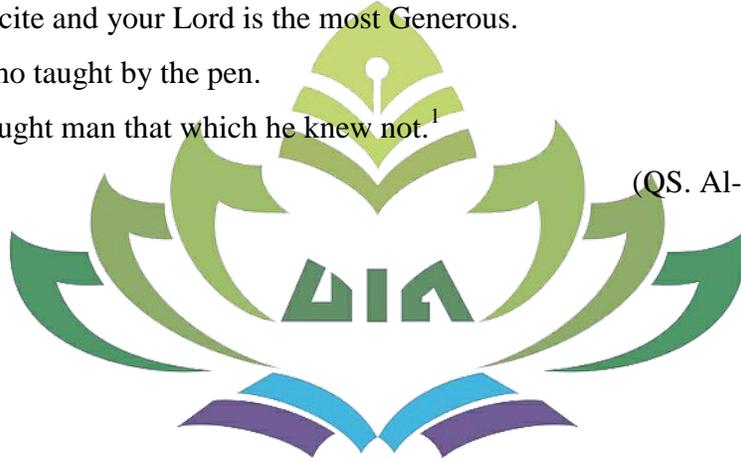
MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ ﴿٣﴾

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

1. Recite in the name of your Lord who created.
2. Created man from a clinging substance.
3. Recite and your Lord is the most Generous.
4. Who taught by the pen.
5. Taught man that which he knew not.¹

(QS. Al-Alaq : 1-5)



¹ The Holy Qur'an English Translation of the Meanings and Commentarry King and Fand Holy Qur'an Printing complex. p. 1219

DEDICATION

This thesis is dedicated to :

1. My beloved parents, Mr Dr. Achmad Sarbanun, M.Pd.I and Mrs. Halimahtus Sakdiah, S.sos.I who always love me and wish me for my success. Thanks for all the motivation and prayer.
2. My beloved brothers, Syarif Hidayatullah, S.Pd.I and M. Yakhsyallah Liddinilah who always pray, support, and motivate me to success.
3. All my friends in English departement Raden Intan State Islamic University and all friends that cannot be mentioned one by one. Thank you very much for giving the researcher the sweetest experience in her life.
4. My beloved almamater Raden Intan States Islamic University and all lectures in English Department that contributed a lot in my thesis.

CURRICULUM VITAE

The researcher was born in Natar, South Lampung on January 29th 1996. She is the second of three children of Mr.Dr. Achamd Sarbanun, M.Pd.I and Mrs.Halimahtus Sakdiah, S.sos.I She has two brothers, Syarif Hidayatullah, S.Pd.I and M.Yakhsyallah Liddinillah.

She started his formal education at SD Negeri 1 Negara ratu in 2002-2008. Then, she continued to of SMP Negeri 1 Natar in 2008-2011. After that she entered MA Al-Fatah Natar in 2011-2014. Next, she continued in Raden Intan States Islamic University of Lampung in 2014 as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in Raden Intan States Islamic University of Lampung, she joined in several organizations such as UKM PIK SAHABAT , FKMH, and ESA. Then in 2016 she got appreciation as Runner Up 1 Duta Mahasiswa genRe IAIN Raden Intan Lampung 2016.

ACKNOWLEDGEMENT

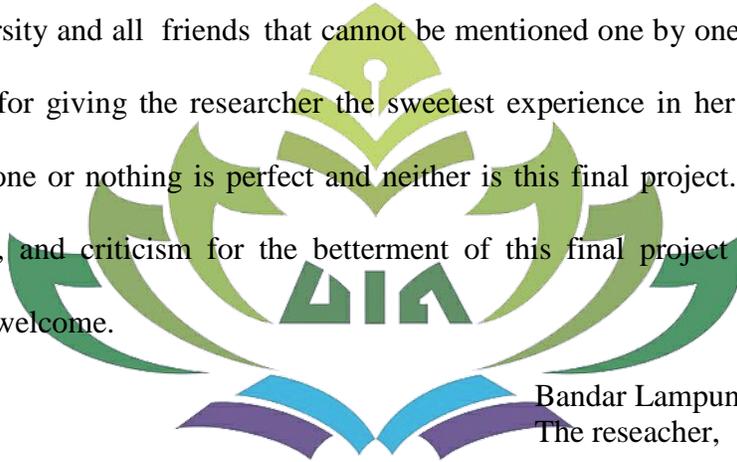
First of all, praise be to Allah, the Almighty, the Most Merciful, the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this research. Peace be upon the great messenger Prophet Muhammad, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express her gratitude to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University.
2. Meisuri, M. Pd, the chairman of English Education Study Program of Raden Intan State Islamic University
3. Prof. Dr. Syarifudin Basyar, MA, as advisor for his guidance, to complete this thesis.
4. M. Sayid Wijaya, M.Pd, as co-advisor, who has spent countless hours correct this final thesis for its betterment.
5. The English Department Lecturers of Raden Intan State Islamic University
6. Ihin Solihin Ayub S.Pd.I as the Headmaster of MA Al-Fatah Natar, and all the members of MA Al-Fatah Natar who gave the researcher permission to conduct this research and collect the data in this school.
7. Siti Ulyani, S.Pd.I and all English teachers at MA Al-Fatah Natar who gave guidance and spirit to the researcher in conducting his research.

8. All students of the tenth grade of MA Al-Fatah Natar in 2017/2018 academic year, for giving nice participation during the teaching learning process in conducting research.
9. My beloved friends (Cikiwir) Nidia Nanda G, Anjeli Adelia FZ, Lady Agustina. And thanks for Diah Rohmayanti, Nur Isnaini, Febri Indriani, Umi Zelumutia who always give me motivations, love pray and always support me.
10. All friends in English Education B class Raden Intan State Islamic University and all friends that cannot be mentioned one by one, thank you very much for giving the researcher the sweetest experience in her life.

Finally, none or nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the betterment of this final project are always open heartedly welcome.

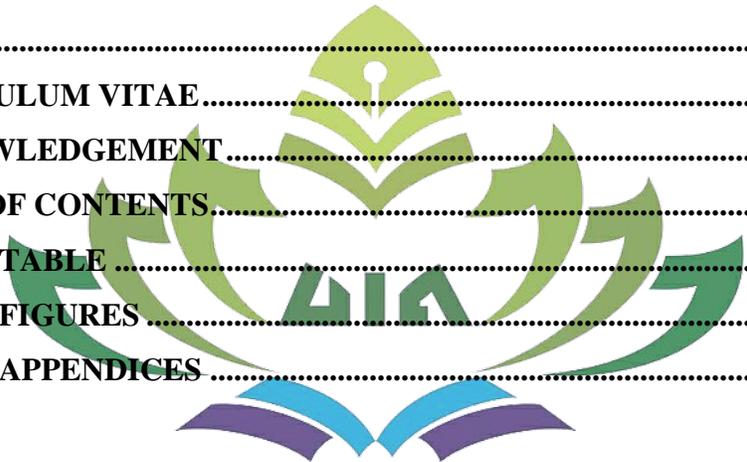


Bandar Lampung,
The researcher,

2018

Jannati Maharani
NPM. 1411040080

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
DEDICATION	vi
MOTTO	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLE	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
	
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. Objective of the Research	8
F. Significant of the Research	8
G. Scope of the Research	9
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Concept of Reading	10
B. Concept of Reading Comprehension	11
C. Concept of Teaching Reading	14
D. Concept of Teaching Reading Comprehension.....	16
E. Testing of reading Comprehension	17

F. Text	18
G. Concept of Text Genre	18
H. Narrative Text	21
1. The Definition of Narrative Text	21
2. Social Function of Narrative Text	22
3. Generic Structure of Narrative Text	22
4. The example of Narrative Text	23
I. Approach, Methods, Technique	25
J. Concept of Peer Assisted Learning Strategies	27
1. Definition of Peer Assisted Learning Strategies	27
2. Procedure of Peer Assisted Learning Strategies	29
3. Advantages of Peer Assisted Learning Strategies	30
4. Disadvantages of Peer Assisted Learning Strategies	31
5. Teaching Reading Comprehension as Narrative Text by Using PALS	32
K. Concept of Expository Strategy	32
1. Definition of Expository Strategy	33
2. Procedure of Expository Strategy	34
3. Advantages of Expository Strategy	35
4. Disadvantages of Expository Strategy	35
5. Teaching Reading Comprehension as Narrative Text by using Expository Strategy	36
L. Frame of Thinking	38
M. Hypothesis of The Research	39

CHAPTER III RESEARCH METHOD

A. Research Design	40
B. Variable of the Research	41
C. Operational Definition of Variable	42
D. Population, Sample and Sampling Technique	44
1. Population	44
2. Sample	44
3. Sampling Technique	45
E. Data Collecting Technique	45
F. Instrument of the Research	45
G. Procedure of the Research	48
1. Planning	48
2. Application	49
3. Reporting	49
H. Scoring System	50
I. Validity and Reliability	51
1. Validity of the Test	51

a. Content Validity	51
b. Construct Validity	52
c. Items Validity	53
2. Reliability of the Test	54
J. Data Analysis	54
1. Fulfillments of the Assumption.....	55
a. Normality Test.....	55
b. Homogeneity Test	56
2. Hypothetical Test	56

CHAPTER IV RESULT AND DISCUSSION

A. Result of the test	58
1. Result of the Pretest in the Control Class	58
2. Result of the Posttest in Control Class	59
3. Result of Pretest in Experimental Class	60
4. Result of Posttest in Experimental.....	61
B. Result of Data Analysis	64
1. Result of Normality Test.....	64
2. Result of Hypothetical Test	65
C. Discussion.....	67

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	70
B. Suggestion	70
1. For the Teacher	70
2. For the Students	71
3. For the School	71
4. For the Next Researcher.....	72

REFERENCE

APPENDICES



LIST OF TABLES

	Page
Table 1	The Students' Reading Narrative Text Score of Second Semester at the Tenth Grade of MA Al-Fatah Natar South Lampung..... 4
Table 2	The population at Tenth Grade of MA Al-Fatah Natar South Lampung..... 39
Table 3	The Specification of Pre-test and Pos-test item before Validity..... 41
Table 4	The Specification of Pre-test and Pos-test item after Validity 43
Table 5	Statistic of the Result of the Pre-test of X MIA B..... 54
Table 6	Statistic of the Result of the Pos-test of X MIA B 55
Table 7	Statistic of the Result of the Pre-test of X MIA A..... 56
Table 8	Statistic of the Result of the Pos-test of X MIA A 58
Table 9	The gain Mean from the Pre-test and Post-test in the Control Class and Experimental Class 58
Table 10	The Result of Homogeneity Test..... 59
Table 11	The Result of Independent Sample Test..... 60

LIST OF FIGURES

	Page
Figure 1 The Result of Pre-test of Control Class	53
Figure 2 The Result of Pos-test of Control Class.....	54
Figure 3 The Result of Pre-test of Experimental Class.....	56
Figure 4 The Result of Pos-test of Experimental Class	57



LIST OF APPENDICES

	Page
Appendix 1A Teacher's Interview Transcript	78
Appendix 1B The Result of Interview	80
Appendix 2 Validation Form for Reading Test	83
Appendix 3 The Pre-test Instrument	86
Appendix 4 The Post-test Instrument.....	94
Appendix 5 Syllabus	100
Appendix 6 Lesson Plan 1 Experimental Class	104
Appendix 7 Lesson Plan 1 Control Class.....	123
Appendix 8 List Sample of the Research.....	139
Appendix 9 Rekap Analisis Butir Soal Pre-test using Anates	140
Appendix 10 Rekap Analisis Butir Soal Pos-test using Anates.....	141
Appendix 11 Reliability Test of Pre-test.....	142
Appendix 12 Reliability Test of Pos-test	143
Appendix 13 The Score of Pre-test and Pos-test of Experimental Class	144
Appendix 14 The Score of Pre-test and Pos-test of Control Class	145
Appendix 15 The Result of Homogeneity Test.....	146
Appendix 16 The Result of Hypothetical Test.....	149
Appendix 17 Documentation of Research	150

CHAPTER I

INTRODUCTION

A. Background of the Problem

In many aspects of life, students need to have a reading skill. They may have many purposes of reading. First, students need to read for academic purposes. Since there are many books written in English, it is important for them to have a good reading competence. Moreover, reading skill is required when they take an examination. Most of the questions are in the written form so students should be able to read comprehensively.

Reading is an active process which consists of recognition and comprehension skill.¹ It means that reading is a process which done by the reader to get the information from printed text and then by reading also the reader can understand the writer means, because student need to read English mass media, such as magazines, newspapers, or tabloids, to gain more information and to get the latest news in the world. It will broaden their horizons. Student can also improve their reading skills through reading novels, short stories, dramas, and so on, to get an enjoyment or pleasure.

According to Spratt, Pulverness, and William, reading is an activity in which readers respond to and make sense of a text being read connected to their

¹M. F. Patel, Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrice,2008), p.113

prior knowledge.² It means that the activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading is very important to the students in schools, from elementary schools to senior high schools and vocational high schools. *Permendiknas no.23 Tahun 2006*, the aim of reading in the curriculum is to make students able to comprehend the meaning of written language, both interpersonal and transactional. Students are directed to understand many kinds of texts such as recount, descriptive, and narrative. They are also expected to gain knowledge and information from the texts. In fact, research on reading comprehension in Indonesia has revealed that students' comprehension in reading is low. The teacher only taught the students to read the passages, finding the meaning of difficult words and answering exercises in teaching- learning process.³

² Mary Spratt, Alan Pulverness, Melanie Williams, *Teaching knowledge Test Course*, (Cambridge University Press 2005), p.21

³ Anonymous. 2006. *Permendiknas no.23 Tahun 2006: Standar Kompetensi Lulusan Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdikbud.

Based on the preliminary research, the researcher found some problems faced by the students at the tenth grade of MA AL-Fatah Natar. There are various factors that might have been the cause of the failure in teaching reading. By interviewing Siti Ulyani, S.Pd.I as an English teacher who is teaching there, the researcher found that the students have problems in reading comprehension to transfer information from the text and students' motivation in reading text is still low. The teacher got the score based on the formative test of reading once she administered, it was found that many of them still lack of reading comprehension. In addition, she said that score of KKM (criteria of minimum mastery) in MA AL-Fatah Natar is 70.⁴

In addition, the researcher also got information on students by doing interview with some students of the tenth grade. They said that the teacher did not have an interesting method to teach reading. They said that teacher seldom uses a variety of method in giving material, she only uses monotonous method in every meetings.⁵ So that they felt so difficult to learn and also they lost motivation in learn it, as a result, they do not have knowledge of English language skills such as reading.

⁴Siti Ulyani, *English teacher of MA AL-Fatah Natar July 2017 (An Interview)*

⁵*Students at the tenth grade of MA AL-Fatah Natar, August 2017 (An Interview)*

Table 1
The Narrative text Reading Score at the Tenth Grade of MA AL-Fatah Natar
in the Academic Year 2017/2018

No.	Class	(KKM)		Total
		<70	≥ 70	
1.	X MIA A	14	9	23
2.	X MIA B	22	10	32
3.	X IIS A	15	9	24
4.	X IIS B	20	7	27
Total		71	35	106

Source: Documentation of English teacher at MA AL-Fatah Natar

From Table 1, it can be concluded that 71 of students got < 70 score. It means that the students' reading comprehension is not suitable of KKM at the school. In this case, it needs to organize a way to find an appropriate approach which can help the students in learning reading.

Teaching strategy is very helpful both for teacher and students in the teaching and learning process. By applying an appropriate and interesting strategies, it will make teaching and learning process run well and the goal of teaching and learning will be easier to achieve. If the teacher does not use an interesting strategies, the teaching and learning process will be boring. The effective strategies that can be used by the teacher are by using PALS. It is seen as an active learning process, because this strategy will allow the students to become more active participants. PALS strategy is believed as being able to give chances for

students to be involved in discussion, to have courage and critical thinking and to make them willing to take responsibility of his/her own learning.

According to the previous research that had been done Wiyasa, Improving students' English reading skill by using PALS at the eighth grade of SMPN 1 Jagonalan Klaten in the academic year of 2013/2014.⁶ It can be concluded that the researcher proposes the use of Peer Assisted Learning Strategy (PALS) as an alternative strategy that can be used for teaching English especially in teaching reading comprehension. Based on the explanation the differences between previous research and this research are, previous research is using descriptive text and this reseach using narrative text, then previous research in junior high school and this research in senior high school, after that previous research take place in Jagolagon Klaten Central Java and this research take place at Natar South Lampung, and the last previous research using qualitative research meanwhile this research using qualitative research.

Based on that previous research, the researcher expects that by using PALS the students can comprehend text easily, the students can easy transfer information from the text, and can increase students' score and increase motivation in reading text. Therefore, the researcher is interested in conducting the research entitled "The Influence of Using Peer Assisted Learning Strategies (PALS) towards

⁶ Wiyasa, *improving of using PALS towards students' reading skill at the Eighth Grade of SMPN 1 Jagonalan Klaten in the academic year of 2013/2014*, Yogyakarta university

students' in Reading Comprehension at the Second Semester of the Tenth Grade of MA AL-Fatah Natar in 2017/2018 academic year”.

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problems as follows:

1. The students' score in reading text is still low
2. The strategy applied by the teacher is monotonous.
3. The students' motivations in reading text is still low.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limited the problem in this research by focusing only on the influence of using of Peer Assisted Learning Strategies (P A L S) towards students' reading comprehension and the researcher would limit the students' reading comprehension in narrative text [legend] at the second semester of tenth grade of MA AL-Fatah Natar 2017/2018 academic year.

D. Formulation of the Problem

In this study, the researcher formulated the problem into: Is there any significant influence of using of Peer Assited Learning Strategies (P A L S) towards students' reading comprehension at the second semester of Tenth grade at MA AL-Fatah Natar in academic year of 2017/201?.

E. Objective of the Research

The objective of this research to find out whether there is any significant influence of using Peer Assisted Learning Strategy (PALS) towards students' reading comprehension at the second semester of the tenth grade at MA AL-Fatah Natar South Lampung in 2017/2018 academic year.

F. Significance of the Research

This result of this research are expected to give the theoretical and practical contribution.

1. Theoretical

For theoretical contribution, the result of this research is expected to enrich the exciting theory about the use of Peer Assisted Learning Strategy (PALS) towards students' reading comprehension.

2. Practically

The advantages of this research are for English teacher and student. It may inform English teacher that PALS can be applied as a good way to comprehend and study text in teaching reading comprehension. For researcher, students, and teacher.

1. For the researcher

The researcher hopes this research can help to be a good English teacher especially in teaching reading.

2. To help students

It is hoped that the students are more interested and motivated in learning English. Using the PALS will give positive effect on the students English achievement, and develop their relationship in group work to solve the problems faced in learning English.

3. For the teacher

By using PALS the teacher can improve their creativity in teaching process so that the goal of the learning can be achieved.

G. Scope of the Research

The scopes of research are as follows:

1. Subject of the Research

The subject of the research was the students of first semester of the tenth grade of MAAL-Fatah Natar in the academic year of 2017/2018.

2. Object of the Research

The object of the research was the use of peer assisted learning strategies (PALS) towards students' reading comprehension.

3. Place of the Research

The research was conducted at MA AL-Fatah Natar.

4. Time of the Research

The research was conducted in the second semester of the tenth grade of MA AL-Fatah Natar in the academic year of 2017/2018.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

Reading is one of the language skills. Instead of listening, speaking, and writing. Reading includes the subject material in the school that should be mastered by the students. Reading is the important skill, this is supported by Patel and Javi who state that reading is the most useful and the important skill for people.¹ By reading, the students will know more that should they write and speak. McGuinness states that reading is a complex act and it is important to pin down which memory systems matter most.² It means that reading is a complex activity to get information from a text and by reading readers have a lot of new knowledge.

According to Kristin, reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.³ It means that reading is a process to get a information in a text to read and then by reading also students can understand the writer means.

According to Nunan, reading is a process of reconstructing meaning rather than decoding form and the reader only resorts to decode if other means fail. He also says

¹M.F Patel. *English Language Teaching (Methods, Tools, and Techniques)*. Sunrise publishers, 2008 p.35

²Diane mcguinness. *Language development and learning to read* (cambridge:cambridge center. 2005)p.283

³Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p. 33

that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.⁴ Most people do silent reading. They need an isolation environment to comprehend the reading.

In reading, the reader can understand what the writer want to convey information through written form. Because reading also is an activity to get knowledge and information from a text. Meanwhile, Grabe states that reading is process of receiving and interpreting information encoded in language form use the medium of print⁵.

From the statements, it can be concluded that reading is an interactive process between the reader and the text in order to gain an understanding of a written text. The understanding is made by reconstructing meaning rather than decoding form.

B. Concept of Reading Comprehension

Reading is one of skill in English. Reading must comprehend the topic of the text. Oakhill states that reading comprehension is important, not just for understanding text, but for broader learning success in education and employment.⁶ Elizabeth L states that reading comprehension is to learn how to get the basic competence.⁷ According

⁴Nunan D. *Second Language teaching*. (Massachusetts Heinle and Heinle publisher. 1999). P. 230

⁵Fitriana Shalihah. *The Influence of using Graphic Organizer towards Students Reading comprehension at the second semester of the first grade of SMP N 21 Bandar Lampung* in academic 2011/2012, English Education of IAIN Raden Intan Lampung 2012

⁶Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and teaching reading comprehension*, (New York: Routledge ,2015)p.1

⁷ Elizabeth L, *Reading comprehension success 3th Ed*, (New York: Learning Express: 2005),p.19

to Karen et.all, reading comprehension is the process of constructing meaning to coordinating a number of complex processes that include word reading, word and world knowledge and fluency.⁸ Reading comprehension means that a reader acquires from reading.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.⁹ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question forms.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.¹⁰ It means that reading comprehension is activity when the reader read the text they understand and get total meaning of the passage. Based the language assessment theory of Brown, especially for reading, there are some criteria are commonly used in measuring students' reading comprehension ability, there are:

1. Main idea (topic) : asks the students to indentify the central theme of the passage
2. Expressions/idiom/phrases in context : ask for judgment about the material

⁸⁸Karen R harris et all. Teaching reading comprehension to student with learning difficulties(New York:The Guilford Press,2007)p.2

⁹Doughlas brown.*Teaching by principles, An interactive Approach to Language Pedagogy.* San fransisco state.University . 1998.p.291

¹⁰Karren R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London, 2007), p. 2

3. Inference (implied detail) : ask for information that is implied but not directly stated in the material
4. Grammatical features (reference) : required knowledge of events in their order of occurrence
5. Detail (scanning for a specifically stated detail) : asks for bits of information conveyed by the material.
6. Excluding facts not written (unstated details)
7. Supporting idea(s) : ask to the students to go beyond the material and create new ideas based on the ideas they have read
8. Vocabulary in context : ask for the meaning of words used in the passage.¹¹

Based on those theories, reading comprehension is careful reading in order to understand the total meaning of the passage. Reading comprehension in this study is defined as the process of getting message from the author a written text and ability to understand about something. The message may be an idea, a fact, a feeling, an argument etc, with the criteria commonly used to measure reading comprehension are: Main idea/topic sentence, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated details), supporting ideas and vocabulary in context.

¹¹H Douglass Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico, California, 2003), p. 206

Brown states that integrated skill approach to language teaching emphasize the relationship of skill. Reading comprehension will be best developed in association with writing, listening, and speaking activity.¹² it means that reading is an important skill in English that can be developed other skill because if their reading skill is good, it will be easier to them to master other skills. Allah also states in Al-quran surah Thaaha verse 114:

فَتَعَلَىٰ اللَّهُ الْمَلِكُ الْحَقُّ ۖ وَلَا تَعْجَلْ بِالْقُرْآنِ مِن قَبْلِ أَن يُقْضَىٰ إِلَيْكَ وَحْيُهُ ۗ
 وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

“Supremely exalted is therefore Allah, The King The Truth, and do make not haste with the Quran before its revelation is made complete to you and say: O my Load! Increase me in knowledge.” (Thaaha: 114)¹³

C. Concept of Teaching Reading

Classroom reading activities are generally seen as the main part of language teaching and learning. The success of second language abilities is influenced and depends upon reading. The teacher must be able to motivate students by selecting material and choosing appropriate technique. In English language teaching, the teaching of readingshould be the main priority for the teacher to be considered when the students begin their school.

¹² Jereme Harmer, *How to teach English* (Harlow:Pearson Longman, 2007), p.7

¹³ A. Yusuf Ali, *The Holy Quran Text Traslation and Commentary*, (Maryland: Amana Corp, 1983). P.788

Celce-Murcia states that the learner will achieve learning goal when the act of learning reading is the main of the learning and the main of reading instruction is the set of tasks.¹⁴ It means that teaching reading, requires reading tasks to be done by students to improve the reading skills in order to achieve their learning goals including academic goals and real life goals.

Harmer says that the important part of the teacher's job is getting students to read English¹⁵. Being able to understand the English texts are important for the students either for their study purpose, their careers or simply for their pleasure. From that statement, it can be conclude that the teachings of reading especially to read English texts are better to start earlier. The amount of time given to teach reading will depend on the needs and wants of the students as specified in the syllabus.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading

¹⁴Celcemurcia. *Teaching langauge as a second or foreign language*. (Washington: Heinli Thomson learning,2001),p.12

¹⁵Harmer, J.*The Practice of English Language Teaching* (3rd Ed.).(Edinburg: Longman, 2001)p. 34

- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full.¹⁶

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

D. Concept of Teaching Reading Comprehension

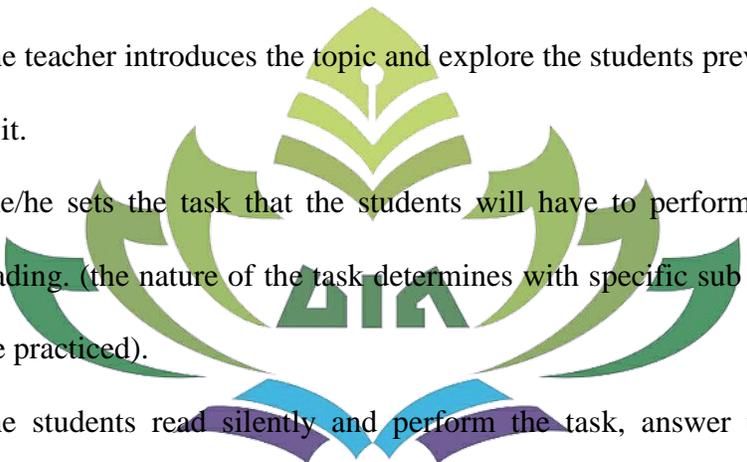
There are many procedure that offered by expert of language teaching. Konare in English Teaching Forum stated that the classroom procedure in teaching divided into six steps, they are:

- a. The teacher presents new vocabulary, often at length
- b. The teacher reads the text aloud to the class (who was not yet seen it). She/he asks them what is about.
- c. She/he reads it aloud again while the students follow it in their boo. Then she/he may ask them one or two more question.
- d. Individual students read the text aloud (reading around the class) and the teacher interrupts to correct pronunciation.

¹⁶*Ibid* p. 70

- e. The students read the text silently and try to remember as much as they can for the questions the teacher may ask afterwards.
- f. The teacher asks oral question on the text (among which literal, direct reference wh- question predominate) and students answer orally.¹⁷

Jeremy sets out guideline for classroom procedure in teaching reading in the form of a five stage model, they are:

- 
- a. The teacher introduces the topic and explore the students previous knowledge of it.
 - b. She/he sets the task that the students will have to perform during of after reading. (the nature of the task determines with specific sub skills of reading are practiced).
 - c. The students read silently and perform the task, answer the question set beforehand.
 - d. The teacher gives feedback on the students performance of the task
 - e. The teacher gives follow-up tasks. Stage 2 ensure that the learners have a reason for reading- that they know, before they even begin to read, what they will have to get out of the text. This means that they read in a certain way, to practice a particular sub skill of reading.

¹⁷BallaKorane, *Reading Comprehension in Large Classes: A Practical Classroom Procedure*, English Teaching Forum. October 1994. P.6

According to Grellet, the first point to be noted when practicing reading in the classroom is a silent activity. In this activity students should not read aloud, but the teacher may sometimes need to read the text aloud. Therefore, the students know the right pronunciation. It also can develop the students understanding and they will become efficient readers.

There is another classroom procedure can consist of helping the student to the time himself and increase his reading spent little by little.¹⁸ This can be done by showing the students how to record their reading speed systematically on a chart and to try to improve it each time they read a new text.

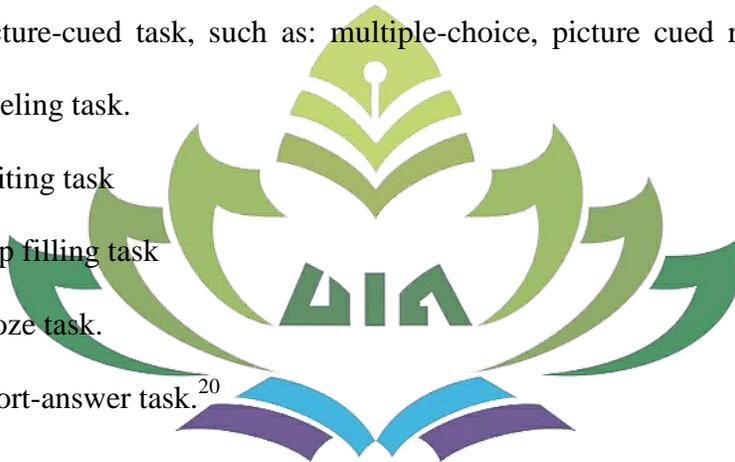
E. Testing of Reading Comprehension

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use of variety a question forms and can use have variety of focuses. Based on Nation, there are question form that can use for testing reading comprehension, such as: pronominal question, yes/no, true/false question, multiple-choice question, cloze test, sentence completion, incomplete information, diagrams, vocabulary test, matching sentences, etc.¹⁹ Furthermore Brown makes available question form that can be use in reading comprehension as follow:

¹⁸ Grellet, *Developing Reading Skills: A Practical Guide to reading comprehension Exercise*, p.11

¹⁹ I.S.P. Nation. *Op.Cit.* p.72

- 1) Multiple-choice, such as: multiple-choice vocabulary, contextualized multiple-choice vocabulary/grammar, multiple-choice cloze vocabulary/grammar, same different, circle the answer, true/false, etc.
- 2) Matching task
- 3) Picture-cued items, such as: picture-cued word identification, picture-cued sentences identification, picture-cued true/false identification, picture-cued matching word identification.
- 4) Picture-cued task, such as: multiple-choice, picture cued respond, diagram, labeling task.
- 5) Editing task
- 6) Gap filling task
- 7) Cloze task.
- 8) Short-answer task.²⁰



F. Text

According to Siahaan, text is a meaningful linguistics unit in a content.²¹ In other words text is character and the words that have meaning. A text is both a spoken text and a written text. A spoken text is meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text. The writer assumes that text is some sentences in written text and the readers can get information from the text.

²⁰ H. Douglas Brown, *Teaching An Principle an interative approach to Language pendagog* [4nd] [New York: Longman, 2001],p.16

²¹SangamSiahaan, *Generic Text Structure*, (Yogyakarta: PT Graha Ilmu,2007),p.1

According to Knapp, text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.

According to Wallance in Hedgcock and Ferris, a text is a verbal record of communicative act.²² It means that text could either be written or a transcribes version of speech. Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its context.²³ It means that text is a set of some paragraph which has the coherent and appropriate ideas. Based on the statements above, the researcher can conclude that text is a set of sentence either oral or written which have coherent and appropriate ideas.

G. Concept of Text Genre

According to Duke and Gates, genre is a form of text that uses a particular format and structure.²⁴ For many people, it is intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur.

²² John S. Hedgcock and Dena R. Ferris *Teaching Readers of English Students Texts and Contexts* (New York: Taylor and Francis Group). P.78

²³ Rudi Hartono, *Genres of Text*. Semarang : Unes 2005. P.4

²⁴ Nell K.Duke and Victora Purcell Gates, *Genre at Home and at School: Bridging the know to the new*, *Journal of International Reading Association*, Vol 57 (1),p. 30 acces on [http://edc425uri.wikispaces.com/file /view/Duke+purcell+gates+2003+Bridging+Texts.pdf](http://edc425uri.wikispaces.com/file/view/Duke+purcell+gates+2003+Bridging+Texts.pdf) on tuesday, September 26th 2017 at 20:25 p.m

Based on the explanation, we can know that genre is type of kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, we can construct appropriate texts that can be understood clearly by other.

There are many kinds of text, one of them is descriptive text. Gerot and Wignel classify the genre into thirteen types, they are:²⁵

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment. Other definition, report is piece of text that present information about a subject.²⁶

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News item

News item is a text to inform readers, listeners or viewers about events of the day which are considered news worthy or important.

²⁵Linda Gerot and Peter, *Making sense of Functional Grammar*, (Queensland: AAE Publishing, 1994), p.180

²⁶*Ibid*, p. 86.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. Other definition, narrative is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener.²⁷

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps. Other definition, procedure is a piece of a text that gives us instruction for doing something.²⁸

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

²⁷*Ibid*, p. 8.

²⁸Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 50.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena. Other Definition, explanation is to explain how or why something occurs.²⁹

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue. Other definition, discussion is a text to presents differing opinions on a subject to the readers and listeners.³⁰

13. Review

Review is a text which presents critical analysis on events or works for readers or public audience.

Based on the explanation above, there are so many texts in teaching language, each of text has different characteristics and purpose. but in this research, the researcher will explain about descriptive text. Description text is a text to describe a particular person, place or thing.

H. Concept of Narrative Text

1. The Definition of Narrative Text

According to Siahhan, narrative text is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in

²⁹*Ibid*,p. 4.

³⁰*Loc. cit*, p. 4

different ways.³¹ It means that narrative text is kind of the text tell the reader about story, as if the readers take part in the story that is purposed to amuse the readers.

Gerot states the Social function of narrative text : to amuse entertain and to deal with actual or vicarious experience in different ways: narratives deal with problematic events which lead to crisis or turning points of some kind, which in turn finds a resolution.³² It means that the purpose of narrative text is to give to entertain and to deal with actual various experience in different ways, which in the evaluation shows now the problem starts. Then, there will be complication which the problem arises. The resolution comes to solves in story narrative.

2. Social Function of Narrative Text

Social function of narrative text : to amuse entertain and to deal with actual or vicarious experience in different ways: narratives deal with problematic events which lead to crisis or turning points of some kind, which in turn finds a resolution.³³ It means that the purpose of narrative text is to give to entertain and to deal with actual various experience in different ways, which in the evaluation shows now the problem starts. Then, there will be complication which the problem arises. The resolution comes to solves in story narrative.

³¹SanggamSiahan, *Issue in Linguistics* (Yogyakarta: Graha Ilmu,2008),p.73

³² Linda Gerot, and Peter Weignell, *The Genre-Grammar Connection*, (Australia: AEE, 1994), p192-205

³³Linda Gerot, and Peter Weignell, *Op.Cit*, p.204

3. Generic Structure of Narrative Text

The generic structure of narrative text, they are:

- a) Orientation, introducing the characters of story, the time and place the story happened, (Who, What, When, and Where).
- b) Complication, a series of events in which the main characters attempts to solve problem.
- c) Resolution, the ending of story containing the solution.³⁴

Base on the researcher concludes, that narrative introduces orientation to lead the writers to the context. It is continued by complication, which tells about events and solve problem in a narrative. Then, it is solution of problem in resolution.

4. Example of Narrative Text

The origin of the city of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo thing. Prime Minister King has named Raden Sidopekso. Prime Minister 's wife has named Sri Tanjung. She is so beautiful and sweet that the king wanted her to be his wife. One day, the King sent the Prime Minister for long missions. While the Prime Minister went, the King tried to get Sri Tanjung. But the king failed.

Orientation

³⁴ Th. M. Sudarwati, *Look Ahead An English Course For Senior High Senior Students Year XI*, (Jakarta: Erlangga, 2007), p.52

Complication

He was very angry and upset. So, when Sidopekso back, the King told him that his wife was unfaithful to him. Prime Minister is very angry with his wife. Sri Tanjung said that was not true. However, Sidopekso said that he would kill her. She took him to the river bank.

Resolution

Before he killed him and threw him into the river, he said that he will be proven innocent, Once Sidopekso kill him, he threw his body into the river dirty. River soon became clean and start spreading the wonderful aroma and very fragrant. Sidopekso said, "... Banyu Wangi... Banyuwangi ". It means ' fragrant water '. Banyuwangi proof of love born of noble and sacred. That's the origin of the town of Banyuwangi. ³⁵

I. Approach, Method and Technique

In general area of methodology, people talk about approach, method, technique , all of which go into the practice of English teaching.

a. Definition and example of Approach

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.³⁶ It means that approach describes

³⁵Doddy Ahmad, *Developing English Competencies For Senior High School*, (Jakarta: BSE, 2008), p.40-41

³⁶H.Douglas Brown, *Teaching by principles An Interative Approach to Language Pedagogy* (4th ed) (New York: Longman, 2001), p.16

how the people get the knowledge to achieve the successful in language learning.

The example of approach is communicative approach. The communicative approach is a learner centred approach.³⁷ this approach gives the learner not only grammatical competence but also social skill as to what to say. Communicative approach is based on the idea that the aim of learning second language communicative competence.

b. Definition and Example Method

A method is the partial realization of an approach. The originator of a method has arrived at decision about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization.³⁸

The example of method is grammar translation method.³⁹ grammar translation method is called old method of teaching. In this method the mother tongue is used to teach English. Translation consist of changing from one states or from to another, to turn into one's or another's language.⁴⁰

c. Definition and Example of Technique

Bambang Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and

³⁷ M.F Patel and Preven M. Jain, *Op Cit*, p.74

³⁸ Jeremy Harmer, *The Practice of Language Teaching* (4th ed), (London: Longman, 1999), p.62

³⁹ M.F Patel and Preven M. Jain, *Op. Cit*, p.74

⁴⁰ Mildred L. Larson, *Traslation (A Guide to Crros-Language Equivalence)*, (New York: University Press of America, 1998), p.3

learning in the classroom.⁴¹ It means that technique is the activity take place in learning process.

The example of technique is silent way. The teacher does not praise or criticize so that language learn to relay on themselves.

J. Concept of Peer Assisted Learning Strategies (PALS)

1. Definition of Peer Assisted Learning Strategies (P A L S)

According to Delquadri Peer Assisted Learning Strategy is a reciprocal class wide peer-tutoring strategy with different grade level versions that extend the Juniper Garden Children's project work on class wide Peer Tutoring.⁴² It means that PALS is a strategy that the roles are reciprocal, so both of students in a pair serve as a tutor and tutee during each session. In the same manner as Delquadri said that as indicated every student in the class is paired with another students, and each pair consist of a higher and a lower performing students. To indicate the students who are stronger and the weakest reader, the teacher administered the comprehensive reading assessment by produce five scores: (a) average number of words read aloud correctly in 3 minutes. (b) average number of questions answered correctly, (c) number of words (d) number of content words written on a recall of the passage, (e) number of maze (multiple choice cloze) items restored correctly. After that the teacher determine the pairs by first rank ordering all the students from the stronger to the weakest reader.

⁴¹ Bambang Setiyadi, *Teaching English as a Foreign Language*, [Yogyakarta: Graha Ilmu, 2006], p.14

⁴² Laura M Seanz, *Peer Assisted Learning Strategies for English learners with Learning Disabilities*, available online: www.peerassistedlearningstrategies.net, vol. 71, no.3, p.231 accessed on 23th Sept 2016.

The teacher then divides the rank ordered list in half, pair the stronger reader from the top half with the weakest reader from the bottom half, and so on until students are paired.⁴³

Meanwhile, Funch mention that PALS is a multiple strategy program developed to improve reading comprehension. It also focuses on teaching students a set of comprehension strategies that can be used to help students understanding any text they read.⁴⁴ It means that by using PALS in teaching reading students can improve they reading comprehension because the students not only recall events from text, but they also summarize main ideas.

The purpose of this strategy is to help students improve key reading skills which include reading with fluency and comprehension. This strategy teaches students to working together in pairs to read stories and answer the questions. the students work in pair to improve and motivate each other during reading.

Another definition of PALS stated from Topping. He said that PALS is a supplemental program adding positive feedback and an alternate option for didactic or direct teaching.⁴⁵ It can be included that PALS is a supplemental program adding positive feedback because PALS teaches students to think critically an independently. To prepare students for the vocation or occupation opportunities that

⁴³ *Ibid.* p.237

⁴⁴ Fubch, With Teaching reading comprehension (on-line) Available in : <https://www217goalsettingpd.spaces.com/fileviewARTICLE+Help+with+teaching+reading+comprehension.pdf>, vol.58, no. 8 Accessed pn 4th May 2016.

⁴⁵ Topping, K ,Peer and Parent Asisted Learning in Math, Science and ICT (on-line) Availabel in: https://www.nmu.edu/education/sites/DrupalEducation/files/Patterson_Lauri-MP.pdf. Accessed on 18th may 2016

are available in our new and changing world. It teaches students to think critically and independently while also learning to interact successfully as a team player or cooperative, contributing member of society.

2. Procedure of Peer Assisted Learning Strategies (PALS)

Peer-assisted Learning Strategies is more effective rather than work individually, especially to improving readings skills, this is the procedure or peer assisted learning strategies as following :

- a. Using a text at the instructional reading level of the lower reader, each partner reads the text aloud to the other for a period of 5 minutes. The higher reader always reads first, serving as the model for the lower reader. At the end of 5 minutes, the lower reader reads the same passage for the next 5 minutes. This strategy is called tutor and tuttee role play.
- b. After 10 minutes reading session, the lower reader “retells” the passage to the higher reader. The higher reader asks the lower reader by saying “What happened first?” and “What happened next?”. This retelling in sequence continues for 2 minutes.
- c. Next, partners take part in an activity called paragraph shrinking. Readers continue reading the same passage they began in the tutor and the tuttee roleplay with no rereading. Each reader reads one paragraph, stopping after the paragraph and telling the main idea of the paragraph. Readers take turns reading the next tutor paragraph and telling the main idea. Prompts for this

activity include question and answer activity, for instance, by asking, “Who or what was the paragraph about?” and “Tell the most important thing about the who or what.” As in the tutor and role play, the stronger reader always begins reading first, serving as a model for the less strong reader.

- d. Finally, the last activity called prediction relay, the reading continues, only with larger units of text and a new activity. This activity has three steps: (1) reasonably predict about what will happen next, (2) accurately read half a page, (3) accurately check the prediction, important information. This activity continues for five minutes per reader, again with the stronger reader going first.⁴⁶

3. Advantages and Disadvantages of Peer Assisted Learning Strategies (PALS)

As one of s the strategies in teaching reading, Peer Assisted Learning Strategies (PALS) can give advantages and disadvantages in teaching reading. PALS engages reader during each phase of the reading process and interacts the reader with the text material. The advantages and disadvantages of PALS are as stated below:

- a. The advantages

The advantages of using Peer Assisted Learning Strategies (PALS) are students can express their ideas and feeling as free as they can and the benefit of PALS is not only strengthen students’ academic skills, it also gives many students the

⁴⁶<https://akademisi.wordpress.com/2008/11/19/increasing-reading-comprehension-using-Peer-Assisted-Learning-Strategy-PALS/> accessed on 12 January 2016 at 09.30

opportunity to practice their social skills with peers in a natural setting.⁴⁷ Meanwhile, Topping states that when students work together and learn in pairs their motivation attention are greater and their capacity to contribute question and receive feedback is greater and their own learning achievements are more visible to them.⁴⁸

Working in pairs enables students to be more confident. As mentions above, Harmer gives points that work cooperatively gives the students chance to be more confident because they can work without the pressure of the whole class. Some students may have shyness. In pair, they can discuss and express with their thinking within the text given. Working in pair also enables students to strengthen each other when one of them still confused about the materials given.⁴⁹

b. Disadvantages

Besides, when we can find many kinds of strength in this strategy, also this strategy have some weakness, they are it needs more time when using PALS in the class, it is not easy to make the the appropriate questions, the situation is not affective, the teacher should to handle and control the class when discussion is running.⁵⁰

⁴⁷ Funch D. Funch, *Developing First-Grade Reading Fluency Through Peer Mediation*.(New York: Lauren Erlbaum), p. 90-93

⁴⁸ Topping K, *Peer and parent Assisted Learning in Math, Science and ICT*, Retrieved on October 22, 2014 from:<http://www.scre.ac.uk/spotlight83.html>

⁴⁹ Harmer, *The Practice of English Language Teaching* (London: Longman, 2001), p.21

⁵⁰ Dougla Funchs & Lynn, *Increasing trategies Reading Comprehension with peer assisted learning activities* (New York : London,2007), p.178

4. Teaching Reading Comprehension as Narrative Text by using Peer Assisted Learning Strategies (P A L S)

For students, Peer-assisted Learning Strategies is more effective rather than work individually, especially to improving reading comprehension. Both the two students can be active to share their own comprehension or ideas from reading texts especially in narrative text. Although they work together in order to comprehend the texts, actually there is feeling to compete between them. They compete whose idea would be better. They can be freer to express their ideas. Besides, all the students could do their best in class although they have no support to learn at home.

Peer Assisted Learning Strategies is also a good strategy for the teacher to develop the students' reading comprehension but he/she should be more creative developing it. In peer-assessment, the teacher has contribution as the developer, not the creator. The teacher develops the Peer-assisted Learning Strategies as effective as possible by providing them a chance to work autonomously. Doing this in every reading activity, Therefore, the teacher should know about what the students want to learn and get reflection from the students about their impression and suggestion to do next. It is also important to show how teacher assess reading. The students can learn from every single point and correction. It may take more time in developing peer-work rather than individual the teacher should be creative, so that it can work effectively and interestingly. work. However, it can be better developing

reading skills in peer, in the terms of comprehension, vocabulary, distinguish types of text, find the main idea, organizing pattern, and so on. The students in peer can remind each other if there were mistakes.

K. Concept of Expository Strategy

1. Definition of Expository Strategy

Expository strategy is one of learning strategy is used in the classroom, where the teacher focuses to explain the material, in other words the teacher is talkactive.⁵¹ Further, expository strategy is a strategy where the teacher is the most important role there and focuses material only from the teacher. Moreover, the teacher hold most important rule, because expository strategy is the manner of presentation lesson which is done by the teacher with verbal explanation directly.⁵² It can be inferred that expository strategy communication it also describes that the students' ability has limited knowledge because the students just focus on the teacher explanation.

According to Astuti, expository teaching model of learning that suppress the verbal process of delivering material from a teacher to a group of student with the intention that students can master the subject matter is option.⁵³ It means that expository strategy is one kind of teaching model that can be used by the teacher orally to explain the material to the students in other to make the students master the material.

⁵¹ Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, (Semarang: S1 Program Studi Pendidikan IKIP Veteran, 2005), p.59

⁵² *Ibid.* p.179

⁵³ Novita Puji Astuti, *Efektivitas Model Pembelajaran Expository Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian*, Pontianak: Thesis S1 Universitas Tanjung Pura, 2010 , <http://jurnal.untan.ac.id/index.php/jdpb/article/view/3137>. Accessed on November 12nd, 2016, 8.15pm

Based on these explanation, the writer concludes that expository strategy is the strategy of the teacher use to teach which the focus or the central material only given by the teacher with explanation to the directly. In this strategy the teacher more active then the students.

2. Procedure of Teaching Narrative Text by Using Expository Strategy

There is procedure of teaching Narrative text by using expository strategy:

- 1) The teacher prepares the material that related with narrative text for the student.
- 2) The teacher present the material narrative text and given an example of narrative text for the students.
- 3) The teacher explain about narrative text with generic structure.
- 4) The teacher asks the student to make narrative text by retelling the story based on the text they read.
- 5) The teacher gives conclusion in the end of material.⁵⁴

Based on these explanation, it can be concluded that the procedure of teaching narrative text in reading comprehension through expository strategy start from the teacher prepares until the teacher closes the material.

⁵⁴ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Predana Media Group, 2010), p4

3. The Advantaged and Disadvantages of using Expository Strategy

The advantages and disadvantages of using expository strategy as a strategy in reading of English learning process. There are some of advantages and disadvantages expository strategy, they are as follow:

a. Advantages of Expository Strategy

1. Through this strategy the teacher can control the material and this strategy can be used of total students, in another word in large class.
2. Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.⁵⁵

Based on the explanation it can be concluded that the expository strategy has strength for the students through oral by their teacher, by using this strategy the students will be more focus on the teacher explanation.

b. The Disadvantages of Expository Strategy

1. This strategy only can be done for students that have good listening ability and give good attention. For students do not have good listening ability, need another strategy.
2. Because this strategy is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
3. So that, this strategy happen in one-way communication, then the opportunity for controlling the students understand about the material is

⁵⁵ *Ibid*, p.189

limited. Besides that, one-way communication can cause the students knowledge is narrow about what their teacher given.⁵⁶

Based on these explanations, it can be concluded that the expository strategy has weakness to be used in the reading classroom. To solve the problem the teacher needs to explain the material slowly and clearly and the teacher should make the teaching and learning process enjoyable by giving opportunity to the students become active.

c. Teaching Reading Comprehension as Narrative Text by using Expository Strategy

Various kinds of instructional strategy can be used in teaching reading. Teachers can prepare any strategy that meets the needs of the students to achieve the successfulness of the teaching and learning process.

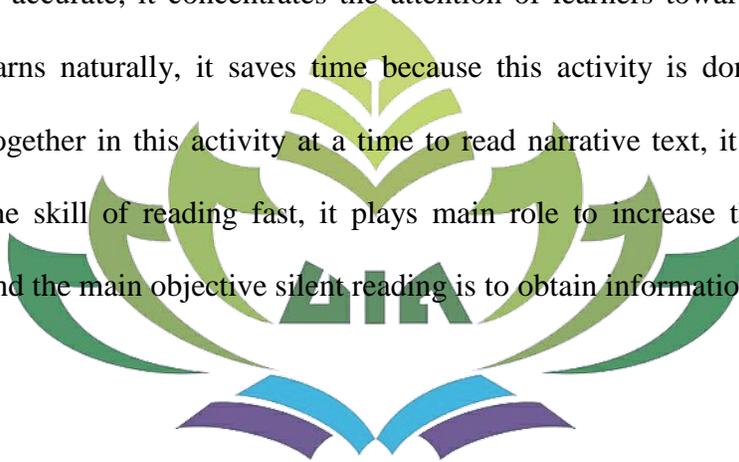
Reading is an important aspect in life because someone cannot know anything without reading. Therefore, teaching reading should be done carefully and effectively. So, we needs a new teaching reading strategy as an effective strategy in teaching reading. Using expository strategy can be a good alternative way for the teachers in the teaching reading.

Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material, and this strategy the teacher can control

⁵⁶ *Ibid*, p.190

the material.⁵⁷ This strategy can be used of total students, in another word in large class. This activity enables learner to develop the skill of reading very well by speaking or expressing ideas, makes reading very enjoyable, improves listening skills, enriches vocabulary, improves reading comprehension, and no less important is the growing interest in reading to students.

On the other hand, by using expository strategy in narrative text makes students very active and accurate, it concentrates the attention of learners towards subject matter and he learns naturally, it saves time because this activity is done at a time. All students together in this activity at a time to read narrative text, it is very useful to develop the skill of reading fast, it plays main role to increase the knowledge of students and the main objective silent reading is to obtain information.



⁵⁷ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Predana Media Group, 2010), p189

L. Frame of Thinking

Reading is an important aspect in life because someone cannot know anything without reading. Therefore, teaching reading should be done carefully and effectively. So, the English teacher needs a new teaching approach as an effective strategy in teaching reading. Using Peer Assisted Learning Strategies can be a good alternative way for the teachers in the teaching reading.

The researcher thought that Peer Assisted Learning Strategies (PALS) could give in students ability in comprehending reading text. It meant that the students could use PALS as a technique in their reading. By using PALS, the students made their reading more active and enjoyable.

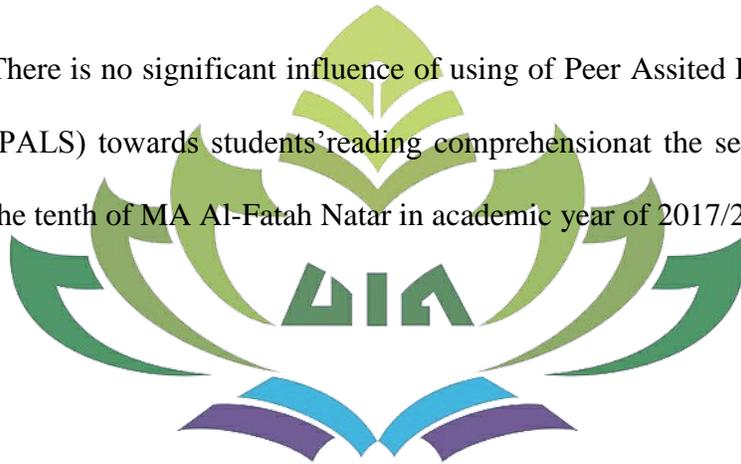
Based on the statement, the researcher believed that Peer Assisted Learning Strategies (PALS) made students interest in learning reading English text. Practice was veru essential to master of skill. In other words, reading ability in comprehending English text needed a lot of practice master and PALS helped the students to comprehend the reading text. That why the researcher assumed Peer Assisted Learning Strategies (PALS) give detail information that should be found by them in the whole of the text after they read the text and it also could motivate to read the text.

M. Hypothesis of the Research

Referring to those theories and assumptions, the researcher formulated the hypotheses as follows:

H_a : There is a significant influence of using of Peer Assited Learning Strategies (PALS) towards students' reading comprehensionat the second semester of the tenth of MA Al-Fatah Natar in academic year of 2017/2018.

H_o : There is no significant influence of using of Peer Assited Learning Strategy (PALS) towards students' reading comprehensionat the second semester of the tenth of MA Al-Fatah Natar in academic year of 2017/2018.



CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In conducting this research, the researcher used quantitative research. In the quantitative research, researcher applied quasi experimental design because it is a kind of experimental research that suitable to this research. Quasi experimental design that includes assignment, but not random assignment of participants to group. This is because the experimental cannot artificially create groups for the experiment.¹ It means that we do not have the opportunity for random assignment of students to special group in different conditions. Furthermore, Marten states that in quasi experimental design, these students cloud not be randomly assigned as individuals to treatments because of the students' schedules.² Quasi experimental includes assignment, but not random assignment of participants to group, so the researcher select two classes, one was experimental class and the other one was control class. The research design cloud be presented in design as follow :

¹ John W. Creswell, *Educational Research: Planning, Conducting And Evaluating Quantitative and Qualitative Research*(New Yory: Pearson Education, 2012), p.309

² Dona M. Marten, *Reseach and evaluation Methods in Special Education* (California: Corwin Press, 2004), p.57.

The design present as follow :

G₁ (Random) =T₁ X T₂

G₂ (Random) =T₂ O T₂

Note:

G1 (Random) = Experimental class, chosen randomly

G2 (Random) = Control class, chosen randomly

T1 = Pre-test

T2 = Post-test

X = Treatment by Peer Assisted Learning Strategies

O = No treatment

In this research, the researcher select two classes randomly, one class as a experimental class then one class as a control class. After that the researcher were given the pretest to know their reading comprehension in narrative text about legend in experimental class, after that the researcher applied a treatment in experimental class by using Peer Assisted Learning Strategy (PALS), then the last one the students were given a posttest to know whether any influence in students' reading comprehension. Furthermore the researcher were given the pretest to know their reading comprehension in narrative text about legend in control class, after that the researcher applied a treatment in control class by using expository strategy, then the last one the students were given a posttest to know whether any influence in students' reading comprehension in control class.

B. The Variabel of Research

According to Nunan, a great deal of research is carried out in order to explore the strength of relationship between variable. A variable, as the term itself suggests, is

anything which does not remain constant. It may differ among individuals and change overtime.³ It means that variable is a variation object of the study. Variable is the object of research or something that become the concern of research.

There were two variables of this research, they were independent variable as follow:

- 1) Independent variable is Peer Assisted Learning Strategies (X).

Independent variable is the major variable which investigated. It is variable that is selected, manipulated and measure in this research. So, independent variable of this research was Peer Assisted Learning Strategy (PALS) because the researcher used Peer Assisted Learning Strategy (PALS) in teaching reading comprehension.

- 2) Dependent variabel is the student, reading comprehension in narrative text (Y).

Dependent variable is a variable which is observe and measure to determine the effect of the independent variable. So, dependent variable of this research was students' rearing comprehension because the researcher wants to know the influence of using Peer Assisted Learning Strategy (PALS) towards students' reading comprehension.

³ David Nunan, *Research Method in Language Learning*.(Cambridge University Press, 1992), p.24-25

C. The Operational Definition of Variable

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variables presented in this research. The operational definitions of variables in this research were follow:

1. Peer Assisted Learning Strategies (PALS)

Peer Assisted Learning Strategies (PALS) is a kind of strategy for teaching reading comprehension by asking the students to work together in pairs between lower reader and higher reader to read a text and answer the question well, and the focus of this strategy is on process of understanding English text exactly in narrative text and the students know what they read, know the purpose of the text, generic structure and language feature of the text.

2. Students' Reading Comprehension in Narrative Text

Students' reading comprehension on narrative text (legend) is the students' ability to comprehend the text with complication or problematic events and it tries to find the resolutions to solve the problems. In order the students are able to answer and understand the reading question forms and the criteria commonly used to measure reading comprehension such as : main idea, of the text, expression/idiom/phrase in context, inference (implied detail), grammatical, features, detail (scanning for a specifically states detail), excluding fact not written, supporting idea, and vocabulary of the text.

D. The population, Sample, and Sampling Technique

1. Population

According to Creswell, population is a group of individuals who have the same characteristic.⁴The population of this research was taken from students at the Ten grade of MA Al-Fatah Natar 2017.

Table 2
The number of students of the Ten grade of MA Al-Fatah Natar
in 2017/2018 academic year

No	Class	Gender		Total
		Male	Female	
1	X MIA A	23	-	23
2	X MIA B	-	32	32
3	X IIS A	24	-	24
4	X IIS B	-	27	27
TOTAL				106

Source: MA Al-Fatah Natar

2. Sample

Sample is part of amount and characteristic which have by population⁵. The researcher was took the students in two classes from five classes available as the sample of the research. X MIA B as Experimental class and X MIA A as control class. The sample of research was 106 students.

⁴John W. Creswell, *Educational research planning conducting and evaluating Quantitative and Qualitative Research* 4th Ed, Pearson. (New York : Longman,2012), p.142

⁵Sugiyono. *Metode penelitian pendidikan*. Bandung. 2010, p.118

3. Sampling technique

In this research, the researcher applied cluster random sampling technique in choosing the sample. The selection of groups, or cluster, of subject rather than individuals is known as cluster random sampling.⁶ The researcher name of each class was written in small piece of paper, and then these piece of paper rolled and put into box, after that the box was shaken, and then the writer took two pieces of rolled paper. The first paper as an Experimental class and the second one control class.

E. Data Collecting Technique

In collecting the data, the researcher took the data by using pre-test and post-test:

a. Pre-test

The researcher gave pre test to the students before giving the treatments in order to know the students reading comprehension before treatment and also the students mean score.

b. Post-test

Post-test to know the students' reading comprehension after they teach by using Peer Assisted Learning Strategies, the system and degree of difficulty of post-test is the same as pre-test.

F. The Instrument of the Research

The instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that I establish and develop in advance

⁶Jack R, Fraenkel and Norman R Wallen, *How to design and Evaluate Research in Education*, (New York, McGraw- Hill, 2008), p.95

of the study.⁷ In this research the test in form multiple choice question with four options for each item.

The researcher prepared the instrument in the form of multiple choice questions.

Table 3
The Test Specifications for Pretest and Posttest before Validity

No	Aspects	Items Number				Number Of Items	
		Pretest		Posttest		Pretest	Posttest
		Odd	Even	Odd	Even		
1	Main idea	11, 31	22, 36	5, 21, 27	2	4	4
2	Expression/Idiom/Phrase In context	29	6, 10, 18	9	12, 24, 26	4	4
3	Inference (Implied detail)	7, 37	8, 30, 32, 34	1, 13, 23, 37	22, 28	6	6
4	Grammatical features(reference)	9, 19	14, 20, 40	25, 35	16, 38, 36	5	5
5	Detail (scanning for a specifically stated detail)	39	2, 12, 16	15, 31	18, 32	4	4
6	Excluding facts not written	1, 5, 25, 27	24	7, 17	8, 10, 30	5	5
7	Supporting idea(s)	3, 15, 17, 33	4	19, 33, 39	20, 34	5	5
8	Vocabulary in context.	13, 21, 23, 35	26, 28, 38	3, 11, 29	4, 6, 14, 40	7	7
Total						40	40

⁷John W. Creswell, *Op. Cit.*, p.14

Based on Table 3, the main idea in pretest and posttest before validity consists of 8. Numbers. In pretest, they have 11,31,22,36 and in the posttest, they are number 5,21,27,2. The expression/idiom/phrase consists 8 number. In pretest 29,6,10,8 and in the posttest, they are number 9,12,24,26. The inference consists 12 number. In pretest 7,37,8,30,32,34 and in the posttest, they are number 1,13,23,37,22,28. The grammatical features consists 10 number. In pretest 9,19,14,20 and in the posttest, they are number 25,35,16,38,36. The detail consists 8 number. In pretest 39,2,12,16 and in the posttest, they are number 15,31,18,32. The excluding facts not written consists 10 number. In pretest 1,5,25,27,24 and in the posttest, they are number 7,17,8,10,30. The supporting idea consists 10 number. In pretest 3,15,17,33,4 and in the posttest, they are number 19,33,39,20,36. The vocabulary in context consists 14 number. In pretest 13,21,23,35,26,28,38 and in the posttest, they are number 3,11,29,4,6,14,40.

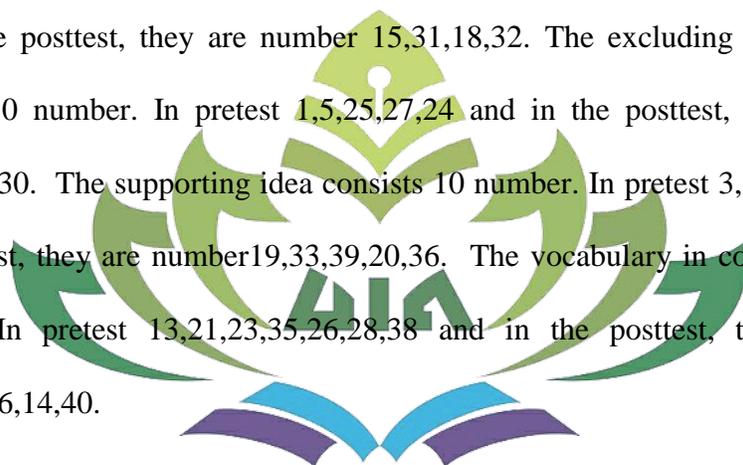


Table 4

The Test Specifications for Pretest and Posttest After Validity

No	Aspects	Items Number				Number Of Items	
		Pretest		Posttest		Pretest	Posttest
		Odd	Even	Odd	Even		
1	Main idea	13	8	3	-	2	1
2	Expression/Idiom/Phrase In context	7	-	9	-	1	1
3	Inference (Implied detail)	3,11	-	-	4,	2	1
4	Grammatical features(reference)	-	4,6	5	10	2,4	2

5	Detail (scanning for a specifically stated detail)	1	-	-	2	1	1
6	Excluding facts not written	9	-	1	-	1	1
7	Supporting idea(s)		2,10	7	6	2	2
8	Vocabulary in context.	5	12	-	8	2	1
Total						13	10

Based on Table 4, the main idea in pretest and posttest before validity consists of 3. Numbers. In pretest, they have 13,8 and in the posttest, they are number 3. The expression/idiom/phrase consists 2 number. In pretest 7 and in the posttest, they are number 9. The inference consists 3 number. In pretest 3,11 and in the posttest, they are number 4. The grammatical features consists 4 number. In pretest 4,6 and in the posttest, they are number 5,10. The detail consists 2 number. In pretest 1 and in the posttest, they are number 2. The excluding facts not written consists 2 number. In pretest 9 and in the posttest, they are number 1. The supporting idea consists 4 number. In pretest 2,10 and in the posttest, they are number 7,6. The vocabulary in context consists 3 number. In pretest 5,12 and in the posttest, they are number 8.

G. Research procedure Peer Assisted Learning Strategies (P A L S)

There are three steps was done in conducting this research. They are:

1. Planning

- a. Determining the subject of the research

The subjects of the research is the students at the second semester of the tenth grade of MA Al-Fatah Natar South Lampung.

b. Preparing try-out

The researcher prepares a kind of test (called try-out test) that was given to the students. The researcher prepares try-out test for pre-test and post-test. Then the researcher evaluate the test items that was tested in pre-test and post-test.

c. Preparing pre-test

The researcher prepares pre-test that was given to the students. The pre-test was given based on the questions select in the try out.

d. Determining the material to be taught

The researcher determines the material was taught to the students, that is reading comprehension of narrative text.

e. Preparing post-test

The researcher prepares a kind of test (called post-test) that was given to the students to knows whether the students increase their reading comprehension or not.

2. Application

After planning, the researcher tried to apply the research. There steps were as follows:

a) In the first step, the researcher gave try out test.

This test is multiple choice in the that consist of 40 items with four a, b, c or

d. The test was distributed in class tenth that different from the experimental and control class.

- b) In the first meeting, the researcher gave pre-test

The researcher gave pre-test to the experimental and control class. The test was multiple choices with 4 options a, b, c or d. the total number of the test was 13 items.

- c) In the second, third, fourth meeting, the researcher gave the treatment. After gave the pre-test to the students, the researcher was conduct the treatment by using Peer Assisted Learning Strategies in the experimental class and using expository strategy in control class.

- d) In the last meeting, the researcher gave post-test

The test will be multiple choices with 4 options a, b, c or d. The total number of the test was 10 questions for pos-test.

3. Reporting

The last step that should be done in the research procedure is reporting. There was as follows:

- a. Analyzing the data that are ready obtained from try-out
- b. Analyzing the data that are ready obtained from pre-test and post-test
- c. Making a report of findings

H. Scoring System

Before getting the score, the researcher determines, the procedure to be used in scoring the students' work. In order to do that, the writer uses Arikunto's formula.⁸

⁸SuharsimiArikunto, Procedure penelitian suatu pendekatan praktek (RinekaCipta, Yogyakarta, 1993), p.130

The ideal highest score is 100. The score of pretest and posttest are calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Notes:

S : The score of the test.

r: The total of the right answer.

n : The total items.

I. The validity and Reliability of the Test

To know whether the test was good or nor, some criteria should be considered. the criteria of a good test are validity (content validity and construct validity), and reliability.

1. Validity of the Test

The validity is the most important consideration in developing and evaluating measuring instruments.⁹ It means that a good test must have validity, so the test can be measured based on the aspects that will be measured. To measure whether the test has good validity or not, the researcher used the content and construct validity.

⁹Donald Ary et. al, *Op.Cit*, p.225

a. Content Validity

To get content validity, the test adapted with the student's book and the objective of teaching in the school based curriculum for the tenth grade of MA Al-Fatah Natar South Lampung. The test was suited with material was taught to the students. It can be seen in syllabus Appendix 5. In standar competence 1.1 mentioned "analyzing social function, generic structure of the text and grammatical feature on narrative text. The researcher arranged material based on the objectives of teaching in the school based on the syllabus for the tenth grade student MA Al-Fatah Natar South Lampung.

b. Construct Validity

Construct validity is a determination of the significance, meaning, purpose, and use of scores from from an instrument.¹⁰ Constructs validity refers to assumption, showing the measurement used contains correct operational definition which is based on the theoretical concept. In other words, construct validity is just like a concept.

Construct validity focuses on the kind of the test that is used to measure the students' reading ability. In this research, the researcher administered the test whose the scoring covered eight aspects of reading by Brown, they are : Main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. To make sure, the researcher will consult the instrument of the test (pre-test and post-test) to the English teacher of

¹⁰ *ibid*

MA AL-Fatah Natar, as a validator, for determining whether the test has obtain construct validity or not.

The researcher validated the test instrument to the English teacher on 12nd April 2018 at MA Al-Fatah Natar , Mrs. Siti Ulyani S.Pd.I on the form validation in appendix 4 that the instruction of the test was suitable with the criteria on reading comprehension. From the validation that the instruction of the test was clear and the time allocation was enough. Was number 13,8,3 in table specification tryout for pretest and posttest was suitable to main idea. Number 7,9 in table specification tryout for pretest and posttest was suitable to expression/idiom/phrase in context. Number 3,11,4 in table specification tryout for pretest and posttest was suitable to inference. Number 4,6,5 in table specification tryout for pretest and posttest was suitable to grammatical feature. Number 1,2 in table specification tryout for pretest and posttest was suitable to detail. Number 9,1 in table specification tryout for pretest and posttest was suitable to excluding facts not written. Number 2,10,7 in table specification tryout for pretest and posttest was suitable to supporting idea. Number 51,2 in table specification tryout for pretest and posttest was suitable to vocabulary context.

c. Item Validity

Item validity is the extent to some an individual item measures what is supports to measure. The researcher given some questions to know valid or not the questions

that give the students. The item validity used to measure the validity of the test items. In this researcher will use ANATES to calculated the data obtained from the try out to find the item validity of each item.

From the result of validity analysis by using ANATES, there were 27 invalid items of pretest, they were number 1, 4, 5, 6, 7, 10, 11, 12, 14, 15, 16, 18, 20, 21, 22, 24, 25, 26, 28, 29, 30, 33, 34, 37, 38, 39, 40. Meanwhile, they were number 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 26, 28, 30, 32, 35, 37, 38, 39, 40 in posttest. It can be seen in Appendix 10, 11.

J. Reliability of the Test

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹¹ Besides having high validity, a good test must have high reliability too. The researcher used ANATES to reliability of test.

The criteria of reliability test are :

0.91 – 1.00 =Very high reliability

0.71 – 0.90 =High reliability

0.41 – 0.70 =Medium reliability

0.21 – 0.40 =Low reliability

0.0 – ≤ 0.20 =Very Low reliability.

¹¹Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh edition*,(New York: MvGraw-Hill, 2009), p. 154

Based on the ANATES, the researcher got the reliability of the pretest and posttest. In pretest the reliability was 0.61. It means that the pretest items had medium reliability. Then, the reliability of the posttest was 0.51 that means the posttest also had medium reliability. It can be seen in appendix 12 and 13.

K. Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

Fulfillment of the Assumptions

a. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research the researcher will use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov. The hypothesis for the normality test are formulated as follows:

H_0 : The data have normal distribution

H_a : The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are :

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In the research, the researcher will use statistical computation by using SPSS (Statistical Package for the Social Sciences).

The hypothesis for the homogeneity test are :

H_a : The variance of the data is not homogeneous

H_0 : The variance of the data is homogeneous

While the criteria of acceptance or rejection of hypothesis test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

1. Hypothetical Test

After the researcher knows that the data are normal and homogeneous, the data was analyzed by using T-test to know the significance of the treatment effect. The researcher will use SPSS (Statistical Package for the social sciences) to process the data in normally test, homogeneity test and T-test:

the hypotheses are:

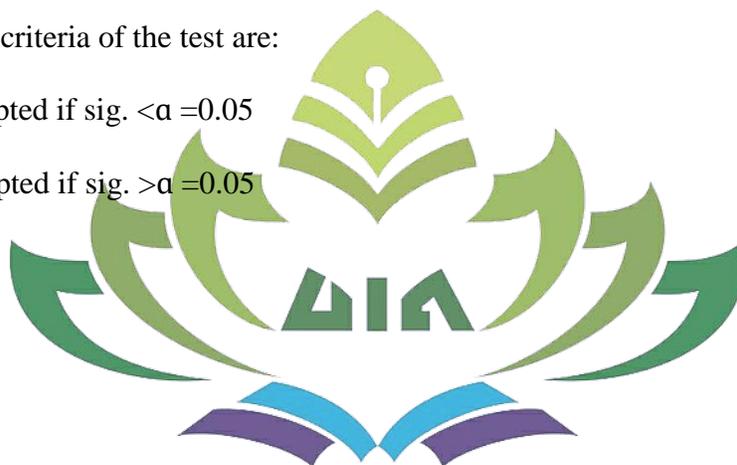
H_a : There is a significant influence Peer Assisted Learning Strategy (PALS) towards students' reading comprehension at the second grade of Tenth grade at MA Al-Fatah Natar South Lampung 2017/2018 Academic Year.

H_0 : There is no significant influence of using Peer Assisted Learning Strategy (PALS) towards students' reading comprehension at the second grade of Tenht grade at MA AL-Fatah natar 2017/2018 Academic Year.

While the criteria of the test are:

H_a is accepted if sig. $< \alpha = 0.05$

H_0 is accepted if sig. $> \alpha = 0.05$



CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Test

The researcher conducted pretest in control class on May 9th, 2018 in order to know students' reading comprehension on narrative text before the treatment. The scores of the students' reading comprehension on narrative text that were tested in pretest can be seen in figure 1 :

1. Result of Control Class

The data was gotten in the form of score. The score was derived from test. There were two test in this research, they are pre- test and post- test. In this research used SPSS Statistic 16.00. The result of was described as follows:

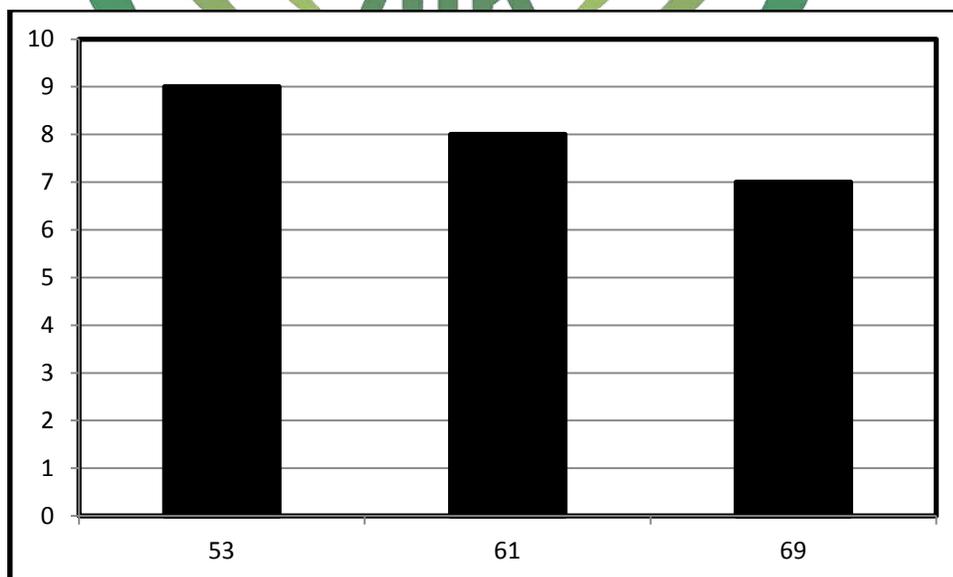


Figure 1
The Result of Pre-test of Control Class

Based on Figure I, it showed the result of the pre-test were the minimum score was 53 and the maximum score was 69. There were 9 students who got score 53. There were 8 students who got score 61. There were 7 students who got score 69. Statistic of the result of pretest in control class (X MIA A) can be seen on Table 5 :

Table 5
Statistic of the result of the pretest of X MIA A

Statistic	Score
Mean	60.65
Minimum	53
Maximum	69
Mode	60

Base on Table 5, it showed that the mean of pretest score in X MIA A as the control class was 60.65, the maximum score was 69 and minimum score was 53. The median score was 53 and the mode score was 60.

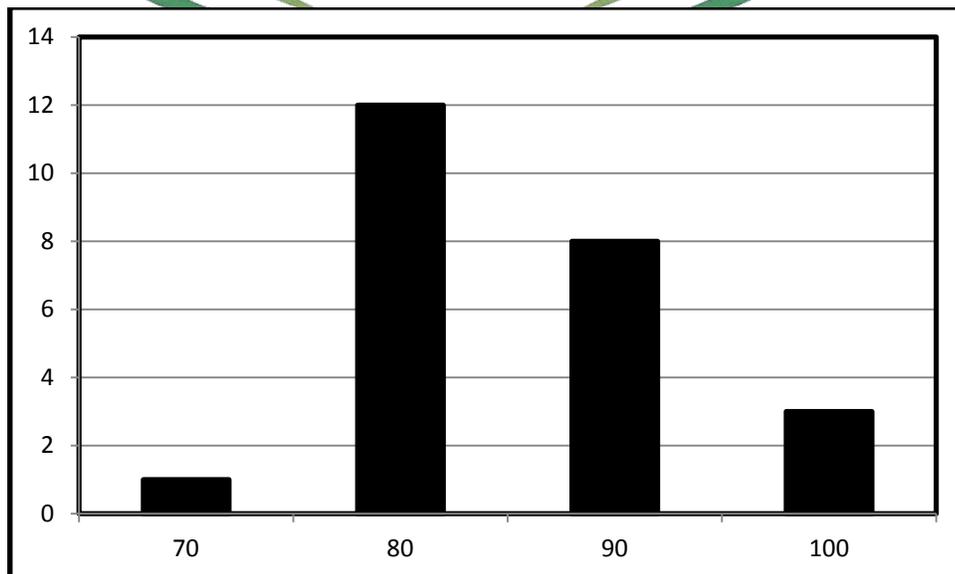


Figure 2
The Result of Post-test in Control Class

Based on Figure 2, it showed the result of the pre-test The minimum score was 70 and the maximum score was 100. There were 1 student who got score 70. There were 12 students who got score 80. There were 8 students who got score 90. There were 3 students who got score 100. Statistic of the result of pretest in control class (X MIA A) can be seen on table 6.

Table 6
Statistic of the result of the posttest of X MIA A

Statistic	Score
Mean	85.52
Minimum	70
Maximum	100
Mode	80

Base on Table 6, it showed that the mean of pretest score in X MIA A as the control class was 85.52, the maximum score was 100 and minimum score was 70. The median score was 53 and the mode score was 80.

2. Result of Experimental Class

In experimental class, the data was gotten in the form of score. The scores were derived from the tests. There were two tests in this research, they were pre-test and post- test. The result was described as follow:

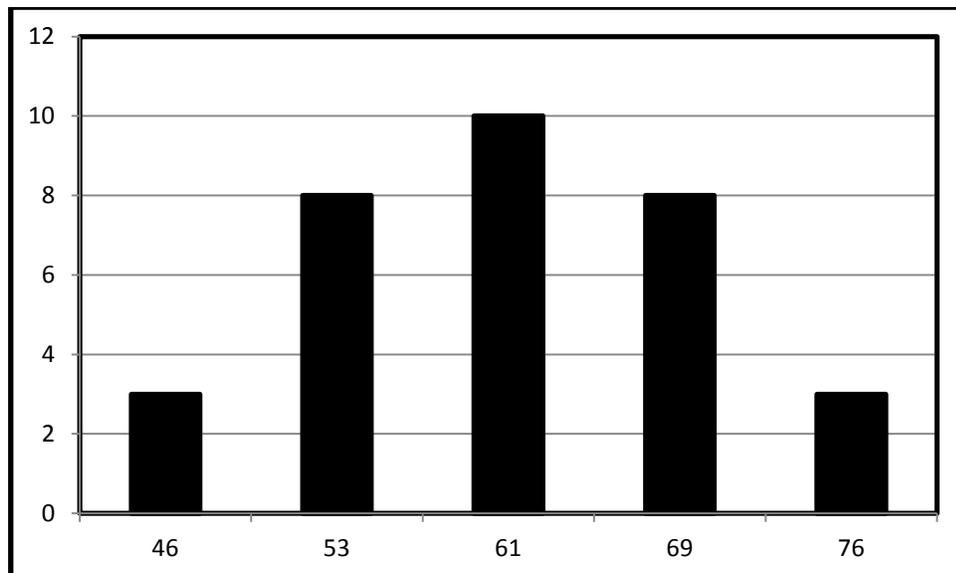


Figure 3
The Result of Pre-test in Experimental Class

Based on Figure 3, it showed the result of the pre-test. The minimum score was 46 and the maximum score was 76. There were 3 student who got score 46. There were 8 students who got score 53. There were 10 students who got score 61. There were 8 students who got score 69. There were 3 students who got score 76. Statistic of the result of pretest in control class (X MIA A) can be seen on table 7 :

Table 7
Statistic of the result of the pretest of X MIA B

Statistic	Score
Mean	61.00
Minimum	46
Maximum	76
Mode	60

Base on Table 7, it showed that the mean of pretest score in X MIA B as the experimental class was 61.00. the maximum score was 76 and minimum score was 46. The median score was 61 and the mode score was 60.

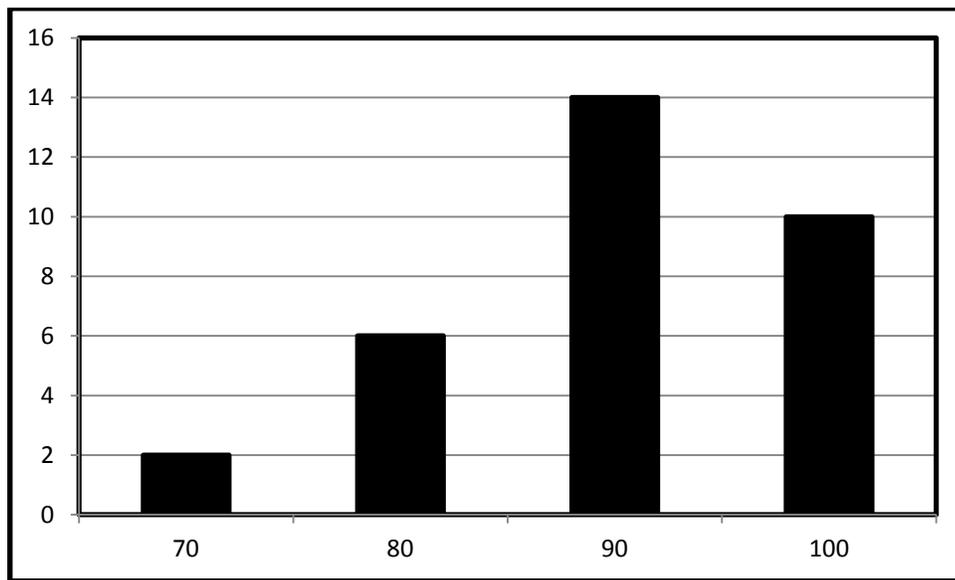


Figure 4
The Result of Post-test in Experimental Class

Based on Figure 4, it shown the result of the post-test The minimum score was 70 and the maximum score was 100. There were 2 students who got score 70. There were 6 students who got score 80. There were 14 students who got score 90. And there were 10 students who got score 100. Statistic of the result of pretest in control class (X MIA A) can be seen on Table 8 ;

Table 8
Statistic of the result of the posttest of X MIA B

Statistic	Score
Mean	90.00
Minimum	70
Maximum	100
Mode	90

Base on Table 8, it showed that the mean of pretest score in X MIA B as the Experimental class was 90.00. the maximum score was 100 and minimum score was 70. The median score was 90 and the mode score was 90.

Table 9
The Gain Mean from the Pre-Test to Post-Test in the Control Class and Experimental Class

No	Class	Pre-Test	Post-Test	Gain
1	Control Class	60.65	86.52	25.52
2	Experimental Class	61.00	90.00	29

Based on Table 9, we can see that the gain before giving the treatment in control class is 60.65 and then 60.00 in experimental class. After given the treatment the gain is increase in control class 86.52 and experimental class 90.00. It can be concluded that students' score pre-test in control class and experimental class was still low before given treatment. And students' score post-test in control class and experimental higher than before. So there was an influence by using Peer Assisted Learning Strategy (PALS) in experimental class after the treatment.

B. Result of Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Result of Normality Test

The test has been employed to know whether the data is normally distributed or not. The researcher used Kolmogorov-Smirnov normality test by using SPSS Statistic 16.00.

The hypothesis for the homogeneity test are :

H₀: The data have normal distribution

H_a: The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are :

H₀ is accepted if Sig. > $\alpha = 0.05$

H_a is accepted if Sig. < $\alpha = 0.05$

Table 10

The Data of Normality from Control Class and Experimental Class

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Experimental	.123	23	.200*
Control	.194	23	.025

a. Lilliefors Significance Correction

Based on Table 10, it could be seen that $P_{\text{value}}(\text{Sig})$ for experimental class was 0.200 for Kolmogrov-Smirnov^a. For control class, the $P_{\text{value}}(\text{Sig})$ was 0.25 for Kolmogrov-Smirnov^a. Because Sig (P_{value}) of experimental class $> \alpha = 0.200$ it means H_a was accepted and Sig (P_{value}) for the control class $> \alpha = 0.25$ it means H_a do not have normal distribution. The conclusion was that the data in the experimental class have normal distribution but in control class do not have normal distribution. (See appendix 22).

2. Result of Hypothetical test.

After the researcher knew that the data were normal in experimental class but not normal in control class, the data were then analyzed by using non-parametric statistic a Mann Whitney U Test, in order to know the significance of the treatment effect.

The hypotheses were:

H_0 : There is no any significant influence of using Peer Assisted Learning Strategy (PALS) reading comprehension at the second semester of the tenth grade of MA Al-Fatah Natar in 2017/2018 academic year.

H_a : There is a significant influence of using using Peer Assisted Learning Strategy (PALS) towards students' reading comprehension at the second semester ao the tenth grade of MA Al-Fatah Natar in 2017/2018 academic year.

While the criteria for acceptance and rejection of the hypothesis were:

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

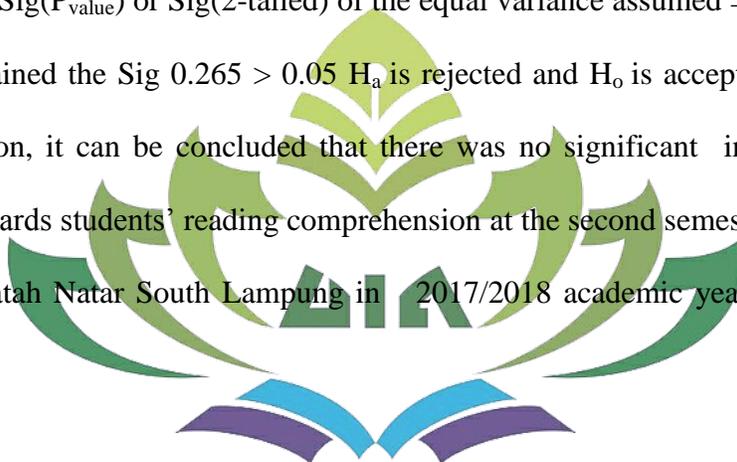
H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

Table 11
The Result Mann-Whitney U Test

	Score
Mann-Whitney U	303.000
Wilcoxon W	579.000
Z	-1.115-
Asymp. Sig. (2-tailed)	.265

a. Grouping Variable: Kelas

Based on the results obtained in Table 11, it was clear that the value of significant generated Sig(P_{value}) or Sig(2-tailed) of the equal variance assumed = 0.265, and $\alpha = 0.05$. Obtained the Sig 0.265 > 0.05 H_a is rejected and H_o is accepted. Based on the computation, it can be concluded that there was no significant influence of using PALS towards students' reading comprehension at the second semester of the tenth of MA Al-Fatah Natar South Lampung in 2017/2018 academic year. (See Appendix 23)



C. Discussion

Reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.¹ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question forms.

Peer Assisted Learning Strategy (PALS) is a multiple strategy program developed to improve reading comprehension. It also focuses on teaching students a set of comprehension strategies that can be used to help students understanding any text they read.² It means that by using Peer Assisted Learning Strategy (PALS) in teaching reading students can improve they reading comprehension because the students not only recall events from text, but they also summarize main ideas.

According to the result of data analysis by using SPSS, the result showed that the mean score of posttest between experimental class and control were slightly different. The score of posttest in experimental class showed mean was 90.00 and score posttest in control class showed mean was 85.52. It means that the students' score has increased after giving the treatment. Next, the Research analyzed the data of normality test the score showed that the data not normality, and then The researcher tested the data by using Mann Whitney Test. Mann Whitney Test included

¹*Ibid*.p.291

²Fubch,With Teaching reading comprehension (on-line)Available in :
[,httpsms217goalsettingpd.spaces.comfileviewARTICLE+Help+with+teaching+reading+comprehension.pdf](httpsms217goalsettingpd.spaces.comfileviewARTICLE+Help+with+teaching+reading+comprehension.pdf), vol.58, no. 8 Accessed pn 4th May 2016.

nonparametric statistic which was used to test the data with the unnormal distribution data.

Based on the result of hypothesis test the testing of hypothesis, the result of Mann Whitney Test was hypothesis (H_0) is accepted and alternative hypothesis (H_a) is refused. It means that the treatments had no influence of using Peer Assisted Learning Strategy (PALS), There are several possible aspects that cause the rejecting of H_a , they are:

1. Instrument, because the instrument in pretest and posttest consist of pretest 13 item and posttest 10 item after validity, so need were items it is afraid that less items.
2. Insufficient item for each aspect of reading comprehension, in this data pretest and posttest the only had 1 and 2 item every aspect, so it made the data hypothetical not significant. So for the next research the items more than 23.
3. Students comprehension being in group rather than being in pair, the strategy in control class teacher used expository strategy and the researcher in experimental class used Peer Assisted Learning Strategy(PALS), in expository strategy the students more active and enjoy because 1 group consist 4-5 student so they were more than active than Peer Assisted Learning Strategy (PALS). Meanwhile, Peer Assisted Learning Strategy (PALS) student active but, they were not felt enjoy because peer 2 student. So they less to explore the knowledge and also peer made the student not confident when they read and comprehend the text.

Based on analysis of the data and the testing of hypothesis, the result of Mann Whitney Test was hypothesis (H_0) is accepted and alternative hypothesis (H_a) is refused. It means that the treatment there is no any significant influence of using Peer Assisted Learning Strategy (PALS) reading comprehension at the second semester of the tenth grade of MA Al-Fatah Natar in 2017/2018 academic year, so alternative is refused. The result of data analysis showed that Peer Assisted Learning Strategy (PALS) in teaching reading comprehension can not be implemented, because of some many aspect such as : The Instrument not significant, 8 aspect of significant of reading every aspect only had 1 or 2 items and the last is strategy, the strategy in control class teacher used expository strategy and the researcher in experimental class used Peer Assisted Learning Strategy (PALS), in expository strategy the students more active and enjoy because 1 group consist 4-5 student so they were more than active than Peer Assisted Learning Strategy (PALS). Meanwhile, Peer Assisted Learning Strategy (PALS) student active but, they were not felt enjoy because peer 2 student. So they less to explore the knowledge and also peer made the student not confident when they read and comprehend the text.

In conclusion, the researcher concluded that the Peer Assisted Learning Strategy (PALS) can not be implemented because of some aspect above. So finally there is no any significant influence of using Peer Assisted Learning Strategy (PALS) reading comprehension at the second semester of the tenth grade of MA Al-Fatah Natar in 2017/2018 academic year.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research that was carried out in MA Al-Fatah Natar South Lampung in academic year 2017/2018, it might can be draw conclusion as follows:

Based on the statistically analysis, there was no significant influence of using Peer Assisted Learning Strategy (PALS) towards students' reading comprehension at the second semester of tenth grade of MA Al-Fatah Natar South Lampung in academic year 2017/2018. It can be seen from Sig. (2-tailed) of the equal variance assumed in the result Mann Whitney Test table where the Sig. (2-tailed) was 0.265 It was higher than $\alpha = 0.05$ and it means that H_a is rejected and H_o is accepted.

B. Suggestion

In reference to the conclusion above, there are some suggestions as follows:

1. Suggestion to the Teacher

- a. In this research was found out that Expository strategy can be used to develop students' reading comprehension. Due to the finding, the English teacher could increase this strategy because it is good for teaching reading, English teacher can help students increase their reading comprehension by using other effective and relevant strategy. This can be done, among others, by providing certain clues

based on the strategy so that they can help develop their composition appropriately.

- b. From the result, the score of the students are not really satisfying. Therefore, the teacher can still improve the students' reading comprehension. The teacher should help the students increase their score by giving more explanation.

2. Suggestion for the Students

- a. The students should learn and be more seriously in learning English in order to develop their reading comprehension.
- b. The students should practice the pattern they have to learn with their environment even with their friends or teachers.

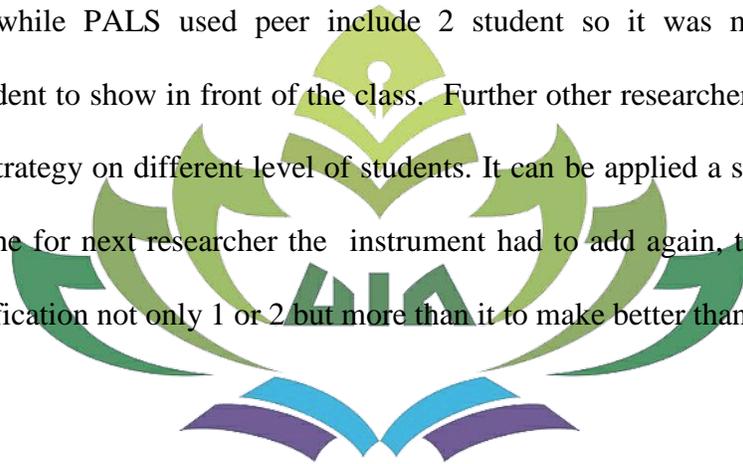
3. Suggestion for the School

- a. The school should provide some more English books to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice their English competency.

4. Suggestion for Next Researchers

- a. Peer Assisted Learning Strategy (PALS) was applied to increase students' score reading comprehension. Other researchers can find out the appropriate more strategy to increase students' reading comprehension.

- b. In this research the treatments were done three meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.
- c. In this research was used Peer Assisted Learning Strategy (PALS) to help students score reading increase. But Expository strategy more effective than PALS because expository strategy made group 1 group include 4-5 student, meanwhile PALS used peer include 2 student so it was make student not confident to show in front of the class. Further other researchers should conduct this strategy on different level of students. It can be applied a senior high school and the for next researcher the instrument had to add again, then the aspect of specification not only 1 or 2 but more than it to make better than this research.



REFERENCES

- Ahmad, Doddy. 2008, *Developing English Competencies For Senior High School*, Jakarta: BSE.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Anonymous. 2006. *Permendiknas no.23 Tahun 2006: Standar Kompetensi Lulusan Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdikbud.
- Brown, H Douglas. 1998. *Teaching by principles, An interactive Approach to Language Pedagogy*. Sanfransisco State Universiy: Longman.
- Korane, Balla. 1994 . *Reading Comprehension in Large Classes: A Practical Classroom Procedure*. English Teaching Forum.
- Day, Richard R and Julian Bamford. 2008. *Extensive Reading in the Second Language Classroom*. Cambridge Language Education: Longman.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. Singapore: Longman Group UK Limited.
- Harris, Karen R and Steve Graham. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York London: The Guilford Press.
- Isnawati, Esti and Faras Umayu. 2012. *Belajar Bahasa di Kelas Awal*, Yogyakarta: Penerbit Ombak.
- John W. Creswell, *Educational Research. Planning, Conducting And Evaluating Quantitative and Qualitative Research*. New Yory: Pearson Education, 2012
- Nation. 2009. *Teaching ESL/EFL Reading and Writing*, Routledge 270 Madison Ave. New York: NY 10016.
- Patel, M. F and Praveen M. Jain. 2008. *English Language Teaching*. Jaipur: Sunrice.
- Richards, Jack C and Richard Schmidt. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. Great Britain: Longman

Setiyadi, Bambang. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

Silberman, Melvin L. 2011. *Active Learning 101 Cara Belajar Siswa Aktif*. Bandung: Nuansa.

Students. *An Interview The Students at the Tenth Grade of MA AL-Fatah Natars. On Agust 2017*

Sudijono, Anas. 2011. *Pengantar Evaluasi Pendidikan*. Jakarta: Rajawali Pres.

Sudjana. 1996. *Metode Statistika*. Bandung: Tarsito.

Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitative dan R & D*. Bandung: Alfabeta.

Tarigan. 1985. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Ulyani. Siti. *An interview the english teacher of Ma AL-Fatah Natar on Agust 2017*.



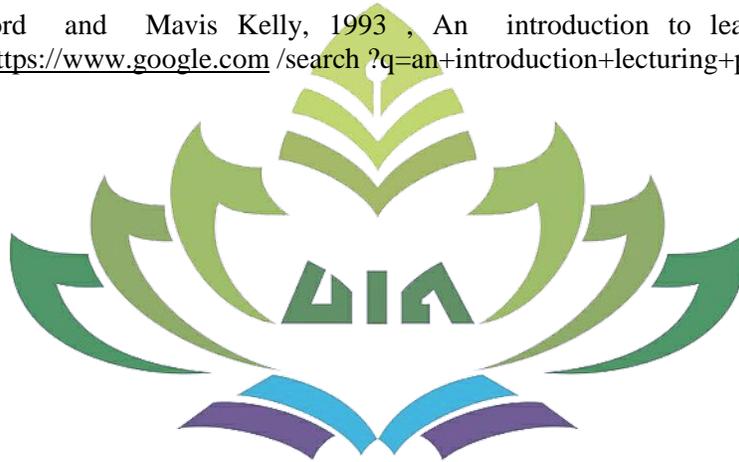
INTERNET SOURCES:

Topping, K. 1998. "*Peer and Parent-Assisted Learning in Math, Science and ICT*". Retrieved on October 22, 2014 from: <http://www.scre.ac.uk/spotlight/spotlight83.html>

[https://education.cu-portland.edu/blog/classroom-resources/The Peer Assisted Learning Strategy in the Classroom](https://education.cu-portland.edu/blog/classroom-resources/The%20Peer%20Assisted%20Learning%20Strategy%20in%20the%20Classroom)

Miranda, K. 2009. "*Effective Peer Teaching Technique*". Retrieved on October 21, 2014 from <http://www.eHow.edu/HomeEducationTeaching/Methods&Strategies/MethodsEffective.htm>

Ken Stafford and Mavis Kelly, 1993, An introduction to learning, Available <https://www.google.com/search?q=an+introduction+lecturing+pdf>.





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Letkol. H.Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

CONTROL CARD

Name : Jannati Maharani
Student's Number : 1411040080
Title : The Influence Of Using Peer Assisted Learning Strategy (PALS) Towards Students' Reading Comprehension At The First Semester The Tenth of MA AL-Fatah Natar in 2017/2018 Academic Year

No.	Date	Consultation	Co-Advisor's Signature	Student's Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Bandar Lampung, 2018
Co-Advisor,

M. Sayid Wijaya, M.Pd
NIP.19880317201503006



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Letkol. H.Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

CONTROL CARD

Name : Jannati Maharani
Student's Number : 1411040080
Title : The Influence Of Using Peer Assisted Learning Strategy (PALS) Towards Students' Reading Comprehension At The First Semester The Tenth of MA AL-Fatah Natar in 2017/2018 Academic Year

No.	Date	Consultation	Advisor's Signature	Student's Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Bandar Lampung, 2018
Advisor,

Prof. Dr. Syarifudin Basyar, MA
NIP. 196608111992031007