

CHAPTER 4

RESULTS

In this chapter presents finding of the study. The results of each question are expressed in the following order: 1) Research Question One regarding the determination of the efficiency of the peer-assisted learning strategies in teaching English reading comprehension for grade eight students based on the criterion set at 75/75; 2) Research Question Two regarding the comparison between the students' reading comprehension achievement scores before and after learning through the peer-assisted learning strategies; and 3) Research Question Three regarding the investigation of the satisfaction with the peer-assisted learning strategies implementation. The findings presented are drawn from quantitative data from the exercises, achievement tests, and questionnaires; and the qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: Do the peer-assisted learning strategies implementation enhance grade eight students' English reading comprehension?

This section report the results of the analysis of the quantitative data from the PALS reading comprehension lesson plans and the achievement test utilized in this study to determine the efficiency of the peer-assisted learning strategies in teaching English reading comprehension for grade 8 students based on the criterion set at

75/75. The quantitative data consisted of the activities scores from all the PALS reading comprehension lesson plans (Efficiency of the process) and the post-test scores (Efficiency of the outcomes). There were 8 of the PALS reading comprehension lesson plans in this study. The total mean scores from all activities of the lesson plans were 80 scores: there were 10 scores from each lesson plan. The total mean scores from achievement test or the post-test were 30 scores. Table 4.1 below illustrates the percentage, mean and standard deviation.

Table 4.1 The Efficiency of the Peer-Assisted Learning Strategies for Grade Eight Students

No.	Activities Scores of Learning through the Peer-Assisted Learning Strategies Lesson Plans (Efficiency of the Process)									Post-test (30)
	1 (10)	2 (10)	3 (10)	4 (10)	5 (10)	6 (10)	7 (10)	8 (10)	Total (80)	
1	7	8	7	8	7	9	7	7	60	23
2	8	8	7	7	7	7	9	7	60	22
3	7	6	7	7	8	7	8	8	58	21
4	9	9	8	9	8	9	10	9	71	28
5	7	8	8	9	9	9	7	7	64	27
6	7	8	8	8	9	7	8	8	63	27
7	9	7	8	8	7	8	7	7	61	23
8	8	6	7	7	8	7	7	7	57	21
9	7	7	7	8	9	8	8	7	61	22
10	8	9	7	7	7	6	7	7	58	20
11	7	8	7	6	6	7	7	8	56	20
12	8	8	7	8	8	9	8	8	64	22
13	7	7	7	8	7	7	7	7	57	20
14	6	7	8	7	8	7	6	9	58	20
15	7	8	7	7	7	7	8	7	58	21
16	8	7	8	7	7	8	7	8	60	23
17	7	8	8	9	8	9	7	8	64	26
18	7	5	8	7	9	6	8	6	56	20
19	8	7	7	8	7	7	7	8	59	25
20	7	7	8	7	7	8	7	8	59	22

Table 4.1 (Continued)

No.	Activities Scores of Learning through the Peer-Assisted Learning Strategies Lesson Plans (Efficiency of the Process)								Total (80)	Post-test (30)
	1 (10)	2 (10)	3 (10)	4 (10)	5 (10)	6 (10)	7 (10)	8 (10)		
21	8	8	7	8	8	8	7	8	62	26
22	7	7	8	8	8	8	7	8	61	22
23	7	8	7	7	7	7	8	9	60	18
24	6	7	8	6	8	7	8	7	57	24
25	7	8	7	8	8	9	6	8	61	27
26	8	8	8	7	8	9	8	8	64	26
27	7	7	8	6	6	7	8	7	56	19
28	7	8	7	7	7	8	7	8	59	21
29	7	8	8	9	8	8	7	7	62	25
30	10	9	9	8	9	9	9	9	72	27
31	7	8	8	8	8	8	7	8	62	25
32	8	7	6	7	7	8	7	8	58	23
33	8	8	8	9	8	8	8	7	64	26
34	7	8	7	7	7	7	7	7	57	21
35	8	9	8	8	6	7	8	8	62	22
36	7	8	8	7	7	8	8	7	60	20
37	7	7	9	8	8	7	8	8	62	22
38	7	8	7	7	6	7	9	7	58	21
39	9	9	10	8	10	9	8	9	72	27
40	8	8	8	7	8	8	8	8	63	21
Total	299	306	305	302	305	309	303	307	2436	916
\bar{x}	7.48	7.65	7.63	7.55	7.63	7.73	7.58	7.68	60.90	22.90
S.D.	0.71	0.00	0.71	0.71	0.71	0.71	0.71	0.71	2.12	2.70
%	74.75	76.50	76.25	75.50	76.25	77.25	75.75	76.75	76.13	76.33

As shown in Table 4.1, the efficiency of the PALS reading comprehension lesson plans for grade eight students is 76.13/76.33, which was higher than the criterion set at 75/75. It claims that students, who have learned English reading through the PALS reading comprehension lesson plans, received the total mean scores from the exercise scores of the lesson plans at 76.13% and the total mean scores from the achievement test after learning English through the PALS reading comprehension lesson plans were at 76.33%.

In order to reflect more profoundly upon the students' mean scores on post-test than those of pre-test of teaching English reading comprehension through the PALS reading comprehension lesson plans, a detailed quantitative analysis of the aspect based on multiple sources of data is provided in Research Question Two.

4.2 Research Question Two: Are there any differences between the students' pre-test and post-test mean scores?

This section reports the results of the analysis of the quantitative data from the achievement test used in this study to compare students' learning achievement before and after learning English reading comprehension through the PALS reading comprehension lesson plans. The researcher used the quantitative data in terms of the comparison the differences between pre-test and post-test mean scores. Evidently, pre-test scores (30 items) and post-test scores (30 items) were also compared to find out the statistically significant differences as shown in Table 4.2.

Table 4.2 Comparison of the Differences between Pre-test and Post-test Mean Scores

No.	Pre-test Scores (30)	Post-test Scores (30)	Difference (D)	Double Difference (D ²)
1	11	23	12	144
2	10	22	12	144
3	9	21	12	144
4	11	28	17	289
5	15	27	12	144
6	17	27	10	100
7	12	23	11	121
8	10	21	11	121
9	10	22	12	144
10	9	20	11	121

Table 4.2 (Continued)

No.	Pre-test Scores (30)	Post-test Scores (30)	Difference (D)	Double Difference (D ²)
11	9	20	11	121
12	10	22	12	144
13	6	20	14	196
14	9	20	11	121
15	6	21	15	225
16	10	23	13	169
17	14	26	12	144
18	7	20	13	169
19	15	25	10	100
20	9	22	13	169
21	17	26	9	81
22	11	22	11	121
23	9	18	9	81
24	14	24	10	100
25	16	27	11	121
26	14	26	12	144
27	7	19	12	144
28	13	21	8	64
29	10	25	15	225
30	11	27	16	256
31	10	25	15	225
32	11	23	12	144
33	9	26	17	289
34	9	21	12	144
35	10	22	12	144
36	7	20	13	169
37	7	22	15	225
38	7	21	14	196
39	16	27	11	121
40	11	21	10	100
Total	428	916	488	6124
\bar{x}	10.70	22.90	12.20	153.10

The table above revealed that the students who were enrolled on the English Reading and Writing Course (E22202) in the second semester of the academic year 2015 at Nonsuwanpittayakom School obtained the pre-test mean scores at 10.70 and the post-test mean scores at 22.90. It reported that the students who learned English

reading through the PALS reading comprehension lesson plans had higher achievement than before learning.

Table 4.3 Difference between Pre-test and Post-test Mean Scores

Achievement	N	Total Scores	\bar{X}	S.D.	t-test
Pre-test	40	30	10.70	3.00	36.91*
Post-test	40	30	22.90	2.60	

**significant difference at .05*

As revealed in the table above, the dependent samples t-test was conducted in order to find whether there was a significant difference in the using of the PALS reading comprehension lesson plans between the pre-test and the post-test mean scores. The results indicated that there were statistically significant differences between the pre-test and the post-test mean scores in using the PALS reading comprehension lesson plans at the .05 level.

4.3 Research Question Three: Are the students satisfied with the peer-assisted learning strategies implementation?

The third research question focused on the students' satisfaction of using the PALS reading comprehension lesson plans. All of 40 grade eight students were asked to complete the 10 items of five-rating scale satisfaction questionnaires which conducted by the researcher. The students chose the level of their satisfaction in the questionnaires, ranking from least satisfactory (1) to the most satisfactory (5). The mean scores, standard deviation, level of satisfaction and rank demonstrated in Table 4.4.

Table 4.4 Learners' Satisfaction towards the PALS Lesson Plans of Grade Eight**Students**

No.	Statements	\bar{X}	S.D.	Meaning	Rank
1	Learning English reading comprehension through the PALS reading comprehension gives you a chance to practice and develop your English reading comprehension skills effectively.	4.75	0.44	The Most Satisfactory	2
2	Learning English reading comprehension through the PALS reading comprehension makes you are more interested in learning English.	4.83	0.38	The Most Satisfactory	1
3	Time taken on learning English reading comprehension through the PALS reading comprehension is appropriate.	4.43	0.50	More Satisfactory	10
4	You are more enthusiastic and happier when learning English reading comprehension through the PALS reading comprehension.	4.50	0.55	More Satisfactory	6
5	Each story in the lesson plan is appropriate, interesting and attractive.	4.73	0.45	The Most Satisfactory	3
6	Each story in the lesson plan has appropriate font size, clear and easy to read.	4.48	0.51	More Satisfactory	8
7	Learning process in each lesson plan is designed from easy to more difficult and easy to learn.	4.53	0.51	The Most Satisfactory	5
8	Language using in lesson plans are clear and easy to understand.	4.60	0.50	The Most Satisfactory	4
9	Each story in the lesson plan is suitable for learning with peer.	4.50	0.51	More Satisfactory	6
10	Activities in each lesson plan are fun, interesting and correspond to the contents.	4.45	0.55	More Satisfactory	9
Grand Total		4.58	0.49	The Most Satisfactory	

As shown in the table 4.4, it indicates that the students' satisfaction with learning English by using the PALS reading comprehension lesson plans were at the most satisfactory level ($\bar{X} = 4.58$, S.D. = 0.49). It is noticeable that three highest

mean scores were No. 2 “Learning English reading comprehension through the PALS reading comprehension makes you more interested in learning English.” ($\bar{X} = 4.83$, S.D. = 0.38), followed by No. 1 “Learning English reading comprehension through the PALS reading comprehension gives you a chance to practice and develop your English reading comprehension skills effectively.” ($\bar{X} = 4.75$, S.D. = 0.44), and No. 5 “Each story in the lesson plan is appropriate, interesting and attractive.” ($\bar{X} = 4.73$, S.D. = 0.45), respectively. In contrast, the three lowest mean scores were No. 3 “Time taken on learning English reading comprehension through the PALS reading comprehension is appropriate.” ($\bar{X} = 4.43$, S.D. = 0.50), followed by No. 10 “Activities in each lesson plan are fun, interesting and correspond to the contents.” ($\bar{X} = 4.45$, S.D. = 0.55), and No. 6 “Each story in the lesson plan has appropriate font size, clear and easy to read.” ($\bar{X} = 4.48$, S.D. = 0.51), respectively.

4.4 Summary of the Chapter

In short, this chapter proposes the findings and data analysis of this study. The results of each question are expressed from question one to three. Detailed summary of the findings; discussions, and implications for instruction are presented in the next chapter.