

The Effect of Peer Assisted Learning Strategy toward Students' Writing at English Education Program of Muhammadiyah University of Bengkulu

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ABSTRACT

This study aims to determine the differences effect before and after use Peer Assisted Learning (PAL) Strategy in teaching writing (in the form of pre-test and post-test scores) on 20 students at English students in Muhammadiyah University of Bengkulu, by providing treatment using the Peer Assisted Learning (PAL) Strategy. This type of research is Quasi Experiment. The population is students of Muhammadiyah University of Bengkulu in the academic year 2020/2021 with 62 students each class is 26 students A class and 36 students in B class. From this population, 20 students were taken as samples in A class 10 students as a control class and 10 students as experimental class. Research data were collected through writing tests and documentation. The results showed a significant change in the experimental class with an average value of 76.67 while in the control class an average value of 69,89 The post-test results show that the Peer Assisted Learning (PAL) Strategy can improve students' writing skills. Thus, the Peer Assisted Learning (PAL) Strategy can be one of effective strategy to increase students writing skills.

Keywords: Peer Assisted Learning, (PAL) Strategy, Writing Narrative Texts

Introduction

English language skill has four compotents, there are : speaking, listening, reading, and writing skills as mention by Tarigan (1984: 1-3). From the four skills, writing is a skill which is used to communicate indirectly, without face to face interaction. In writing activity, students' transfer their ideas, sentence, structure, and vocabulary. They have a chance to develop their knowledge because when they are writing, they will learn many things such as the role of writing, the information of word and sentence. In the word, to create good writing students must master the grammar and vocabulary skills because there are some factors that influence in making good writing. Writing is a form of communication to express the thinking or feeling throught writing after speaking. Heaton (1994) states that, the writing composition is a task which involves the students in manipulating words in grammatically correct sentence from a piece of continuous writing which successfully communicate the contents through any ideas on a certain topic. Generally,

the students find many difficulties to express their ideas in writing some of them said that writing is difficult and they become bored and sleepy when learning it. The teachers should solve such problem by using several techniques. A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences (Oshima & Houge: 1991). Research on writing is very important to be conducted because the result of students' achievement in writing are not satisfied yet, it can be seen from the students' writing product : students cannot express their ideas briefly on a piece of paper, students are not able to understand mistakes in the text they make, sometimes students' do not understand the generic structure in making a narrative text, do not make writing with good grammar. Because, students do not understand how to make text and students also do not understand the steps of writing text.

Research Methodology

This research used experimental research. Cresswell (2012: 295) stated that Experimental research is a test to find out whether the treatment was be give is influential or not. The research instrument was be a test. The sample of the research was take 10 students as experimental class and 10 students as control class. There was two types of tests, pre-test and post-test. Pre-test was be given before treatment and post-test was be given after treatment. The type of test is writing, which is adopted from a story. The form of text is narrative text.

Finding and Analysis

In the beginning of the research, the researcher gave the pre-test to the students. To know students ability in writing narrative text in experiment class and control class. The result of pre-test score could be seen on the following table.

The Pre-Test Result for the Experimental class

Number of Students	Mean Score	Criteria
10	40,27	Very Poor

First, the researcher explained to the student in a few minutes about narrative text to the English students. Second, the researcher gave the material of narrative text about "Malin Kundang" that it has been prepared

by the researcher. Third, the researcher ask students to write narrative text (Malin Kundang), then the researcher ask all of students to write the story based on their own abilities.

The Pre-Test Result for the Control class

Number of Students	Mean Score	Criteria
10	39,97	Very Poor

From the table above, it shows that in this pretest the students writing ability is still very poor, especially in the ability to write narrative text. This can be seen from the mean score of the experiment class and control class.

After giving Pre-Test and divided into 2 groups, The researcher gave treatment to experiment class use Peer Assisted Learning (PAL) Strategy, 10 students in experiment class was be divided into two groups again, the higher as helpers and the lower as writers. The first treatment was conducted on the 10th of august 2020. In the beginning treatment the researcher was gave comperhending about Peer Assisted Learning (PAL) Strategy in narrative text. Then the researcher pair up the lower students as a writer with the higher students as a helper in writing narrative text. In this treatment the researcher asked students to write narrative text (The Origins of Surabaya) then the writer write the story with the help of the helper.

The researcher also introduces about narrative text and its axample. The researcher was given some examples about the way how to write narrative text in order to make the students understand the tips in composing narrative text. The researcher was also show how to make good composition to the students before they write their own composition. This process is just a recall activities where the researcher only rephers the students' memory about how to make good composition. After accomplishing those steps above, the researcher gives an exercise to the students to make a simple composition about narrative text. After sthe students finish their works, the researcher was collect and scores them. After that researcher asks them to practice their writing by doing narrative text at home. They at least have to make a text about narrative at home. The topic can be anything they want. The result of this treatment shown that the score

of students writing task is lower than Pre-Test. Its probably because the writer is still uncomfortable to ask to the helper. The first treatment was conducted on the 10th of august 2020. In the biginning treatment the researcher was gave comperhending about Peer Assisted Learning (PAL) Strategy in narrative text. Then the researcher pair up the lower students as a writer with the higher students as a helper in writing narrative text. In this treatment the researcher asked students to write narrative text (The Origins of Surabaya) then the writer write the story with the help of the helper.

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The researcher will see if there is an increase in writing skills in experiment classes using Peer Assisted Learning (PAL) Strategy compared to the control classes that do not use Peer Assisted Learning (PAL) Strategy, also the researcher will also look at the results of the writing on the helper whether the helper's writing ability also increases or decreases after they help the writer during treatment. The following table was the description of the Post-Test result.

The Post-Test Result for the Experiment Class

Number of Students	Mean Score	Criteria
10	76,67	Good to Avarage

The Post-Test Result for the Control Class

Number of Students	Mean Score	Criteria
10	69,89	Good to Avarage

From the table above, it can be seen the differences score from students of each class. In this Post-Test the students writing ability is good to

average, the experiment class the mean score was 76,67, in control class the mean score was 69,89. This score got from the result of narrative text (Malin Kundang). in this table it can be seen that the score of experiment class is greater than the control class. This can be obtained because the experiment class has gone through several treatments using the Peer Assisted Learning (PAL) Strategy, while the control class got treatment without using Peer Assisted Learning (PAL) Strategy.

Calculation of Pre-Test and Post Test Result

Class	Mean Score		Criteria	
	Pre-test	Post-test	Pre-Test	Post-Test
Experiment	40,27	76,67	Very poor	Good to Average
Control	39,97	69,89	Very Poor	Good to Average

Based on table above, there was significant difference in Post-Test average score after treatment done (using Peer Assisted Learning (PAL) Strategy) to all of students. Means score of Pre-Test and Post-Test between experiment and control class were compared. In Pre-Test means score of experiment class 40,27 high than control class 39,97. In the Post-Test experiment class got 76,67 high than control class who gets score 69,89. This can happen because only the experiment class wrote during the treatment use Peer Assisted Learning (PAL) Strategy and the control class wrote without using Peer Assisted Learning (PAL) Strategy, so that the writing ability of the experiment class showed an improvement during the post tes. It can be seen that the scores in the experiment class have increased from the results of the pre test and post test. It can be concluded that the Peer Assisted Learning (PAL) Strategy used by researchers can improve students' writing skills. It mean that using Peer Assisted Learning (PAL) Strategy has an effect on students ability in writing narrative text. As the result the treatment that using Peer Assisted Learning (PAL) Strategy could be called succes.

Conclusion

Based on the result and discussion stated on the previous chapter, It can be concluded that there was the significant effect in writing narrative text to the students who were taught by using the Peer Assisted Learning

(PAL) Strategy and those who were not. The students in the experimental group could improve their skills in writing narrative text significantly. It can be seen from the analysis of the data gathered during the experiment and after the experiment.

Based on the result, there was significant difference in Post-Test average score after treatment done using Peer Assisted Learning (PAL) Strategy to all of students. means score of Pre-Test and Post-Test between experiment and control class were compared. In the pre-test, in the students' writing there is still many error, it happened in both experiment and control class. In their result of writing narrative text, there are some structure that not included or incomplete structure such as orientation, complication, resolution and coda. Even some of the student don't include coda in their writings.

After the students in the experimental class got the treatments, there are a lot of improvements in their writings. The structure of their writings have improve such as, they wrote it with complete structure and include all the generic structure of narrative text, even in the previous test before the treatment they didn't include the coda but after the treatment they wrote it completely. After the treatment have complete, the student took post-test. In the post-test, it can be seen that in their result of writing test, they have the narrative text with complete structure but there is some of them still didn't write the coda.

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