The effect of peer assisted learning strategy (pals) on the students’s in reading comprehension at mts Al-Washliyah 82 Medan


Abstract

The objective of this study is to identify the significantly effect on the students” achievement in reading comprehension by Peer Assisted Learning Strategy (PALS). This research is an experimental which was conducted at MTs Al-Washliyah 82 Medan, Indonesia. Academic year 2016/2017. The population of this research was the second grade which distributed into two classes with total 60 students. Experimental group consisted of 30 students and control group consist 30 students. The instruments for collecting data in this research was written test in form multiple choice test, consist of 30 questions. Pre-test and post-test were conducted in both, experimental and control group. The finding showed that the students who taught by Peer Assisted Learning Strategy (PALS) got higher score than those who taught by using conventional method. The result showed that there was significant effect of using Peer Assisted Learning Strategy (PALS) on the students” reading comprehension which was proven for the result of analysis, was higher than (3.44 > 2.00) at α 0,05, and df 58. It means the hypothesis alternative was accepted.

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Pre-reading comprehension strategies. At the stage of getting ready to read, readers should preview a text, analyze the features of a text, find organization pattern, anticipate guide, find signal words and extend vocabulary. They are understood as a preparation step of navigation. The first strategy of this stage is previewing the text. The Dissertation on The Effect of Using Kwl (Know, Want, Learned) Strategy on Efl Students' Reading Comprehension Achievement. shows the advantages of using KWL strategy in improving students' reading comprehension achievement, improves the English teachers' knowledge about teaching reading strategy effectively, and offers findings on . Peer-assisted learning strategies in reading: Extensions for Kindergarten, first grade and high school. "Remedial & Special Education," 22, 15-21], this study examined the effects of a peer-assisted... This study investigated the effects of a structured reading comprehension technique, reciprocal teaching, on postsecondary students at risk for academic failure. Se asignaron al azar a cada uno de 3 grupos experimentales 66 alumnos de grado sexto, clasificados en niveles de habilidad: un grupo de Estrategia, en el que los alumnos recibieron instrucción intensa de ideas centrales basada en el modelo de instrucción directa desarrollado por el autor; un grupo Básico, al que fue administrada una concentración de lecciones básicas de comprensión de ideas. Peer Assisted Learning Strategies (PALS) for children in kindergarten through sixth grade is a type of class-wide peer tutoring that is used to improve reading and math skills. Teachers pair low and high performing students, and the partners work on different activities that address the skills that are causing problems. The effects of peer-assisted learning strategies and curriculum-based measurement on the mathematics performance of secondary students with disabilities. Remedial and Special Education, 24(4), 235-245. Calhoon, M., Al Otaiba, S., Cihak, D., King, A., & Avalos, A. (2007). Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first-grade classrooms. Learning Disabilities Quarterly, 30(3), 169-184.