

CHAPTER I

INTRODUCTION

A. Background

Reading is a complex process of responding meaning by encoding written symbol in any kinds of text, because it involves both conscious and subconscious concept of meaning. By reading, researcher learns things, develops new skills, improves in literature, trains brains and develops spelling, vocabulary skills and so many things. Thomas and Eskey (2002) suggested that reading is a process of obtaining information from a written text that does not involve converting written language into spoken. This is the first problem for teachers because reading aloud is a favorite classroom activity in their reading classes.

Reading comprehension is not only a matter of knowing a lexical meaning of word by word but also what information or idea, reading comprehension is not a simple process but it is a very complex activity. Johnson (2008). It needs preparation for learners to read, because researcher will have to recognize difference in word length and word shape. It will have to learn, to organize and interpret what have we read. The condition above naturally happens because the strategy of teaching reading is not appropriate with student ability, because the teacher usually teaches with a central teaching method. So the student cannot try to be more active in the class.

However, reading comprehension becomes a difficultt thing for students because it is not easy to comprehend. This case was found school because the researcher have the experience teaching in this school.

. The students reading comprehension there was still low. They were difficult to understand the text. Some students think it is hard to read English text. When the

teacherask them to read and to look, then look for the main idea, they do not do it. They wait until another friend to do and cheat from them. Therefore, the researcher tries to suggest PALS (Peer-Assisted Learning Strategies) to help students in comprehend reading text.

Reading strategies are tools that teachers used to help students learn to read and comprehend what they are reading. There are hundreds reading strategies available to help students with their comprehension at different levels and with different types of textPrado &Plourde (2005). It means that there are many strategies to teaching reading comprehension.

PALS (Peer-assisted LearningStrategies) is peer-tutoring programs that supplement the primary reading curriculum Fuchs (1999). It means that students will learn with their peer or friend in reading. The researcher expects the students to be more active with their friends. It will be influence the conduciveness of class and the achievement of students. A conducive class means the condition where the students in class are motivated, interested, and active in teaching learning process.

The previous studies about using PALS (Peer-Assisted Learning Strategies) in the classroom have been conducted by many researchers. Nurdin (2012) using PALS focused on how EFL learners really read in Junior High School. The second Husna (2013) using PALS (Peer-Assisted Learning Strategies used on writing skill in descriptive text. Meanwhile this research conducted the same focus using PALS but take the different level and focused on descriptive text. In this case study, the students will be engaged in pairs, group discussion and whole class discussion activities and this strategy can provide them with such a friendly atmosphere in learning. More interaction and confidence can be obtained here as they share and exchange the knowledge together.

Based on the explanation above. This researcher undefined the quantitative study with the title **“The use of PALS (Peer-Assisted Learning Strategies) Teaching Reading Comprehension on Descriptive Text” (A Pre – Experimental Research at The First Grade Senior High School Students SMK Nurul Islam Cianjur in the Academic year 2017/2018).**

B. Research Questions

In the background of the problem discussed above, the researcher identifies the problems in the teaching reading comprehension in descriptive text. The formulation of the problems are:

1. What is the student's comprehension in descriptive text at the first grade students of SMK Nurul Islam Cianjur before using PALS (Peer-Assisted Learning Strategies)?
2. What is the student's comprehension in descriptive text at the first grade students of SMK Nurul Islam Cianjur after using PALS (Peer-Assisted Learning Strategies)?
3. Is there any significant effect of the student's comprehension in descriptive text at the first Grade students of SMK Nurul Islam Cianjur using PALS (Peer Assisted Learning Strategies)?

C. Research Purpose

Based on the specific problems formulated above, the purpose of the study are as follows :

1. To find out the student's comprehension in descriptive text at the first grade students of SMK Nurul Islam Cianjur before using PALS (Peer Assisted Learning Strategies)?
2. To find out the student's comprehension in descriptive text at the first grade students of SMK Nurul Islam Cianjur after using PALS (Peer Assisted Learning Strategies)?

3. To find out the significant effect of the student's comprehension in descriptive text at the first Grade students of SMK Nurul Islam Cianjur after using PALS (Peer Assisted Learning Strategies)?

D. Significances Of Study

The results of this study expected to give both theoretical and practical significances follows:

1. Theoretically, the result of this study will inform others about the result of the students reading comprehension that has been taught by PALS (Peer Assisted Learning Strategies) and can be useful for others who want to research on the same subject.
2. Practically, for the teachers, the result of this study will be useful as informative input for them improve their ability in choosing appropriate techniques in teaching reading. For the students, it helps them to improve their ability in reading comprehension.

E. Rationale

Reading is one of important skills which have to be learned by students in order to master English well. Reading is also included into receptive skills besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear Harmer (2001). It shows that to achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively.

Explicitly teaching reading strategies can help students do all of things better and become more independent readers. Reading comprehension strategies also encourage students to become more responsible for their own learning, one the students has mastered the strategy. Also, research has shown that when students receive proper

reading comprehension strategy instruction and then use these strategies, not only does their comprehension but so does their vocabulary, decoding, problem solving, team work skill, and self-esteemNess (2010).

PALS (Peer-Assisted Learning Strategies) is a peer-tutoring program that incorporates three reading strategies: partner reading and retelling, paragraph shrinking, and prediction relay. The researcher interested in this strategy because this strategy can help studentsimprove reading comprehension Fuchs (2005).

In this study, the researcher focused on using PALS (Peer-Assisted Learning Strategies) as a strategy in improving students reading comprehension.The research uses two kinds of variable, the first is PALS (Peer-Assisted Learning Strategies) as the “X” variable, and the second is the students reading comprehension as the “Y” variable.

F. Hypothesis

The hypothesis is a tentative answer to the problem research, until proven by the data collected Arikunto (2006). Hypothesis must be logical base and giver of aim to data collection, so hypotesis can making clear of questions will be researched. This research has two variables: PALS (Peers-Assisted Learning Strategies) as variable X and Students reading Comprehension as variable Y.

The formulated hypothesis is described as bellow:

1. Hypothesis H_a : there is significant influence of PALS (Peer-Assisted Learning Strategies) to improve students Reading Comprehension.
2. Hypothesis H_o : there is no significant infuence of PALS (Peer-Assisted Learning Strategies) to improve students Reading Comprehension.

G. Previous Research on PALS (Peer-Assisted Learning Strategies)

Previous studies showed a researchconducted by Hapsari(2013) teaching reading comprehension by PALS (Peer-Assisted Learning Strategies), in this research is this

classroom action study, the teaching and learning process were into two cycles were each cycle consisted of two sessions. The obtained data of the present classroom action study were collected through the administration of pre-test post-test and questionnaire which analyzed descriptively. The results of the questionnaire showed that almost all of the students liked and agreed reading comprehension. The result of the present classroom action study were in line with the presented research findings, teaching reading comprehension by using PALS (Peer-Assisted Learning Strategies) gave significant improvement.

The first previous was conducted by Xiamin (2010). Who used PALS (Peer-Assisted Learning Strategies) in translation activities, this study investigated the behavioral patterns of students knowledge construction in online cooperative translation activities. Forty-eight college students participated in the study. Method of lag sequential analysis and frequently analysis were adopted. Result showed that 1) all behavior stayed within the medium level of knowledge construction, and from which four significant behavioural sequences were identified; 2) distinctions existed between higher and lower engagement students with respect to behavioral patterns; 3) the behaviors of negotiation and knowledge construction occurred more frequently and continually in the higher engagement group. In addition, this study also revealed certain limitations of students knowledge construction behavioral in online cooperative translation environments without teacher guidance, specifically the exorbitant social emotional interaction and the inactive engagement of some students.

The third previous was conducted by Marzban (2014) PALS (Peer-Assisted Learning Strategies) focused on effect on reading comprehension of Iranian. This research attempts the effect of cooperative reading on proficiency. A standardized proficiency test was conducted on pre-intermediate learners. Among them 60 learners were to participate

in this study. Then they were randomly divided into two groups of 30. First, a pre-test was given to the participants and the treatment followed afterwards. After the treatment, the posttest was conducted. Finally the analysis of test was used to find the statistical answer for the above mentioned question and the value obtained showed that the experimental groups had better results.

The forth previous by Nordin (2012) PALS (Peer-Assisted Learning Strategies) focused on how EFL learners really read. Students comprehension of a text relies much on the use of appropriate reading strategies during the activity. The use of such strategies would improve students comprehension of the text, which in turn helps them in their academic achievement at large. This study aimed to investigate the reading strategies used by EFL high and low achievers. It is also to find out whether there was any significant difference in the type of strategies used by each group of EFL achievers. Forty undergraduate students randomly selected as the respondents for this study. It was found that both of the EFL high and low achievers frequently used certain reading strategies to understand the meaning of the text. The EFL high achievers were also reported to significantly use post-reading strategies more frequently as compared to the EFL low achievers who tended to use while-reading strategies more frequently. The findings suggest that the use of appropriate reading strategies should be exposed to students to help them enhance their comprehension of a reading text and make them become better readers.

The last previous by Husna (2013) PALS (Peer-Assisted Learning Strategies) used on writing skill in descriptive text. While research on peer feedback has proliferated over the past two decades, little attention has been paid to the strategies learners employ while they are engaged in peer feedback activities in the learning writing classroom. To fill such a void in the research literature. This case study explores the peer feedback strategies adopted by four Chinese EFL learners from an activity theory

perspective. The finding shows that students assignments of the activity employ these strategies to facilitate their groups interaction. The reconceptualization of feedback from the activity theory perspective high lights that feedback is a socially mediated activity in which students use strategies to facilitate their group interaction.

This research is focused on descriptive text. In this case study, the students will be engaged in pairs, group discussion and whole class discussion activities and this strategy can provide them with such a friendly atmosphere in learning. More interaction and confidence can be obtained here as they share and exchange the knowledge together. Therefore, the students will have much deeper understanding on the reading text they have read.

