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USING PEER ASSISTED LEARNING STRATEGY ON READING COMPREHENSION OF ANALYTICAL EXPOSITION

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A B S T R A C T

The objective of this study was to find out whether or not there was any significant difference on reading comprehension of analytical exposition that were taught by using Peer Assisted Learning strategy (PALS) and those who were not, and to find out whether or not it was effective to use PALS on reading comprehension. This study used quasi experimental method. 78 students was taken as sample, consists of 39 students XI IPS 3 as experimental group and XI IPS 4 as control group. Test was used in collecting data as pretest and posttest. To verify the hypothesis, the result of independent sample t-test found that t-obtained (11.077) was higher than t-table (1.9917) with df(=76), and the significance 2-tailed was 0.000. It means that there was any significant difference on reading comprehension that were taught by using PALS and those who were not, and also it was effective to use PALS.

Keywords:

Reading comprehension, Analytical exposition, PeerAssisted Learning Strategy.

Tujuan penelitian ini untuk mengetahui apakah ada perbedaan yang signifikan dalam pemahaman membaca eksposisi yang diajarkan dengan menggunakan strategi pembelajaran berbantuan rekan (PALS) dan mereka yang tidak, dan untuk mengetahui apakah efektif atau tidak menggunakan strategi belajar untuk meningkatkan pemahaman membaca analitis eksposisi. Studi ini menggunakan metode kuasi eksperimental. 78 siswa sebagai sampel, dari 39 siswa XI IPS 3 kelompok eksperimental dan XI IPS 4 kelompok kontrol. Tes digunakan dalam pemahaman membaca sebagai Pretest dan posttest dalam mengumpulkan data. Untuk memverifikasi hipotesis, hasil dari sampel t-Test independen menemukan t-diperoleh (11,077) lebih tinggi dari t-Table (1,9917) dengan derajat kebebasan (DF = 76), dan signifikansi 2 tail adalah 0,000. Hasil data menunjukkan bahwa hipotesis null (Ho) ditolak dan hipotesis alternatif (ha) diterima. Artinya, ada perbedaan yang signifikan dalam pemahaman bacaan yang diajarkan dengan menggunakan PALS dan mereka yang tidak, dan juga efektif menggunakan PALS.

Kata Kunci:
Pemahaman membaca, analisis eksposisi, strategi pembelajaran PeerAssisted.

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1. INTRODUCTION

Language is basically a system of communication where sounds or signs convey objects, action, and ideas. Language is primarily spoken not written. Prasad (2012, p. 1) stated that language may be defined as the expression of thought by means of speech-sounds. According to Simons & Fennig, there are 7099 languages in the world (Hinton, Huss, and Roche, 2018, p. 21),

those languages, English is the single most dominant used in the entire world as an international language. Nowadays, English has been playing an important role in our educational system as well as in our national life. It was taught in any education level as foreign language in Indonesia. In the globalization era, students should be accustomed to take English in order to convey their ideas including information or messages especially in reading. According to Burhan (2012, p. 9), reading is physics and mental activity to reveal the meaning of the written text, while in that activity reading English is the best way to learn English. Actually, the students still have problems in reading. According to Remanente (2017, p. 5), some factors affecting students' propensity to read were also reported: their source of reading materials, their perception of the benefits of reading, family and peers influencing them to read; and having an environment conducive to reading. Because of those factors, it made the students was lazy to read the long text in the book and made them got difficulties to comprehend the text itself.

Based on the writer's observation and informal interview with English teacher at SMA Negeri 2 Palembang, the English teacher described that the ability of students on reading in eleventh grade students was still low. It is showed by the results on a reading quiz given by the teacher. So most of students got the low score. The students were still under the minimum standard KKM (Kriteria Ketuntasan Minimal). The minimal KKM for English at XI grade students of SMA Negeri 2 Palembang was 70. Ideally, 70% of students should achieve the KKM. In fact, only few of students could complete the reading quiz. It could be seen by the average of the students' quiz of reading results. So, it can be concluded that the students still found crucial difficulties in some aspects of reading comprehension for examples, identifying the main idea, identifying specific information, and understanding vocabulary. In fact, most of students still faced some difficulties in comprehending the text.

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

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

them independently. These activities include partner reading with retell, paragraph shrinking, and prediction relay.

In previous research finding by Nurkhairiyah (2017) that was teaching reading comprehension through PALS at SMA Unggul Terpadu Serambi Mekkah Kampar could improve the students reading comprehension ability. It was proved by the improvements of the students average score in comprehending the texts (report and narrative text) that given to them at the end of cycle 1 and 2 of this study, the application of PALS in the class, the tutoring activity, and the teacher's roles. By applying that appropriate teaching strategy in learning process, the writer hoped that it can develop the reading skills and improve the students' reading achievement. Based on the reasons above, the writer was interested to conduct a research entitled "Using Peer Assisted Learning Strategy on Reading Comprehension of Analytical.

2. RESEARCH METODOLOGY

2.1 The Concept of Reading Comprehension

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

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

2.2 Analytical Exposition

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

2.3 The Generic Structure of Analytical Exposition

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

2.3.1 Thesis

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

2.3.2 Argument

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

2.3.3 Reiteration

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

2.4 The Language Features of Analytical Exposition

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

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

2.5 Hypothesis of the Study

The hypothesis of the study consisted of null hypothesis (Ho) and alternative hypothesis (Ha). The hypotheses were stated below:

Ho_1 : There was no significant difference on reading comprehension between the eleventh grade students of SMA Negeri 2 Palembang who were taught by using Peer Assisted Learning Strategy (PALS) and those who were not.

Ha_1 : There was any significant difference on reading comprehension between the eleventh grade students of SMA Negeri 2 Palembang who were taught by using Peer Assisted Learning Strategy (PALS) and those who were not.

Ho_2 : It was not effective to use Peer Assisted Learning Strategy (PALS) to improve reading comprehension of analytical exposition to the eleventh grade students of SMA Negeri 2 Palembang.

Ha_2 : It was effective to use Peer Assisted Learning Strategy (PALS) to improve reading comprehension of analytical exposition to the eleventh grade students of SMA Negeri 2 Palembang.

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2.6 Method of The Research

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

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

Table 1. Pre-Test and Post-Test Design

CG	TI		T2
EG	TI	X	T2

(Source: Creswell, 2012, p. 310)

Note:

EG : Experimental Group

CG : Control Group

T1 : Pretest for Experimental and Control group

T2 : Posttest to Experimental and Control group

X : Review the treatment using PALS

2.7 Techniques for Collecting Data

2.7. 1 Test

In this study, the writer gave reading comprehension test of analytical exposition text in multiple choices. The test had administered twice. First, pre-test was given to the students in order to measure the student's ability in reading comprehension of analytical exposition before they got a treatment. Second, post-test also was also given to the students in order to find out the progress of the students in reading comprehension of analytical exposition after they got a treatment.

2.8 Technique for Analyzing Data

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

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

(Source: Depdiknas, 2015, p. 21)

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

Table 2.The Categories of Range Score

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

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

2.8.1 Normality Test

In statistics, normality test was used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.Field (2009, p. 144) stated that the value of the test more than 0.05 indicated the data probably was normal. Even though, the data less than 0.05 indicated the data was non-normal.

The data was obtained from students' pretest and posttest from experimental and control group. In measuring normality test, the researcher used one sample Kolmogorov-Smirnov formula in SPSS 23 software application.

2.8.2 Homogeneity test

Homogeneity used to find out whether the data of pre-test and posttest scores were homogenous or not. Furthermore, Field (2009, p. 152) stated that homogeneity of variance is the assumption that the spread of scores is roughly equal in different groups of cases, or more generally that the spread of scores is roughly equal at different points on the predictor variable. The researcher used Levene's Test for equality of variances in homogeneity test. If the probabilities were more than level of significance (0.05), variance of experimental was homogeneous. If the probabilities were less than 0.05, so the variances were significantly different.

2.8.3 Paired Sample T-Test

Paired sample T-test is program to process the data which have two samples. Lani (2010, p. 1) stated that paired sample t-test is used before and after studies or when the sample are matched pairs, or the case is control study. This analysis was also useful means to carry out tests on two paired samples to find out whether there was any significant difference between pretest and post test. In addition, Field (2009, p. 333) stated that if the value is less than 0.05 then the means of two condition are significantly different.

2.8.4 Independent Sample T-Test

The independent *t*-test is used in situations in which there are two experimental conditions and different participants have been used in each condition (Field, 2009, p. 334). The independent sample t-test was applied to find out whether or not use Peer Assisted Learning Strategy was effective and significant to improve students' reading comprehension. The result was analyzed by the writer through statistical package for social science (SPSS) 23 for windows. If the test is less than 0.05, it means both scores are significantly different (Field, 2009, p. 340).

3. FINDINGS AND INTERPRETATIONS

3.1 Findings of the Study

3.1.1 The Normality of Pretest and Posttest of Experimental Group

The researcher measured the normality of pretest and posttest of experimental group by using One- Sample Kolmogorov-Smirnov test. The normality pretest result was 0.139 and the normality posttest result was 0.200. Based on the results, the significance was higher than 0.05. So, the data obtained were considered normal. The result was presented in the following table (see Table 3).

Table 3.The Normality Data of Pretest and Posttest in The Experimental Group
One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		39	39
Normal Parameters[a,b]	Mean	55.1538	87.2308
	Std. Deviation	12.96054	6.88806
Most Extreme Differences	Absolute	.123	.115
	Positive	.123	.115
	Negative	-.089	-.102
Test Statistic		.123	.115
Asymp. Sig. (2-tailed)		.139[c]	.200[c,d]

3.1.2 The Normality of Pretest and Posttest of Control Group

In analyzing the normality of pretest and posttest in control group, the researcher used One- Sample Kolmogorov-Smirnov test. The normality pretest result was 0.123 and posttest was 0.162. The results showed that the significances were higher than 0.05. It can be said that the data obtained were normal. The result was presented in the following table (see Table 4).

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Table 4.The Normality Data of Pretest and Posttest in The Control Group
One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		39	39
Normal Parameters[a,b]	Mean	46.8462	66.2051
	Std. Deviation	8.57333	9.64687
Most Extreme Differences	Absolute	.126	.121
	Positive	.126	.116
	Negative	-.105	-.121
Test Statistic		.126	.121
Asymp. Sig. (2-tailed)		.123[c]	.162[c]

3.1.3 The Homogeneity of Pretest in Experimental and Control Group

The researcher measured the homogeneity of pretest in experimental and control group by using Levene Test.

Table 5. Test of Homogeneity of Variances Pretest Exp Control

Levene Statistic	Df1	Df2	Sig.
3.397	1	76	.069

Based on the table above, the homogeneity score showed that the significance of pretest in experimental and control group was 0.069. It means that the significance value was higher than 0.05. So, it can be concluded that the data obtained had the same variance.

3.1.4 The Homogeneity of Posttest in Experimental and Control Group

The researcher measured the homogeneity of posttest in experimental and control group by using Levene Test.

Table 6. Test of Homogeneity of Variances Post test Exp Control

Levene Statistic	Df1	Df2	Sig.
2.219	1	76	.140

Based on the table above, the homogeneity score showed that the significance of posttest in experimental and control group was 0.140. It means that the significance value was higher than 0.05. Therefore, it can be concluded that the data obtained had the same variance.

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3.1.5 Descriptive Analysis

3.1.5.1 Descriptive Analysis of Experimental Group

Table 7. Descriptive Analysis of Experimental Group Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PreExp	39	30	90	2151	55.15	2.075	12.961	167.976
PostExp	39	70	100	3402	87.23	1.103	6.888	47.445
Valid N (listwise)	39							

Based on the table above, the results of pretest in experimental group, it can be concluded that the number of students was 39, students' minimum score of pretest was 30 and the maximum score was 90. The sum of pretest was 2151, the mean was 55.15 and standard error was 2.075. The standard deviation was 12.961 and also the variance was 167.976. Moreover, based on the results of posttest showed the number of students was 39 with the minimum score was 70 and the maximum score was 100. The sum was 3402, the mean of score was 87.23 and the standard error was 1.103. Next, the standard deviation was 6.888 with variance was 47.445.

Furthermore, the result showed that in pretest, 23 students (59%) were in poor category, 12 students (31%) were in fair category, 3 students (8%) were in very good category, and 1 student (2%) was in excellent category. While in posttest, none student (0%) was in poor category, 1 student (2%) was in fair category, 14 students (36%) were in very good category, and 24 students (62%) were in excellent category. The result was showed in the following table (see Table 8).

Table 8. The Score Distribution Of Experimental Group

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

Beside that, the pretest and posttest results in experimental group can be seen in figure 1:

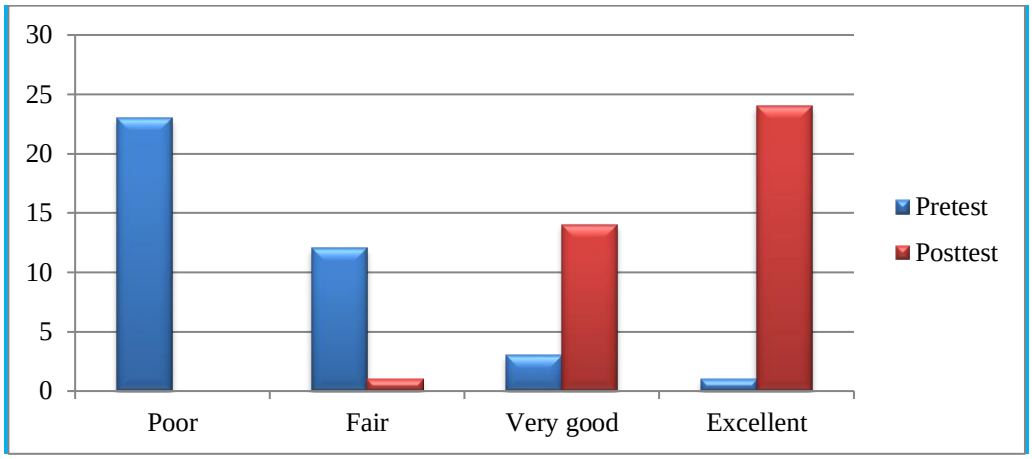

Figure 1.The Diagram of Score Distribution in Experimental Group

3.1.5.2 Descriptive Analysis of Control Group

Table 9. Descriptive Analysis of Control Group Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Precont	39	33	70	1827	46.85	1.373	8.573	73.502
Postcont	39	44	97	2582	66.21	1.545	9.647	93.062
Valid N (Listwise)	39							

Based on the table above, the results of posttest in control group, it can be concluded that the number of students was 39, students' minimum score of posttest was 33 and the maximum score was 70. The sum of posttest was 1827, the mean was 46.85 and standard error was 1.373. The standard deviation was 8.573 and also the variance was 73.502. Moreover, based on the results of posttest showed the number of students was 39 with the minimum score was 44 and the maximum score was 97. The sum was 2582, the mean of score was 66.21 and the standard error was 1.545. Next, the standard deviation was 9.647 with variance was 93.062.

Furthermore, the result showed that in pretest, 3 students (8%) were in poor category, 6 students (15%) were in fair category, and none student (0%) student were in very good and excellent category. While in posttest, 3 students (8%) were in poor category, 30 students (77%) were in fair category, 5 students (13%) were in very good category, and 1 student (2%) was in excellent category. The result was showed in the following table (see Table 10).

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Table 10.The Score Distribution of Control Group

Score Interval	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
86-100	Excellent	-	-	1	2%
76-85	Very good	-	-	5	13%
56-75	Fair	6	15%	30	77%
<55	Poor	33	85%	3	8%
Total		39	100%	39	100%

Beside that, the pretest and posttest results in control group can be seen in figure 2:

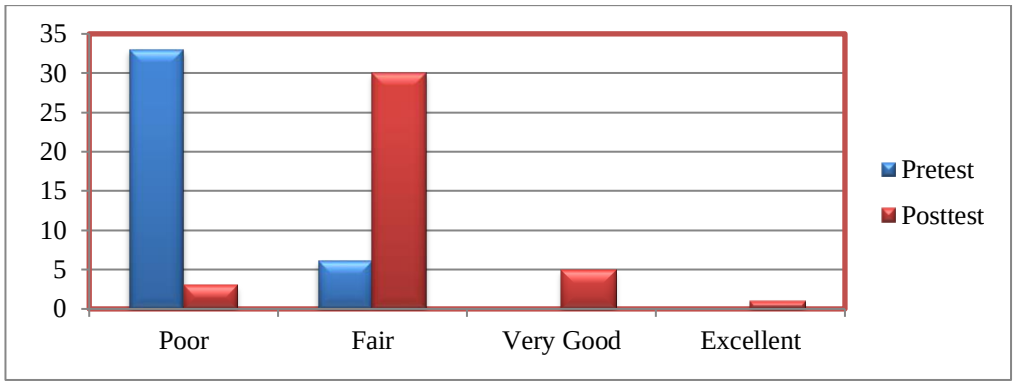

Figure 2.The Diagram of Score Distribution in Control Group

3.1.6 Statistical Analysis

3.1.6.1 The Result of Paired Sample T-Test in Experimental Group

Table 11. The Result of Paired Sample T-Test in Experimental Group Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-32.077	11.356	1.818	-35.758	-28.396	-17.639	38	.000

The result of paired sample T-Test in experimental group showed the value of t-obtained was 17.639 at the significance level 0.000 with degree of freedom was 38. As the t-obtained was higher than t-table (2.0244) and the significance (2 tailed) was lower than 0.05. So, it can be stated that reading comprehension of experimental group improved significantly.

3.1.6.2 The Result of Paired Sample T-Test in Control Group

Table 12.The Result Of Paired Sample T-Test In Control Group Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-19.359	6.858	1.098	-21.582	-17.136	-17.630	38	.000

The result of paired sample T-Test in control group showed the value of t-obtained was 17.630 at the significance level 0.000 with degree of freedom was 38. As the t-obtained was higher than t-table (2.0244) and the significance (2 tailed) was lower than 0.05. So, it can be stated that reading comprehension of control group was also improved significantly.

3.1.6.3 The Result of Independent Sample T-test

Independent sample was used to analyze whether or not there was any significant difference in reading analytical exposition of the students in experimental and control group.

Table 13.The Result Of Independent Sample T-Test Independent Samples Test

		Levene's Test For Equality Of Variances		T-Test For Equality Of Means						
		F	Sig.	T	Df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Of The Difference	
									Lower	Upper
Posttest	Equal Variances Assumed	2.219	.140	11.077	76	.000	21.026	1.898	17.245	24.806
	Equal Variances Not Assumed			11.077	68.753	.000	21.026	1.898	17.239	24.812

Based on the table above, the posttest result from independent sample t-test showed the value significance 0.000 was lower than 0.05. While, the value of t-obtained (11.077) was higher than t-table (1.9917) with degree of freedom was 76. It can be stated that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other words, there was any significant difference on reading comprehension between the eleventh grade students of SMA Negeri 2 Palembang who were taught by using Peer Assisted Learning Strategy (PALS) and those who were not.

3.2 Interpretation of the Study

Peer Assisted Learning Strategy was applied to improve reading comprehension of analytical exposition to the eleventh grade students of SMA Negeri 2 Palembang. The result of the statistical analysis showed that Peer Assisted Learning Strategy could improve students reading comprehension of analytical exposition. According to Henning (2012, p. 213), Peer-Assisted Learning Strategy is the act of process of gaining knowledge, understanding, or skill from students that are either at different or equivalent academic or experiential levels. Peer Assisted Learning Strategy contained three activities such as partner reading with retell, paragraph shrinking, and prediction relay.

At beginning, the researcher conducted pretest to the experimental group (XI IPS 3) and control group (XI IPS 4). After the students' pretest score, the researcher found the students' score in experimental group was higher than control group. It was proved by the mean in XI IPS 3 (55.15) was higher than XI IPS 4 (46.85). It could happen because the students of XI IPS 4 felt bored to learn English and they were also lazy to read the provided texts in the test. The problems were caused because most of students had poor vocabulary, so they did not understand the content of the text. Thus, they answered the questions without comprehending the texts.

To solve the problems, the researcher had conducted Peer Assisted Learning Strategy in learning process of analytical exposition. The researcher also found some differences before and after treatment. Most of students got some difficulties for reading before the treatment was given such as to found the main idea of each paragraph, to comprehend the text, and found some information of the text. Next, after treatment was given, the students were more interested to comprehend the analytical exposition text and made them was easier to found the main idea of each paragraph than before treatment.

In addition, the researcher found the result of output value of t-obtained (11.077) was higher than t-table (1.9917) with degree freedom was 76. Since, t-obtained was higher than t-table, it stated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It can be concluded that there was any significant difference between the students who were taught by using Peer Assisted Learning Strategy and those who were not.

4. CONCLUSION

The researcher concluded that the use of Peer Assisted Learning Strategy had the positive impact in teaching reading comprehension of analytical exposition to the eleventh grade students of SMA Negeri 2 Palembang. The students were able to understand their reading material, found the specific information in analytical exposition text, and also it could improve their reading skill especially in analytical exposition text. In addition, the experimental group had higher progress in

reading analytical exposition than control group. It was caused because Peer Assisted Learning Strategy was effective to apply in teaching reading.

The writer concluded that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other words, there was a significant difference on reading comprehension between the eleventh grade students of SMA Negeri 2 Palembang who were taught by using Peer Assisted Learning Strategy and those who were not.

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