IMPROVING STUDENTS' READING COMPREHENSION SKILL USING PEER-ASSISTED LEARNING STRATEGY

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Abstract

The purpose of reading is comprehension, getting meaning from written text. A major goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences become a good reader. A learning disability in reading comprehension affects the learner's ability to understand the meaning of words and passages. Some students with a learning disability in reading comprehension can read aloud with little or no difficulty pronouncing words, but they do not understand or remember what they have read. Based on the problems above, this research is aimed to know the influence of students' reading comprehension skill using Peer-Assisted Learning Strategy. The method of the research is a classroom action research. It used three cycles and each cycle consisted of four steps; planning, acting, observation and reflecting. It was conducted at the Universitas Indraprasta PGRI Jakarta with the total population of 60 students. The first cycle, the students got the average score 71,5 (42%). In the second cycle, they got the average score 74,8 (72,4%). While in the third cycle, they got 77,9 (90,7%). Base on the fact above the researcher concluded that Peer-Assisted Learning Strategy can improve the students' reading comprehension skill.

Abstrak

Tujuan membaca adalah memahami makna dari teks tertulis. Tujuan utama dari instruksi pemahaman membaca adalah membantu siswa mengembangkan pengetahuan, keterampilan, dan pengalaman untuk menjadi pembaca yang baik. Ketidakmampuan dalam memahami bacaan berdampak terhadap kemampuan siswa untuk memahami arti dan makna dari sebuah bacaan. Beberapa siswa dapat membaca dengan lantang tanpa kesulitan mengucapkan kata, tetapi mereka tidak memahami arti atau makna dari apa yang telah mereka baca. Berdasarkan permasalahan di atas, penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi pembelajaran dengan bantuan teman (Peer-Assisted Learning Strategy) terhadap kemampuan pemahaman membaca siswa. Penelitian ini dilakukan di Universitas Indraprasta PGRI Jakarta dengan jumlah populasi sebanyak 60 siswa. Metode yang digunakan adalah penelitian tindakan kelas, yang terdiri atas tiga siklus, dan setiap siklus terdiri dari empat langkah yaitu: perencanaan, tindakan, pengamatan, dan evaluasi. Dari penelitian didapatkan hasil siklus pertama, siswa mendapat nilai rata-rata 71, 5 (42%). Dalam siklus kedua, nilai rata-rata 74, 8 (72, 4%). Sementara dalam siklus ketiga, mendapat nilai rata-rata 77, 9 (90, 7%). Berdasarkan fakta di atas peneliti menyimpulkan bahwa Peer-Assisted Learning Strategy dapat meningkatkan kemampuan pemahaman membaca siswa.

INTRODUCTION

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. In 2002, the Office of Educational Research and Improvement of the U.S. Department of Education charged the RAND Reading Study Group (RRSG) with developing a research agenda to address the most-pressing issues in literacy. The RRSG believes that a vigorous, cumulative research and development program focused on reading comprehension is essential if the nation is to address these education problems successfully. Current research and development efforts have been helpful in addressing such problems, but those efforts are limited in their funding, unsystematic in their pursuit of knowledge and improved teaching practice, and neglectful of strategies for taking evidence-based practices to scale. Reading texts also provide good models for English writing. At different times can encourage students to focus on vocabulary, grammar or punctuation. Also can use reading material to demonstrate the way how to construct sentences, paragraph and whole reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons (Burgess, 2014).

Students need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for (as for example, when they look for a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that they do not have to read every, also need to be able to skim a text –as if they were casting their eyes over its surface- to get a general idea of what it is about (as for example, when they run their eyes over a film review to see what the film is about and what the reviewer thought about it, or when look quickly at a report to get a feel for the topic and what its conclusions are). Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics. Whether readers scan or skim depends on what kind of text they are reading and what they want or need to get out of it. Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the other skills. Many students are perfectly capable of doing all these things in other languages, though some may not read much at all in their daily lives. For both types of student, teachers should do their best to offer a mixture of materials and activities so that they can practices using these various skills with English text.

In reading class, most of the reading activities focus on reading for comprehension. Comprehension requires making meaning from words when speaking, listening, writing, and reading.

Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension.

Ruddell (2004;88) defines comprehension as a process in which a reader constructs meaning, while, or after, interacting with text through the combination of prior knowledge and previous experience, information in text, the stance their relationship to the text, and immediate, remembered, or anticipated social interactions and communications.

As argued by Richards and Renandya (2012:227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text efficiently. Sociocultural and sociohistorical theories of learning and literacy describe how children acquire literacy through social interactions with more expert peers and adults. According to Vygotsky (2014), with the guidance and support of an expert, children are able to perform tasks that are slightly beyond their own independent knowledge and capability. As they become more knowledgeable and experienced with the task, the support is withdrawn, and the children internalize the new knowledge and experiences they have acquired, which results in learning. From a sociocultural perspective, both the process (the ways the instruction is delivered and the social interactions that contextualize the learning experience) and the content (the focus of instruction) are of major importance.

The Peer Assisted Learning Strategy (PALS) is a class-wide peer-tutoring program that addresses the different learning needs of every student. This cooperative learning technique pairs students together and gives them the roles of a "Coach" and a "Player". The PALS technique is typically a 25-35 minute activity, conducted at least 2-4 times a week. It enables students to participate in various activities and allows the teacher to observe, supervise and give individual intervention when needed. When equipped with peer reviewing techniques, students can rate each other on their effectiveness as a coach. Teachers can determine the effectiveness of the strategy by observing the students' behavior and learning behaviors such as student motivation and participation. According to Gee (2010), an awareness of how members of particular discourse communities construct their identities as readers (through their ways of behaving, interacting, valuing, thinking, believing, speaking, reading, and writing) is one important step in understanding variability in readers. "Reading the world" (Freire 2012), or ideology, also is an inherent characteristic of discourse. As adults, we belong to multiple discourse communities. However, the first discourse community into which children are socialized is their home and the surrounding community.

Mastering reading skills is very important but students still have any difficulties in mastering reading. The researcher found that most students have a difficulty in comprehending a text. Moreover, many teachers also do not use an appropriate technique to help students comprehend a text properly. Providing adolescents who are experiencing reading difficulties with clear goals for a

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comprehension task and then giving feedback on the progress they are making can lead to increased self-efficacy and a greater use of comprehension strategies (Dillon 2011; Schunk & Rice 2013). As well, creating technology environments that heighten students' motivation to become independent readers and writers can increase their sense of competency (Kamil, Intrator, & Kim 2015).

The research is less clear, however, on the shifts that occur in students' motivation to read over time. Although decreases in intrinsic reading motivation have been noted as children move from the elementary grades to middle school, explanations vary about the cause, with a number of researchers attributing the decline to differences in instructional practices. What is the core challenge facing those in the field of research on proficient reading? It is to help researchers, practitioners, and policymakers understand that marshaling the forces of both reading researchers and educators to ensure that all children are reading only the first step in promoting proficient reading. Some of those will progress on their own to proficiency in reading, but many will not. Many will need explicit, well-designed instruction in reading comprehension to continue making progress. A core problem for researchers interested in the issue of reading comprehension is the absence of an adequately rich set of theories and models to provide a coherent foundation for their work. This set of theories needs to be sufficiently complex to encompass the array of factors involved in proficient reading; simultaneously, it needs to be informed by the multiple perspectives (including educational, cognitive, linguistic, sociolinguistic, discourse analytic, and cultural perspectives) that

have been brought to bear in the design and conduct of literacy research. As the reasons have mention above, this research aims is to find out the effects of using Peer Assisted Learning Strategy to improve students' reading comprehension skill.

THEORETICAL REVIEW

Definition of Reading Comprehension

According to Klingner (2017:2), reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing. Teachers mention the skills that students want to use then, they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully. To comprehend a text, a reader has to construct the meaning of a written text. Lems, et al. (2010: 170) state that reading comprehension is the ability to construct meaning from a given written text.

Reading comprehension is not a static competency, it varies according to the purpose for reading and the text that is involved.

Additionally, Samuels (2017) in Lems, et al. (2010:148) put it even more simply: "In order to comprehend a text, one must identify the words on the page and one must construct their meaning". Furthermore, there are also three

elements entailed in reading comprehension. Snow (2012; 11) explains these three elements are the reader, the 11 text and the activity. The first element is the reader who is doing the comprehending. A reader, when he tries to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that is to comprehend is also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part. This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

In reference to the above definitions from the experts, it can be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written text to get information related to the text and also to give students pleasure. Moreover, reading comprehension can be seen as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

Types of Reading

The types of reading behavior identified by two authorities on reading. Lunzer and Gardner (2009:179) and Harri-Augstein and Thomas (2004) as cited in Davies (2005:356) that can be used by both the classroom teacher and the teacher or researcher as follows:

a) Listen read as a route to either receptive or reflective reading for the purposes of pleasure and learning text structure and the relation between print and speech.
b) Practice read involving slow, hesitant text processing aimed at the understanding of content but also requiring conscious attention to lower-level orthographic or lexical or syntactic features of text, for the dual purposes of understanding in depth and learning about the language system.
c) Search or skim read of the text for the purposes of 'getting the gist' and or as a route to critical evaluation of texts.
d) Search or scan read to locate specific items of information for the purposes of organizing study reading.
e) Reflecting reading involving in-depth reading, pausing, regression and reflection on what is read for purposes of learning and appreciation.
f) Receptive reading involving a smooth, typically unconscious reading of understanding, familiar or narrative text, for pleasure and 'unconscious' language learning.

Technique of Reading

According to Harmer (2017), technique of reading are as follows:

A. Previewing

Previewing is when the reader read some coverage reading materials such as chapter in a book, a report, a newspaper article, or other sources rapidly and after that decide how or whether to read the entire selection. The reader can preview the title, headings and subheading, summary or introductory statements,

illustrative and graphic materials, and opening and closing sentences of each paragraph. The reader should write down some questions while previewing in order they get the answer by later reading. Previewing will give the students a framework into which the ideas gained through reading can fit. So the writer thinks previewing is one of students need when they are selecting one of reading material that they want to read its contain completely.

B. Skimming

Skimming is actually the broadened previewing in which the reader not only read the main ideas on the opening and the closing of the material but they also read various supporting details. There are some signal words to point out supporting details such as: *first, second, because, in addition to, also, but, and the like*. By reading these details, the reader is strenghening his understanding of the main ideas, but save the time that would be needed for complete reading. Skimming enables student to choose content that they want to read and discard that which is unimportant for their purposes. Skimming permits the students to get a general idea about the material which becomes their purposes, rather than to read all material in detail. And based on the explanation in the previous paragraph, one of useful skimming technique is to read only the first sentence of each paragraphand read the introduction or summary more carefully. So when skimming, the students goes through the material quickly in order to get the gist of it, to know how it is recognized, or to get an idea.

C. Scanning

Scanning is the reading type that used to find out specific information that the reader need without read the whole page of reading materials. The reader usually use scanning when they read the telephone directory, a dictionary, and in finding a word, a date, a number, or a certain phrase. There are three steps involved in scanning: 1) Knowing clearly what it is being sought 2) Looking swiftly over the page, list, or column, expecting the fact to stand out from the rest of the page 3) Verifying the answer when it is found by reading it carefully. In scanning, the readers should have purpose in order to find the specific information needed because when scanning the readers only try to locate specific information and they simply let their eyes over the text until they find what they looking for.

Identification of students' problems in reading comprehension

According to Carlisle and Rice (2004) for the assessment of reading comprehension in schools is to identify students at risk before their difficulties have become entrenched. Assessment is now expected to be able to identify, with a reasonable level of accuracy and reliability, students at risk for future reading problems, including problems in reading comprehension, with the goal of providing prevention services.

Motivated by research findings indicating that most students who do not learn to read by the end of third grade fail to catch up with their peers (Simmons, Kuykendall, Cornachione, Kame'enui, 2000), the law formulated a

clear national educational goal: every child must learn to read by the end of third grade. Its sweeping reforms not only placed assessment squarely in the middle of education, but also expanded its role. If all students must learn to read by the end of third grade educators needed a way to identify those students at risk for reading failure early enough to help them before then. Screening assessments have become the highlighted measures with which to accomplish this. School districts' need for cost efficiency demands screening tools that demonstrate a low rate of false positives in identification, so that students without problems will not be misidentified and given help they do not need. The motive to help all students who need it demands tools that yield a low rate of false negatives, so that children in need will not be missed, and hence, will fail to receive the programmatic help they need to be successful by third grade. Screening sensitivity, hit rates, and degree of risk became crucial criteria for evaluating and selecting screening assessments (Catts, Fey, Zhang, & Tomblin 2001).

Recent intervention research has established that fewer and less intensive hours of remediation are needed to help students identified as at risk in kindergarten or first grade, than those identified in third grade (Torgesen, Wagner, & Rashotte 1997).

Screening measures have become remarkably successful in identifying children at risk for word reading and other reading problems in the primary grades (Riordan & Snyder 2002). They are particularly good at identifying students at young ages who are likely to exhibit poor reading comprehension later as a result of their slower and less fluent decoding (Perfetti, 1985; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg 2001).

See Nation and Norbury's (2005) article in this issue for a description of the range of students who experience problems with reading comprehension. Motivated by the clear need to identify at-risk students early, most screening assessments are constructed to identify students at risk for reading difficulties by the end of second grade. For example, Catts et al.'s (2001) screening includes measures of phonological awareness, alphabet knowledge, verbal memory for sentences, and serial rapid naming skills.

The inclusion of these tests was determined by statistical analyses that demonstrated that these measures and maternal educational level best accounted for variance in students' composite reading scores near the end of second grade. Reading comprehension at later grade levels (fourth grade and above), on the other hand, seems best accounted for by early measures of oral receptive and expressive vocabulary, syntax, and verbal memory for sentences and stories.

Strategies For Teaching Reading

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, causing to know or understand. Brown says that "teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditional for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge. Teaching reading is not only giving a text to the students, but also building their consciousness of

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reading skill. Teaching reading, especially to read English text, is very important. However, there are many students that have low motivation in reading class because of the teacher poor technique in presenting and carrying out reading activities. There for a teacher should be able to select and deliver the materials and choose appropriate technique.

In teaching reading, the teacher does not only focus on the material they give, but also on what strategy should be used in teaching reading. Some of students think that reading is a boring activity in the class since the teacher does not know the appropriate strategy to teach it. Brown (2011) states that some principles in designing teaching reading strategies can be mentioned as follows:

1. Identify the purpose of reading.
2. Use graphic rules and patterns.
3. Use efficient silent reading techniques.
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Identify literal and implied meanings.
10. Capitalize on discourse markers.

Adler (2003) states that comprehension strategies are conscious plans, sets of steps that good readers use to make sense of a text. Comprehension strategy instructions help students to become purposeful, active readers who are in control of their own reading comprehension. The seven strategies he mentions appear to have a firm scientific basis for improving text comprehension. In particular he argues that some strategies in teaching reading comprehension require explanation. First is monitoring comprehension. Here, the teacher teaches the students to be aware of what they do understand, identify what they do not understand and use appropriate strategies to resolve any problems in comprehension. Second is metacognition. Before reading, the student should clarify their purpose for reading and preview the text. During reading, they should monitor their understanding and adjust their reading speed to fix any difficulty with comprehending the text, and fix any comprehension problems that arise. Third are graphic and semantic organizers which can illustrate concepts and relationships between concepts in a text and/or use diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Graphic organizers can: 1) help students focus on differences in the structure of texts for fiction and for non-fiction as they read, 2) provide the students with tools they can use to examine and show relationships in a text, and 3) help students write well-organized summaries of a text. Finally, answering the question which questions will be effective because this: 1) gives students a purpose for reading, 2) focuses students' attention on what they are learning, 3) helps students to think actively as they read, 4) encourages students to monitor their comprehension, and 5) helps students to review content and relate what they have learned to what they already know.

Assessment of Reading

Assessment of Reading comprehension is the most common of

published reading test that is available. The most common reading comprehension assessment involves asking the students to read passage of text that is leveled appropriately for the students, and then asking some explicate detailed questions about the content of the text. There are some variations on reading comprehension assessment. For example, the students could be asked to answer inferential questions about information which was implied by the text, or the student comprehension might be tested by his or her ability to retell the story in then students own words to summarize the main idea or the moral of the story. Another common reading comprehension assessment is called "cloze "task –words are omitted from the passage and the students are asked to fill in the blanks with appropriate.

Reading comprehension should not be confused with reading accuracy, another very common form of reading assessment. In reading accuracy, the students are asked to read a passage of text clearly, without making any mistakes. The mistakes that the students decoding strategies (not comprehension strategies). The students usually concentrate on reading accurately and do not pay as much attention to comprehension of the content when they read orally.

When considering purposes for assessing reading comprehension, the main focus is often placed on the assessment of comprehension by students with known reading problems and monitoring their progress during the learning of intervention. In recent years, however, the purposes for assessing comprehension have expanded. According to Carlisle and Rice (2004), the assessment of reading comprehension

in school settings has at least four essential purposes:

1. State and district evaluation and accountability of programs and curricula;
2. Identification of children at risk for problems;
3. Differential diagnosis of children with reading problems;
4. Measurement of student progress/outcomes during the course of intervention.

The first purpose, that is, evaluating school programs and curricula, is nothing new in and of itself. What has changed is the role that assessment of student learning outcomes plays in this process. In recent years, assessment not only became the definitive tool for accountability, but also has led to the development of reading comprehension assessments with unique features.

Description of Peer-Assisted Learning

Peer-Assised Learning Strategies (PALS) is a peer-tutoring instructional program that supplements the primary reading curriculum. Many of the peer assisted learning programmes in higher education are derived from the Supplemental Instruction Approach (SI) pioneered by Deanna Martin at the University of Missouri (Arendale 2007; Hilsdon 2013). The SI discourse focuses on developmental education and the provision of essential learning strategies to enhance academic achievement. SI recognises 'high risk classes' rather than 'high risk students', thus avoiding the stigma of traditional, remedial programmes (Arendale, 2007). Peer Assisted Learning using the learning Peer Assisted Learning in Higher Education Pertanika J. Soc. Sci. & Hum. 24 (4): 1811 - 1822 (2016) 1813 strategies

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approach thus, has many names in many countries: Peer Learning (PL), Peer Assisted Study Sessions (PASS) and Supported Learning Groups (SLGS) (Hilsdon, 2013). One pair of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs-who alternately take on the roles of tutor and tutee-read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph "shrinking" (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage). Peer-Assisted Learning Strategy was develop from strategy called Class wide Peer Tutoring that develop at Juniper Garden's Children Project in Kansas in the late 1970's as a technique for improving students' ability by Dough Fuchs, Lynn Fuchs, and colleagues at Vanderbilt University. Peer-Assisted Learning Strategies is one of strategy that can be applied by the teacher in teaching English, especially in teaching reading. Benefits of PAL include significant gains in intellectual and social awareness and empathy (Rubin & Herbert 1998), and positive consequences on student self-esteem (Ginsburg-Block et al. 2006). Higgins et al. (2014) found in a systematic review and meta-analysis of existing literature that peer tutoring in schools appears to have a positive effect on learning, with an estimation of an average positive effect of five additional months' progress. Peer-Assisted Learning Strategy (PALS) also motivate students to work together and learn actively because they can help each other in learning activity. Henning, et.al (2012)

define Peer-Assisted Learning Strategy is the act of process of gaining knowledge, understanding, or skill from students that are either at different or equivalent academic or experiential levels. It means that during the process of PALS, the students are paired together to help each other to gain knowledge. Their conclusion was that peer tutoring for a wide range of age groups was most effective when it is used as supplemental instruction rather than to replace normal teaching. Additionally, it was found based on extensive evidence, that peer tutoring programmes had moderate impact for very low cost of delivery (Lee et al., 2015). In the systematic review done by Zepke and Leach (2010) on student engagement, they acknowledge that student-student relationships are important in improving student engagement: peer relationships are important in engaging learners. If the distance in relationship between the peers is low, then the interaction is more casual and friendly. If the distance is high, the interaction is more formal and rigid. Power distance as defined by Hofstede (2001) is the extent to which a less powerful individual (e.g. tutee) expects and accepts unequal distribution of power in a social context. In the Malaysian context, there has been a paucity of empirical studies on peer tutoring and its effects. Many investigations were focused on programme evaluations which may not have taken into consideration the socio-cultural contexts of South-east Asia in general and Malaysia in particular (Sultan et al., 2013). This empirical study of six months aims to offer new insights into how peer tutoring takes place in a private university in Malaysia and the participants' perceptions of the outcomes and learning processes. In this process,

the high performers of students have good understanding about the materials given. According to Topping (2017) Peer-assisted learning strategy can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions.

PALS involve people from similar social grouping. It means, Peer-learning giving a chance to students to learn and help each other in gaining knowledge during learning activities. Students who have higher understanding can help their friends who get difficulties to understand English, especially in reading comprehension. Lems (2010) also adds that "Peer-Assisted Learning Strategy as the teaching and learning process through peer interaction and mutual discussion, students can develop communication, presentation, and explanation abilities". It means that during the process of PALS, the students are paired together to help each other to gain knowledge. In this process, the high performers of students have good understanding about the materials given. In another study, Routman (2012) points out that the primary aim of PALS is to raise students' self confidence. Students are provided with opportunity to practice and discuss with their peers when they encounter problems or difficulties during reading activity. The students also feel free to convey their opinion to the peer without being afraid to make mistake.

There are some advantages of PALS, it provides a less formal, and more comfortable and relax environment, while group leaders can ask appropriate questions and provide feedback to their peers directly and they can feel free also to ask questions correctly (Green, 2011).

There are some steps that should be prepared by the teacher in order to have success teaching and learning activities through Peer-Assisted Learning Strategy (PALS) explained by Routman (2012) such as; (1) introduce to the students about the concept and benefits of PALS. (2) organize the sessions in PALS well, for instance; emphasizing that the students' willingness to participate in the sessions of PALS are needed because it will influence the success of PALS. (3) Explain the students' roles in the group. In the other hand, Allington (2011) also states that there are some procedures of Peer-Assisted Learning Strategies (PALS): 1) Partner Reading with retell (students will retell about the reading material). 2). Paragraph shrinking (Tutee reread the text, and after that identifies the indicator then tutor confirms the right answer). 3) Prediction relay (the students make prediction and then confirm or disconfirm them). On the same study, Fuchs and Fuchs in Durkin (2014) state that during the treatment, the students will be working in pair. The group will be determined by ranked the students' score from the top to the bottom. Each pair consists by the higher and lower performance. The higher performance will be tutor and the lower performance as tutee. During the tutoring activity, the higher performance reader will read first in order give a model to the low performance.

## Implication PALS on Teaching Reading

In the process of PALS, the activities are divided into three parts. The first activity is Partner Reading. Each students read connected text aloud for five

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minutes that started by the higher performance first and then will be reread by the low performance. After both of them read, the low performance will tell what the sequence of the text. Second, Paragraph Shrinking, in this step students continuing read one paragraph and then stop to identify its main idea. This process will be guided by tutors by asking reader to identify who or what the paragraph is mainly about. The last activity is Prediction Relay. This stage will require students to make prediction. Prediction Relay consists of five steps. The reader makes the prediction about what will be learned on the next half-page; reads the half-page aloud while the tutor correct errors, (dis)confirms the prediction, and summarize the main idea. Peer-Assisted Learning Strategies was found to have potentially positive effects on comprehension for adolescent learners.

RESEARCH METHODOLOGY

This research is Classroom Action Research. As for design classroom action research which is used in this study is to use a model of Kemmis and McTaggart. The model composing four steps: planning, acting, observing and reflecting.
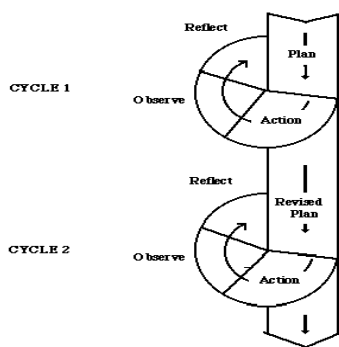
The action research spiral
(based on kemmis and Mc Taggart)

Population

The population of this is research is the entire regular class of English Educational programme with total 60 students, 30 students for test and 30 students for interview.

Data Collection on interview & class observation

Techniques of data collected in this research were qualitative and quantitative data. The quantitative data was students reading scores. The quantitative data was collected by using test. In this case, the researcher gives a test after each cycle. The students were asked to read a text based on certain topic and certain time given. Then the students' reading will scored by using analityc scoring rubric. Therefore, it provides information about the difficulty that the students find. The scoring covers each element of reading including content, organization, vocabulary, grammar, and mechanic. The qualitative data will collective by observation, interview and test.

Technique of Data Analysis

There are three stages that were followed in data analysis. Those are elaborated as follow:
Data Reduction
The researcher selects the data that relevant with the objective of the research. The researcher makes the summary of data observation and make list of reading scores.
Data Description
The researcher provides the quantitative data to be information that makes the researcher makes a conclusion. Data description provide by quantitative analysis, it explains about the result of reading score in every cycle by

comparing score result of reading test that attained in every cycle.

Data Verification

The researcher is interpreted the date based on the data description in pic chart form and the diagram from that shown the result of the research in every cycle.

Validity of the Data

Data validity for this research is using interview, observation, and test. For getting accurate and current information the researcher can use triangulation method, triangulation is a method that is done by comparing the information in different ways. In this research to be seen is a success indicator, namely if the average value with a value of more than 75.

RESEARCH FINDING AND DISCUSSION

This research is Classroom Action Research. As for design classroom action research which is used in this study is to use a model of Kemmis and McTaggart. The model composing four steps: planning, acting, observing and reflecting.

Theoretically an action research should be undertaken in the class, together with the process of teaching and learning. This research was conducted in three cycles applying the model proposed by implementing actions using Peer-Assisted Learning Strategy in teaching and learning process.
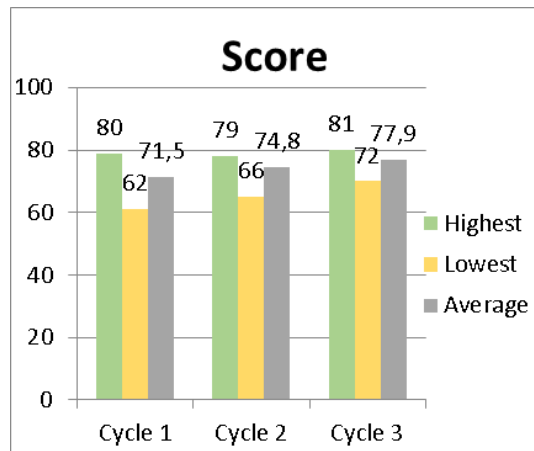
The Average Score of Passing Grade Score Each Cycle

In that diagram shows that the average score in cycle 1 is 71,5, the cycle 2 is 74,8, the cycle 3 is 77,9, represent the students' score average is more increased and it was the students improvement on the students achievement.

Graphic student's cycle presentage in Cycle 1, Cycle 2 and Cycle 3
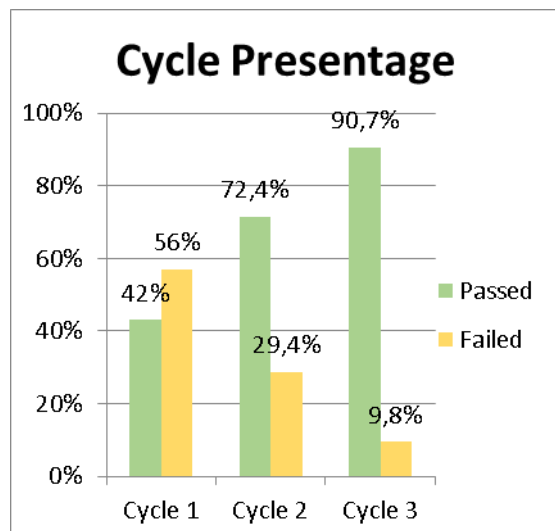
Based on the graphic above it can be seen that the average of passing students are also improved in each of the cycle 1 there are 42%, In Cycle 2 there are

72,4% and in cycle 3 90,7% students are passed. Based from cycle 1, cycle 2, and cycle 3 that the process of study of reading using Peer-Assissted Learning Strategy, the students has an improvement with their reading skill with getting the target score 74,8. Even though there were 2 students failed in the last cycle and so many problems in the classroom, but the researcher could solve them.

The researcher assumed the result of the reading test conducted after cycle procedure while showing the list of the result students' test and the process of study gets the achievement.

The process of teaching learning did run well, because there were studens did not take part and sometimes disturb their tasks. They also did not bring dictioanaries. The students interested and enjoyed the learning process and they were easier to understand and answered the question of the text, but there was independently that did not do reading process well.

Based on the result above, it can be seen the research was accepted.
Teaching reading by using Peer-Assissted Learning Strategy can improve students' reading comprehension skill.

CONCLUSION

To conclude the research, the researcher would like to state the following conclusions. There are some conclusions as follows:
In teaching learning process by using Peer-Assissted Learning Strategy can improve students' reading comprehension skill. There are developments in the students' vocabulary, grammar mastery, their self-confidence, and their motivation in learning English. It can be seen in the post. Besides that, by using Peer-Assissted Learning Strategy can gain understanding on the process of teaching reading. It can be shown from observation.

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