

The Effect of Peer Assisted Learning Strategies (PALS) Toward Students' Reading Comprehension

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ABSTRACT

The study's purpose was to clarify how the peer-assisted learning method (PALS) affected students' reading comprehension in order to increase their engagement in text discussion and increase their motivation to read. The result shows that students' knowledge of daily life and the environment was increased. The 253 students in the entire 10th grade courses at SMAN 14 Kota Tangerang made up the study's sample population. Then, using random sampling, 72 students were chosen as the research's sample. Peer Assisted Learning Strategy (PALS) as a variable X and short answer test students' reading comprehension as a variable Y were used to collect the data. Pre- and post-test data were collected. While the control class scored 28.64 with a minimum of 7 and a maximum of 47, the experimental class's PALS score was 38.44, with a minimum of 10 and a maximum of 57. The results of the Mann-Whitney U Test's calculation of the null hypothesis can be seen; the value in the control class was lower than the t-table with a value of $0.0650.05$, while the value in the experiment class was higher with a value of $0.109 > 0.05$. Given that H_a was approved and H_o was refused, it can be said that the Peer Assisted Learning Strategy (PALS) has a considerable impact on students' reading comprehension in the 10th grade of SMAN 14 Kota Tangerang.

Keyword: quantitative, Peer Assisted Learning Strategy (PALS), reading comprehension

INTRODUCTION

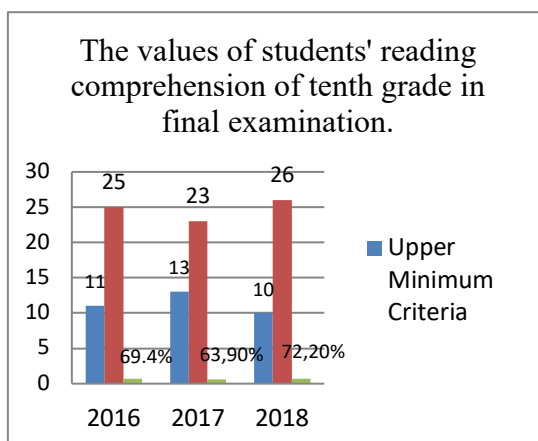
English becomes an important language for Indonesian people for doing duties in all public places. Indonesian people need more practices in learning English in order to face their better future. Moreover, the increasingly global advancement of technology requires the use of English in every way of operation, for example; in industry, education, and office. Therefore, it should be

learned as an important foreign language in many countries around the world.

Reading is very important for students at school, from Kindergarten until University level. According to Permendiknas No. 23 of 2006, reading is included in the curriculum to help pupils develop their ability to comprehend the meaning of written language, including both interpersonal and

transactional language. One of the abilities in learning English is reading. The students should be able to master it at their level of study. Reading is a crucial skill to develop in order to understand the material. In this research the writer used report text with Peer Assisted Learning Strategy (PALS) to understand of the text.

The writer plans to carry out this investigation at SMAN 14 Kota Tangerang. The author's implementation of a "Praktek Pengalaman Lapangan (PPL)" at SMAN 14 Kota Tangerang from January to March is the reason for this. The writer discovered numerous issues with English teaching and learning in the classroom during the PPL. Understanding the text is the main issue that the students at SMAN 14 Kota Tangerang are dealing with. Many students struggle with their English reading skills. It is evident from the proportion of students who receive scores below the KKM (KKM English Standard Score), which is 70, and the small number of students who receive scores over the KKM.



To put it another way, SMAN 14 Kota Tangerang students have some reading-related issues, including the fact that they still struggle to come

up with and develop original ideas, that they are generally less creative and lack motivation, that they lack adequate vocabulary, and that they are unable to comprehend the entire text that the teacher has assigned. As a result of the activity and method being too dated or conventional, they also experienced boredom while learning English. Students became inactive as a result, and their English reading comprehension did not much increase.

According to Anthony, Pearson and Raphael in Bielby (1999: 20), supported by Bernhardt (2000: 6), reading is reading is one of the skills in teaching reading. Students need reading to improve their knowledge and get information based on their read or learning. It also includes learning new things, enjoying literature, and performing routine tasks like reading newspapers, job postings, instructions, manuals, and maps.

Reading comprehension is an activity in which students should have some reading methods in order to obtain all of the information in the text, according to Snow (2002: 11), in accordance with Snow, Johnson (2008: 110).

This means that when learning reading comprehension in class, students in SMAN 14 Kota Tangerang require the innovative, modern, and exciting way to tackle the difficulties. Students will be engaged in class, interested in reading, and able to master all aspects of reading comprehension thanks to the engaging teaching methods.

Based on the aforementioned issues, the author is interested in using cutting-edge methods to teach reading comprehension. Peer-Assisted Learning Strategy exists

(PALS). Peer-Assisted Learning Strategy (PALS) is a technique utilized in small groups, according to Miranda (2009: 1). It indicates that the kids are capable of comprehending what their peers are saying. Additionally, it would be better than previously if one student could assist other students in understanding it.

The most current research by David R. Arendale (2014) showed PALS is to support students' academic expectations by instructors. In other words, the data's findings proved that PAL is excellent at boosting the academic achievement of participating students and encouraging the growth of their social and personal abilities. Then, the most recent research by Patricia G. Mathes (1997) and Douglas Fuchs and Lynn S. Fuchs at Vanderbilt University's George Peabody College revealed that PALS is a set of exercises that can help students improve their reading comprehension through partner reading, prediction, and other methods. On the other hand, the most recent study, conducted in 1999 by Fuchs D., Fuchs L.S., and Kazdan S., examined the efficacy of peer-mediated instruction in remedial and special education reading classrooms in high schools. The student works very hard to increase their reading proficiency with classmates.

Based on the journals research above, the writer interest to conduct the research with technique PALS, because the researcher proved that PALS could make students more active and the teacher could get feedback from the students, especially when the teacher ask the students to find the main idea from the text. So, the writer assumed the

PALS is effective to improve students' reading comprehension.

The author came to the conclusion that the goal of this study is to determine whether Peer Assisted Learning Strategy (PALS), which is being used in the 10th grade at SMAN 14 Kota Tangerang, has a substantial impact on students' reading comprehension.

RESEARCH METHOD

The SMAN 14 Kota Tangerang, which is in Jl. Pembangunan I, Darusalam II, Batusari, Batuceper, Kota Tangerang, Banten 15121, is where the research was done. The research was conducted between April and August. The researcher used a quantitative approach in this study. The quantitative/deductive research, according to Creswell and Plano Clark (2007: 23), "works from the top down, from a theory through hypotheses to facts to add to or contradict the theory." The author used the outcome to determine how the variables varied. Peer assisted learning strategy (variable X) and students' reading comprehension (variable Y) are the two factors.

The author employed a quasi-experimental research design for his study. When individuals are not randomly assigned, a quasi-experiment is said to be taking place, according to Cresswel (2009: 155) The author enrolled in both an experimental class and a control class. While instructing the control class using traditional teaching methods, the researcher used the peer assisted learning strategy (PALS) for the experimental class. There were 252 students in total in the population. In the tenth grade, there were eight classes: X IPS 1, 2, 3, 4, and 5, followed by MIPA 1, 2, 3, 4, and 5. The first class of X MIPA 6 as

a control class, which has 36 students, and the second class of X IPA 5, which also has 36 students, make up the sample for the study.

The author completed a test to gather data. Pre-test and post-test are those. For the experimental class and the control class, a pre-test was administered to determine their reading comprehension. Additionally, a post-test was administered to determine the differences in performance between the experimental class and the control class. A test of prior knowledge was administered to the pupils in each lesson. Prior to the teacher presenting the content, it was administered to determine the extent of their prior understanding. Each group's previous knowledge result was divided into high and low prior knowledge categories. The students were given a post-test of reading comprehension to determine the students' level of reading comprehension following the treatment (experimental class) and regular teaching (control class).

Technique of Data Analysis

1. The Test of Analysis Assumption

a. Test of Normality data in first and second experimental class

By testing the data, the normalcy of the data distribution is established. The author utilized the Liliefors test to determine it. The normality test requirements are as follows: if the sig > sig 0.05, the data was normal; if the sig < sig 0.05, the data was not normally distributed.

b. Data Homogeneity

The purpose of this test was to compare two variations of a

normally distributed population.

2. Test of hypothesis

This data was examined statistically using the t-test with a significance level of 0,005. The data were counted by the researcher using SPSS.

The Statistical Hypothesis

The statistical hypotheses will be tested in the research as follows:

a. H_0 (Null Hypothesis)

There is no significance Effect of using Peer Assisted Learning Strategy (PALS) toward students' reading comprehension at 10th Grade of SMAN 14 Kota Tangerang.

b. H_a (Alternative Hypothesis)

There is a significance effect of using Peer Assisted Learning Strategy (PALS) toward students' reading comprehension at 10th Grade of SMAN 14 Kota Tangerang.

RESEARCH FINDING AND DISCUSSION

This study offers a description of the data, a test of the hypothesis, and a discussion. The data were described using SPSS 24, which displays the mean, mode, variance, standard deviation, as well as the minimum and highest reading comprehension score.

Table 1. Statistics Descriptive

	Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Control Class	36	7	46	1031	28.64	9.259
Experiment Class	36	10	57	1384	38.44	12.477

(Source: Statistical SPSS 24 version)

Based on table 4.1 which represent students' reading comprehension showed the value of the mean experiment class by using Peer Assisted Learning Strategy (PALS) in reading comprehension is 38.44, with a minimum 10; maximum 57. On the other hand, the mean score in control class is 28.64 with a minimum 7, maximum 47.

According to the testing criteria, if the significant score is less than or equal to 0,05, the data do not belong to the same variation group, and if the significant score is greater than 0,05, the data do. The test's findings demonstrate the homogeneity of the population variant.

Table 2. The Test of the Analysis Assumptions

	Tests of Normality				
	Kolmogorov-Smirnov ^a			Shapiro-W	
	Statistic	df	Sig.	Statistic	df
Control Class	.142	36	.065	.951	36
Experiment Class	.133	36	.109	.961	36

a. Lilliefors Significance Correction
 (Source: Statistical SPSS 24 version)

Based on Table 4.2, it can be shown that the control class receives significant values for the Kolmogorov-Smirnovaa normality test results of 0.065 because the distribution is not normal if the value is 0.065 0.05 in the control class. The conclusion that H0 is rejected therefore follows. While the experimental data yields a significant value of 0.109, indicating that the value of 0.109 > 0.05, it is claimed that Ha is accepted, indicating that the experimental data is normally distributed.

.233 by SPSS 24)

Ho is rejected according to the calculations made statistically above using Independent samples Mann-Whitney U Test. In other words, it is acknowledged that the Peer Assisted Learning Strategy (PALS) technique significantly improves students' reading comprehension.

Two classes were chosen as the experimental class and the control class based on research done in the 10th grade at SMAN 14 Kota Tangerang, out of a total of eleven classes. Based on data from pre- and post-testing, the experimental class's mean using the Peer Assisted Learning Strategy (PALS) is 38.44, with a minimum of 10 and a maximum of 57. While utilizing conventional learning, the mean in the control class is 28.64, with a minimum of 7 and a high of 47. The standard deviation for the experimental class is 12.477, and the standard deviation for the control group is 1031 from 36 students.

Table 4.4

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Score is the same across categories of Class.	Independent-Samples Mann-Whitney U Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Table 3. Test of Homogeneity of Variances

Score	Levene Statistic	df1	df2	Sig.
	3.095	1	70	.083

Source: Data that has been Processed by SPSS 24.

The data from the learning process shows that after learning. The experimental class uses peer assisted learning strategies (PALS) as the class's primary means of instruction, whereas the control class uses more traditional teaching techniques. As can be seen from the Mann-Whitney U test calculation for the hypothesis test, the value in the control class is lower than the t-table. According to this, H_0 is rejected with a value of 0.065 to 0.05. It is possible to say that H_a is accepted with a value of $0.109 > 0.05$ even though the value in the experiment class is higher than the t-table. This indicates that the experimental class's data is regularly distributed.

The statistics above showed that Peer Assisted Learning Strategy (PALS), a type of learning medium, has a substantial value in improving reading comprehension. These findings are evident from the fact that the post-test score for the experimental class was higher than the post-test score for the control class. Due to the different approaches taken, the gap in scores between the two classes is very obvious. Reading comprehension is taught in the experimental class using the Peer Assisted Learning Strategy (PALS), whereas it is taught in the control class using traditional methods. This suggests that the Peer Assisted Learning Strategy (PALS) could help students read more effectively while they are engaged in classroom instruction and learning activities.

CONCLUSION

It is clear that utilizing the Peer Assisted Learning Strategy (PALS) to teach pupils reading comprehension is superior to using the traditional technique based on how the problem was formulated, the research's goal, the calculation of the hypothesis test, and the analysis result. It indicates that the Peer Assisted Learning Strategy (PALS) has a considerable impact on students' reading comprehension in the 10th grade at SMAN 14 Kota Tangerang. The experimental class employing the Peer Assisted Learning Strategy (PALS) is 38.44, with a minimum of 10 and a maximum of 57, as can be observed from the learning outcome when looking at pre-test and post-test results. With a minimum score of 7 and a maximum score of 47, the control class's grade using conventional learning is 28.64. The standard deviation for the experimental class is 12.477, and the standard deviation for the control group is 1031 from 36 students. Based on the data, it is evident that the Mann-Whitney U test was used to calculate the hypothesis test. As a result, the value of the hypothesis revealed that the value for the control class is lower than the t-table with a value of 0.0650.05 and the value for the experiment class is higher than the t-table with a value of $0.109 > 0.05$. The computation indicates that H_0 is rejected while H_a is acceptable. It implies that the Peer Assisted Learning Strategy has a considerable impact (PALS).

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