

# USING PEER TUTORING TECHNIQUE TO IMPROVE THE STUDENTS READING COMPREHENSION (A Collaborative Classroom Action Research to the Second Grade Students of Sma N 1 Juli)

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## ABSTRACT

*This article aims to improve the student's ability in reading comprehension and to know the students' response in implementing peer tutoring technique. The problem faced in this research were the students also kept silent during teaching learning process. They were passive and had no courage to share ideas with their friends and tended to work individually. They were not able to improve and to find the main idea of each paragraph. They had difficulties to differentiate between the main idea and supporting details. The problem also came from the teacher because did not use appropriate method in teaching reading. To solve this problem the researcher applied peer tutoring technique. The sample of this research were the second grade students of SMAN 1 Juli. Data analysis was qualitative research. After implementing peer tutoring technique the result of research was 75, it was categorized very good and reached the criteria of success. The students' response was 4.1. It Means that the implementation of peer tutoring technique was success in teaching reading comprehension at SMAN 1 Juli.*

*Keywords: Peer tutoring, Reading comprehension*

## 1. INTRODUCTION

### Background of the Research

Reading is a process of communication from the writer to the reader. Reading comprehension is the process of understanding the passage. The first year students' at SMAN 1 JULI should master in reading comprehension to enrich vocabulary and should comprehend the text. In teaching reading, teacher should introduce materials as an alternative to give various situations to students in classroom to increase the students' ability in mastering reading comprehension such as media, strategy, and technique. The teacher must be able to create the comfortable atmosphere and to stimulate the students' motivation during the classroom process.

Based on preliminary research, students' ability in reading comprehension to the first year students' of SMAN 1 JULI is still low. unsatisfying, and far from the expectation. It is indicated by the following situations; when they were asked by the teacher, they had no response. They also kept silent during teaching learning process. They were passive and had no courage to share ideas with their friends and tended to work individually. They were not able to improve and to find the main idea of each paragraph. They had difficulties to differentiate between the main idea and supporting details. They could not identify the unstated

information from text. they were not able to recognize the word meanings from the context.

There were three causes of reading problems; from the students, the teacher and the class conditions. First, the students had low mastery of vocabulary. Furthermore, the students had low motivation to learn in reading class. They did not have curiosity and interest on the passage which will be read. The material was too long and too difficult. Besides, some of them often came late to the class. Some others often asked permission to go outside. In addition, students had lack of guided session in group activity.

Second, the teacher less monitoring the students' activities. The teaching learning process was monotonous. The teacher seldom used various techniques to make the students become better readers. The technique which was applied during teaching-learning process made the students passive. Teacher dominated class with broad oral explanation and the students faced some difficulties in understanding the passage. The teachers just read the passage and discussed with the whole class so the students did not have time to share their ideas with their friends about the passage freely. Moreover, the teacher's explanation was considered fast.

Third, the class condition is not alive, uninspiring and boring. Instead of having made a

crowd in the class, students stayed silent when they were in reading class. Badly, when they are asked, most answers would be “keeping silent”, “smiling”, and “I do not understand.” Most of them could not participate actively in reading class.

To solve those problems, the researcher used Peer Tutoring technique that can be applied in teaching reading. Peer tutoring is a collaborative learning strategy in which students alternate between the role of tutor and tutee in pairs or groups. Peer tutoring refers to students working in pairs to help one another in another learning Material or practice an academic task. Peer tutoring works when students of different ability levels work together. During a peer tutoring assignment, it is common for the teacher to have students switch roles partway, so the tutor becomes the tutee. Since explaining a concept to another person helps extend one’s own learning, this practice gives both students the opportunity to better understand the material being studied.

In addition, Peer tutoring is a type of instructional technique in which students are taught by their peers, who have been trained and supervised by the classroom teacher. Peer tutoring involves having students work in pairs, with another student of the same age or grade. Peer tutoring is an extremely powerful way to improve student academic, social, and behaviors. The researcher hopes that this technique can increase the students’ ability in reading comprehension and also give the positive response and good contribution in getting enjoyable classroom situation.

From the explanation above, the researcher interested in doing the research under the title” Using Peer Tutoring Technique to improve the students’ Reading Comprehension at SMAN 1 JULI.

#### Identification of the research

1. Students could not identify information from text
2. The students do not have motivation in learning reading comprehension
3. The students do not know the meaning of the text.
4. The teacher’s explanation was considered fast
5. The teacher seldom used various techniques

#### Problems this research

Based on the background of the study above, the problems in this study can be formulated as follows:

- 1) How Peer Tutoring technique is can improve students’ reading comprehension?

- 2) How do the students’ response in implementing peer tutoring technique in reading comprehension

#### Purpose of the research

The purpose of the research are follows:

- 1) To improve students’ reading comprehension by using peer tutoring technique at SMA 1 JULI.
- 2) To improve the studentsresponse in learning reading comprehension trough peer tutoring technique at SMA 1 JULI

#### Scope of the research

This research was focused on the students reading comprehension by using peer tutoring technique. This research done only to the first year students of SMAN 1 JULI. The scope of this research focused on teaching reading comprehension on descriptive text trough using peer tutoring technique.

#### Definition of key terms

The researcher considered that was important to defined some terms used in this research. The terms are as follows:

- 1) Reading comprehension is perceiving a written text in order to understand itscontent that can be done with silently and saying a written text aloud that can be done with or without an understanding of contents text that focused on descriptive text.
- 2) Peer tutoring is the technique used in teaching reading comprehension that involved students serving academic as the tutor and tutee in pair performing as the teacher.

## 2. RESEARCH METHODOLOGY

This research was a Colaborative Classroom Action research, because there was the collaboration between the researcher and the teacher to find and solve some problems found in teaching and learning process in the classroom. The researcher analyzed and presented the data in qualitatively.

## 3. METODE PENELITIAN

Data was collected from the first year student of SMAN 1 JULI the research was done to improve the student’s reading comprehension through peer tutoring technique as media improving reading comprehension. To know how the student’s response to the teaching and learning process by using peer tutoring technique by using

as media improving reading comprehension.

The researcher did data presentation and research finding through two cycles. This research was done in two cycles to get more accurate data. Application of each cycle involved planning the action, implementing and observing the plan, analysis, and reflection.

### Research Finding of Cycle 1

After analysis the result in cycle 1, the researcher and the collaborator make a reflection. Based on the data from analysis the cycle 1, the teacher concluded that the teaching and learning process were still not successful enough. The result of students test shown that there are many students still low in reading comprehension; the researcher concluded that the teacher had to continue to the next cycle in order to get the maximal result of this research. In addition, it was to prove that Using Peer Tutoring Technique to improve the students Reading Comprehension. Therefore the teacher had to revise the plan of teaching became better than before and improved the ways of teaching became more active. The teacher was focusing to encourage the students in reading comprehension Through Peer Tutoring Technique. The reflection was focused on the analysis in order to see whether the criteria of success are met. The result of the reflection was as explain below:

1. The finding shown that the student's average score in post-test cycle 1 was 63, 70. It means that the students reading comprehension need to be already improved by the researcher.
2. The teacher still confused in implementing Peer Tutoring Technique in teaching Reading Comprehension carried out the procedure as previously planned in teaching and learning process in the classroom based on the lesson plan and was score 69%.
3. The students were involved in learning reading through Peer Tutoring Technique about 63%. Based on result of data in reflection in cycle 1 the researcher concluded that the implementation of Peer Tutoring Technique need to be continue to the cycle 2.

### Research Finding of Cycle II

Based on result in cycle 1, the teacher had to make another planning for cycle 2. The teacher did the planning by revising lesson plan, materials for students and prepared again all the instrument was needed for this cycle. The teacher had discussed about the material with collaborator that suitable for the cycle 2 in applying Peer Tutoring

Technique to improve the students reading comprehension.

*In this meeting* the students sat into small group then and the students learn about descriptive text together of reading comprehension by using peer tutoring technique. The students listened the teacher explanation how the way of learning reading comprehension through Peer Tutoring Technique. The students read the text was given by the teacher under the title "The Hobbit". The students discussed about the text that had been given based on the material, the students found the main idea, purpose of the text. The last section of this meeting is the students answered the questions and the students' worksheet and did analyzing, based on analysis of the teaching and learning process.

The next activity was the students to be as "tutor" to teach another student as the tutee until all of the students had understand about the material had been explained by the tutor. These activities take place until of all of the students had got the chance to be a tutor. After all of the activities were completed and the students had understood the text, last activity that was the find the most important information of the text.

In this meeting the researcher gave the test for the students. The purpose gave test to the students is to measure the students' knowledge after learning in reading comprehension through Peer Tutoring Technique. In the third meeting the students must answer the entire questions in the descriptive text through Peer Tutoring Technique. The students' average score was 75.08. The level of categories was pointed to level "good".

The students' percentage was found by the teacher about 63%, it means that the students' performance was still unsatisfied and it belonged to categories fail. The criteria success was target to 75%.

The researcher analyzed the students' score in reading comprehension test to the students. The researcher measured the students reading comprehension score based on the result test of cycle 2.

Based on data had been collected in cycle 2 by researcher from the students' reading comprehension ability by using Peer Tutoring Technique which is focused on descriptive text, it was found 4 (four) students got score excellent, 8 (eight) students got score very good, 8 (eight) got score good. All the score that had been organized above was belonged to very good. It means is the teaching and learning process in cycle 2 was definitely was successful and reach the criteria of success.

Based on the result shown of the second

cycle that students improved their understanding about reading comprehension through Peer Tutoring Technique motivated them in the leaning of reading comprehension. This, researcher no longer needs to proceed to the next cycle.

#### 4. CONCLUSION

1. The implementation of Peer Tutoring Technique in teaching reading comprehension was conducted in two cycles. In the first cycles, consisted of three meeting and the second cycle consisted two meeting. The result of post test cycle one was 60 which categories good
2. but it was not reached the criteria of success. While in the second cycles the result of post test was 75. It was categorized very good and reached the criteria of success.
3. The observation cheek list the teacher showed that the teacher was active, creative and fluently when teaching reading comprehension through Peer Tutoring Technique. The average score for teacher performance cycle one was 70% and become 80% in cycle. It was reached categorized excellent.
4. The observation cheek list of the students showed that the students were using various kinds of respond when the teaching and the learning process in teaching reading comprehension and the activities were intercalative. After the researcher analyzed the students' observation checklist and the find out the result of students' mean score increased 55% in cycles 1 and became 75% in cycle 2.
5. The students' can increase their motivation in learning Reading Comprehension through Peer Tutoring Technique. The result of students' improvement was shown by the questionnaire sheet where the students' got mean about 4, 1. It means that learning reading comprehension trough peer tutoring technique could motivated them in reading and agreed that this technique is effective to use in teaching reading comprehension.

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#### Penulis:

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