THE EFFECTIVENESS OF *CLASSWIDE PEER TUTORING* TOWARD STUDENTS' READING SKILL OF DESCRIPTIVE TEXT

(The Case of the Eight Graders at State Junior High School 2 Ajibarang in the Academic Year 2017/2018)

a final project
submitted in partial fulfillment of the requirements
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by
Arianti Nurlita Wardani
2201412014

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
SEMARANG STATE UNIVERSITY
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DECLARATION OF ORIGINALITY

I, Arianti Nurlita Wardani, hereby declare that this final project entitled *The Effectiveness of Classwide Peer Tutoring toward Students' Reading Skill of Descriptive Text* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 17th of May 2019

Arianti Nurlita Wardani

NIM 2201412014

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APPROVAL

This final project entitled *The Effectiveness of Classwide Peer Tutoring toward Students' Reading Skill of Descriptive Text* has been approved by board of examiners and officially verified by the Dean of English Department of Faculty of Languages and Arts of Semarang State University on August 20, 2019.

Board of Examiners:

1. Chairman
   Dr. Syahrul Syah Sinaga, M.Hum.
   NIP. 196408041991021001

2. Secretary
   Bambang Purwanto, S.S., M.Hum.
   NIP. 197807282008121001

3. First Examiner
   Arif Suryo Priyatmojo, S.Pd., M.Pd.
   NIP. 198306102010121002

4. Second Examiner/Second Advisor
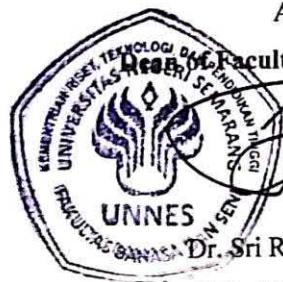   Rohani, S. Pd., M.A.
   NIP. 197903122003121002

5. Third Examiner/First Advisor
   Prof. Dwi Rukmini. M. Pd.
   NIP. 195104151976032001

Approved by
Dean of Faculty of Languages and Arts

Dr. Sri Rejeki Urip, M. Hum.
NIP. 196202211989012001

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MOTTO AND DEDICATION

"Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great."

(Mark Twain)

"Do not be afraid to be different. If you are sure, you are right."

(Dwi Rukmini)

To:

My beloved parents Rochyati and Ari Agus Prasetyanto, my brother Aria Adiluhung Setyawan, my big family, and my dear friends.

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ABSTRACT

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Keywords: classwide peer tutoring, reading skill, descriptive text.

This study discusses the teaching reading of descriptive text using Classwide Peer Tutoring (CWPT). The objectives of the study are to find out whether CWPT is effective to teach reading skill and to analyze any significant difference in students' reading achievement between students of control and experimental group. The population of the study was the eighth grade students of SJHS 2 Ajibarang and the sample was 60 students chosen by using non-random sampling. The result shows that the pre-test mean scores of the control and experimental group were 56.83 and 58.33 respectively, while the post-test mean scores of the control and experimental group were 72 and 82 respectively. The t-test score was 3.160. The critical value of t was 2.00 for $\alpha = 5\%$ and df = 58. Since the t-test is higher than t-table (3.160>2.00), it means that the use of CWPT as a medium in teaching to improve students' reading skill in descriptive text was significant and effective. It can also be concluded that there was a significant difference in the achievement between students in both groups. It is suggested that CWPT could be able to encourage the students to share their opinion in a peer tutoring group in teaching reading of descriptive text.

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CHAPTER I

INTRODUCTION

In this chapter, I would like to discuss the background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, and outline of the study.

1.1   Background of the Topic

English is the first foreign language in Indonesia. Both formal and informal education set up English as one of the major subjects to be learned in school. The aim of teaching English at school is to develop the four skills; listening, speaking, reading, and writing. In order to enable students' mastery in the language skills, English teachers should provide materials which are suitable with the curriculum and find the appropriate technique to support the teaching learning process.

One of the four skills in English which should be mastered by students is reading. As one of the English skills, reading becomes an important way to get information. Grellet (1992: 4), says that there are two main reasons for reading, first is reading for pleasure, and second is reading for information. English teacher should make sure that students are able to master reading skill so that they can get much information they need.

But, in fact, most of students find difficulties in reading skill since they feel that reading is a boring activity. Students feel that a lot of words in a reading passage are uninteresting. Each learner will also have a different understanding in reading skill.

There is a student who can understand a passage after he read it for one time, but, in other hand, there is also a student who cannot understand even after he read the passage for two or more times.

The teacher's strategy which is not effective in teaching also becomes the reason why students had failed in comprehending reading skill. Most of teachers in junior high schools still use the conventional way in teaching reading. They give students a passage then students have to read it by themselves. After they finish reading the passage they have to answer questions related to the passage they have read. This kind of learning is not effective because students who are bored cannot understand what the passage is about.

Junior high school students need an innovative and fun way in learning English. To make teaching reading become more effective and interesting, I propose to use Classwide Peer Tutoring to improve students' reading skill in descriptive text in this final project.

Many teachers feel that they have difficulties and do not have enough time to work one-on-one with every student in the school day. Classwide Peer Tutoring is a one of the ways for all students to get one-on-one help with their peers and they will have enough time to practice and study.

1.2 Reasons for Choosing the Topic

In learning English, reading should be mastered by students because it is one of the language skills. Students are expected to get knowledge and information from any

books, newspaper, journals, and other types of writing. They sometimes find difficulties in reading skill since they feel that. Reading is considered to be a boring activity because the teacher's strategy in teaching reading is monotonous and it makes students lack their interests in reading. It makes students feel difficult to comprehend reading skill.

A different technique of teaching to develop students' reading skill is by using Classwide Peer Tutoring. Students are encouraged to help one another in comprehending reading skill.

The reasons for choosing the topic as follows:

1. Some of students are difficult in understanding and comprehending the reading text. So, it needs an appropriate teaching to improve the students' reading skill. I used Classwide Peer Tutoring to improve their reading skills especially in descriptive text because in the team and pair they would discuss and share their understanding about the reading text with their friends before doing the assignment in their own.

2. Classwide Peer Tutoring is one of the cooperative learning models which consider two or more students to tell the material. This model makes students become tutor and tutee in a tutoring session, so that it is necessary for both tutor and tutee to improve their skill in mastering the material and get a good achievement in English.

3. Students can be more interested in learning reading because Classwide Peer Tutoring is a different and fun way of learning English.

1.3   Research Problems

To focus on the topic, the problems that I wanted to discuss in this final project are:

1. Is the use of Classwide Peer Tutoring effective to teach reading skill of descriptive text?

2. Is there any significant difference in students' reading achievement between students who are taught by using Classwide Peer Tutoring and those who are taught without using Classwide Peer Tutoring?

1.4   Objectives of the Study

The objectives of the study were:

1. To find out whether or not Classwide Peer Tutoring is effective to teach reading skill.

2. To analyze any significant difference in students' reading achievement between students who are taught by using Classwide Peer Tutoring and those who taught without using Classwide Peer Tutoring.

1.5   Hypothesis

Based on the statements of the problem, hypothesis of the study can be mentioned as follows:

1. Working Hypothesis

   The working hypothesis of the research is: "There is a significant difference in students' reading achievement of descriptive text of the eighth grade students of

State Junior High School 2 Ajibarang in the academic year 2017/2018 after they are taught using Classwide Peer Tutoring."

2. Null Hypothesis

The working hypothesis of the research is: "There is no significant difference in students' reading achievement of descriptive text of the eighth grade students of State Junior High School 2 Ajibarang in the academic year 2017/2018 after they are taught using Classwide Peer Tutoring."

1.6   Significances of the Study

The result of this study can contribute benefits in the area of the theory, practice and pedagogy as follows:

1. For students, this research will show them that there are many strategies in learning English. It can help them find interesting ways in learning English in order to master reading skill.

2. For teachers, the result of this finding may help them to use innovative and interesting strategies in teaching English.

1.7   Limitation of the Study

In order to limit the study in such a way that it did not broaden and to make it easier in collecting the data, I used Classwide Peer Tutoring technique to teach reading of descriptive text which is the cooperative learning strategy that enable students to work in large peer groups to help them improve their reading skill. In teaching reading of descriptive text, I chose the eighth grade Junior High School students because

descriptive text is suitable for eighth graders and the material is in the curriculum therefore I took VIII A and VIII D of State Junior High School 2 Ajibarang as the sample of the research.

1.8 Outline of the Study

This final project consists of five chapters, which can be elaborated as follows:

Chapter I presents the introduction of the study which consists of the background of the study, reasons for choosing the topic, research problems, objectives of the study, hypothesis, significances of the study, limitation of the study, and outline of the study.

Chapter II deals with the review of previous studies, the theoretical reviews which discuss about the literature that relates to the topic and the framework of the study.

Chapter III discusses the methods of investigation. The methods include research methodologies, object of the study, population and sample, research variables and hypotheses, procedure of the study, instrument for collecting data, method of collecting data, and method of data analysis.

Chapter IV provides the data analysis and the discussion about the result of the investigation.

Chapter V covers the conclusion of the study and suggestions noted from the result of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter is about theoretical review. It consists of the previous study, theoretical background of the study and theoretical framework.

2.1   Review of Previous Studies

There have been several studies related to the topic discussed in this research. For example, Prihatno (2014) investigated about improving grade X students' reading skill of MAN III Yogyakarta through the use of peer tutoring technique. The subjects of the study were 31 students of MAN III Yogyakarta in the academic year of 2013/2014. The procedure of this action research was observing classroom and interviewing both students and English teacher, determining field problems, planning the actions, writing course grid, executing the planning in the first cycle, evaluating the result, revising the actions, re-executing the planning in the second cycle, and writing the conclusion. The data were collected by observing the teaching and learning process. The result shows that the implementation of peer tutoring improved the students' reading skill. Students could generate their ideas related to news item text after being given more sessions to interact with greatly motivated new friends.

Another study was conducted by Putra (2012). His investigation is about improving reading skill of the tenth graders of SMK Nasional Pati who were taught by using classwide peer tutoring. The subject of the research was the tenth grade X AK 2 Nasional Pati in the academic year 2012/2013. The method used in this research was

classroom action research (CAR). CAR method used four steps consisted of planning, action, observation, and analysis and reflection. The result of the research shows that students' reading skill was improved and they also become more active and focus on the materials in peer tutoring.

There are also several journals related to the topic discussed in this research, the first is a journal by Kamps, *et al*, (1997) entitled Classwide Peer Tutoring: An Integration Strategy to Improve Reading Skills and Promote Peer Interactions among Students with Autism and General Education Peers. The participants in this research were 3 male students with autism and their peers enrolled full time in general education classroom in three suburban elementary schools. The data of the study were collected for the 3 target students and 14 of their peers. The peers were selected from class rosters to show effects for children with disabilities in learning and for typical classmates. The dependent measures of this research were rate of words read correctly and reading errors, responses to reading skill questions, and social interaction. The experimental design and conditions used baseline, classwide peer tutoring, and unstructured free-time groups. The result of this research shows that CWPT produced an increase in reading rates for those 3 participants, it can be seen from each student's mean number of word read correctly per minute. For the total duration of interaction, CWPT produced higher mean of social interaction times for all 3 students, and for mean length of interaction, CWPT could increase in mean length of interaction (MLI) over initial levels for those 3 students. From the journal it can be seen that CWPT positively influenced academic achievement of students by increasing reading fluency (rate of words read correctly) and correct responses to reading skill questions.

The second journal was conducted by Veerkamp, Kamps, and Cooper (2007). They investigated the effects of CWPT on the reading achievement of urban middle school students by using novels as the curriculum. Teacher-led instruction was compared to CWPT and CWPT plus a lottery contingency for appropriate on-ask and tutoring behaviors. The data were collected from students' weekly written tests of vocabulary and comprehension. The results showed improved performance on weekly tests after treated by CWPT technique compared to teacher-led instruction. CWPT plus lottery resulted in further increases. The data also demonstrated differences in the types of academic responses made during teacher-led instruction and CWPT, and increases in oral reading rates for two target students. Their findings proved that CWPT could improve the reading skills of urban middle school students.

From the previous final projects, they were similar with the method which I used. But, Prihatno (2014) used peer tutoring while I used classwide peer tutoring. Meanwhile Putra (2012) used classwide peer tutoring as the method but the participants were students of SMK. In this research I used classwide peer tutoring for junior high students. In the two journals by Kamps, *et al*, (1997), and Veerkamp, *et al*., (2007) both of them used classwide peer tutoring to improve reading skill, but the difference was the participants of the research by Kamps, D.M., Barbetta, P.M., Leonard, B.R., and Delquadri, J (1994) were male students of autism, and the second journal by Veerkamp, Kamps, and Cooper (2007) used classwide peer tutoring with novels as the curriculum while in this research the participants were junior high school students and the material used descriptive text.

2.2   Review of the Theoretical Study

In this part, I discuss the general concept of reading, reading skill, purposes of reading, types of reading, descriptive text, assessing reading, peer tutoring, classwide peer tutoring (CWPT), procedure of classwide peer tutoring, benefits of classwide peer tutoring, and framework of the present study.

2.2.1 General Concept of Reading

Reading is a process to understand the meaning of a text. According to Urquhart and Weir in Grabe (2009: 14), reading is a process of getting and interpreting any information changed into language form via the medium of print.

Reading is also one of four major skills in mastering English. Taylor (1995: 113) states that reading is a language process. It is closely allied to its sibling process of listening, speaking, and writing. Reading, therefore, is best viewed as an act of communication. Reading is a cognitive, social and above all, an interactive process. The connection between reading and the other skills is very strong because if reading skill is not mastered, other skills will not be able to stand itself. It is because each skill has its own functions.

2.2.2 Reading Skill

Oxford Advance Learner's Dictionary (1995: 1109) defines "skill" as the ability to do something well. According to Al-Rufai (1969: 10), reading skill is a purposeful activity, because reading is knowing what to do with a printed page. Reading is a combine

physical and mental activity because it requires the reader's eyes to look at the pictures of the printed figures of a text then it is reflected to the brain. The brain will process the pictures and give them meaning. In other hand, for blind people they read the printed words in braille by their fingers. Then, it is reflected by the brain to give the meaning of printed words. It is, however, true that without any clear visual or sense of the printed words, the brain cannot supply the reader with meanings. Thus, reading means getting meaning from certain combination of letters, words, phrases, sentences, paragraphs, chapters, and even whole books perceived by the eye and finger.

2.2.3 Purposes of Reading

According to White, quoted by Aini (2012: 6), there are three purposes of reading, they are:

a) Reading for factual information

By reading for factual information it means that reading referential materials in order to obtain the right information with which people operate on a given environment.

b) Reading for intellectual purposes

Reading for intellectual purposes refers to reading an appropriate text to obtain cognitive information for augmenting or developing one's intellectual skills so that he/she can more effectively manipulate ideas, possibly with the aims of influencing the behavior of others or of determining the outcome of a series of operations.

c) Reading for emotional gratification of spiritual enlightenment

People may read effective materials like novels, poems, and the like just only for
pleasure or self-improvement.

2.2.4 Types of Reading

According to Brown (2004: 189) for considering assessment procedures, several types
of reading performance are typically identified, and these will serve as organizers of
various assessment tasks.

a) Perceptive

In keeping with the set of categories specified for listening comprehension,
similar specifications are offered here, except with some differing terminology
to capture the uniqueness of reading. Perceptive reading tasks involve attending
to the *components* of larger stretches of discourse: letters, words, punctuation,
and other graphemic symbols. Bottom-up processing is implied.

b) Selective

This category is largely an artifact of assessment formats. In order to ascertain
one's reading recognition of lexical, grammatical, or discourse features of
language, certain typical tasks are used: picture-cued tasks, matching, true/false,
multiple-choice, etc. stimuli include sentences, brief paragraph, and simple
charts and graphs. Brief responses are intended as well. A combination of
bottom-up and bottom-down processing may be used.

c) Interactive

Included among Interactive reading types are stretches of language of several
paragraphs to one page or more in which the reader must, in a psycholinguistic

sense, *interact* with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intakes is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative and descriptions, excerpts, from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performances may be necessary.

d) Extensive

Extensive reading applies to the text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

2.2.5 Descriptive Text

Descriptive text is a text which describes the characteristics of something such as person, place or thing. Dietsch (2006: 140) states that description is a recording of concrete details that you see, hear, smell, taste or touch. It means that description is a process of describing things that people can feel with their five senses. Descriptive text

is also the writer's way to describe particular things which appropriate with what people see in a real subject.

Descriptive text can be different because it is made based on the writer's opinion. According to Pharr and Buscemi (2005: 137), descriptive comes in two basic forms: objective and subjective. Objective description is used in the science, in business, and in technology; in this approach, the writers describe their subject without including their personal responses. Subjective description allows the writer to show personal connection to his or her subject. It can be said that in subjective description, the writer can put their personal opinion in descriptive text, for example about the writer's family. Meanwhile in objective description, the writer describes what the real subject looks like without adding his personal opinions.

2.2.5.1 The Purpose of Descriptive Text

Based on the definition of descriptive text it can be said that descriptive text is a text that describes about person, place or thing so it can be for expressing, entertaining, and informing an object that people can see, taste, feel, hear, and touch. As Clouse (2008: 154) states that there are five purposes of description such as to entertain; to express feelings; to relate experience; to inform (for a reader unfamiliar with the subject) or to inform (to create a fresh appreciation for the familiar) and to persuade (to convince the reader that some music videos degrade women)."

2.2.5.2 The General Structure of Descriptive Text

General structure is the part of explaining the descriptive text to identify the object. Descriptive text consists of introduction and description as Anderson and Anderson (1998: 26) states that a typical description has an opening paragraph introducing the subject of the description followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signals the end of the description.

2.2.5.3 The Grammatical Features of Descriptive Text

In descriptive text, the writer can describe specific things such as a person, place or thing. Buscemi (2002: 267-307) divides the grammatical features of descriptive text into two types: (1) in describing place and things; using proper noun, using effective verbs, and including action and people in the description of a place. (b) in describing people; using physical appearance, action, behavior, and the writer needs to ask someone about the subject's personality, lifestyle, morals, disposition and so on. Then Gerot and Wignel (1995: 208) mention that descriptive text has significant lexicogrammatical features: (a) focus on generic, non-human participants, (b) use mainly of material and relational processes, (c) use mainly of temporal and casual circumstances and conjunctions, (d) some use of passive voice to get theme right, and (e) use of simple present tense. Based on the theories it can be concluded that the grammatical features that the writer uses for describing person, place and things are effective verb, proper and specific noun, adjective and action verb especially in describing behavior or personality for person and they are written by using present tense.

2.2.6 Assessing Reading

According to Brown (2004: 185) the assessment of reading skill does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessment that are formative in nature. An inability to comprehend may thus be traced to a need to enhance a test-taker's strategies for achieving ultimate comprehension.

Brown (2004: 190) mentions some assessment tasks based on the types of reading.

1. Perceptive reading

   At the beginning level of reading a second language lies a set of tasks that are fundamental and basic. Those literacy tasks implying that the learner is in the early stages of becoming "literate". The assessments of basic reading skill are: (a) Reading Aloud: the test-take sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of reading skill, any recognizable oral approximation of the target response is considered correct. (b) Written Response: The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the test-taker's response must be carefully treated. If an error occurs, make sure you determine its source; what might be assumed to be a writing error. (c) Multiple-Choice: The responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low

levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching. (d) Picture-Cued Items: Test-takers are shown a picture along with a written text and are given one of a number of possible tasks to perform.

2. Selective Reading

The rudimentary skill level of perception of letters and words is a category in which the test designer focuses on formal aspects of language (lexical, grammatical, and a few discourse features). This category includes what many incorrectly think of as testing "vocabulary and grammar." Lexical and grammatical aspects of language are simply the forms used to perform all four of the skills of listening, speaking, reading, and writing. Some of the possible tasks which can be used to assess lexical and grammatical aspects of reading skill are: (a) Multiple-Choice (for Form-Focused Criteria): The most straightforward multiple-choice items may have little context, but right serve as a vocabulary or grammar check. (b) Matching Tasks: The test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedure is vocabulary. (c) Editing Task: Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL and many other tests employ this technique with the argument that is not only focuses on grammar but also introduces a simulation of the authentic task of editing, or discerning errors in written passages. (d) Picture-Cued Tasks: Pictures and photographs may be equally well utilized for examining ability at the selective level. Several

types of picture-cued methods are commonly used. (e) Gap-filling Tasks: Simple gap-filling task is to create sentence completion items where test-taker read part of a sentence and then complete it by writing a phrase.

3. Interactive Reading

Tasks at this level, like selective tasks, have a combination of form-focused and meaning-focused objectives but with more emphasis on meaning. Interactive tasks may therefore imply a little more focus on top-down processing than on bottom-up. Texts are a little longer, from a paragraph to as much as a page or so in the case of ordinary prose. Charts, graphs, and other graphics may be somewhat complex in their format. The assessments of interactive reading are: (a) Cloze Tasks: Cloze Task is the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details. Cloze tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies. (b) Impromptu Reading plus Comprehension Questions: The traditional "Read a passage and answer some questions" technique is undoubtedly the oldest and the most common. Virtually every proficiency test uses the format, and one would rarely consider assessing reading without some component of the assessment involving impromptu reading and responding to questions. (c) Short-Answer Tasks: A reading passage is presented and the test-taker reads questions that must be answered in a sentence or two. (d) Editing (Longer Texts): The previous editing task (on selective reading) described editing tasks, but there the discussion was limited to a list of unrelated sentences, each presented with an error to be detected by the

test-taker. The same technique has been applied successfully to longer passages of 200 to 300 words. (e) Scanning: Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or bits of information. (f) Ordering Tasks: Ordering Tasks can serve as an assessment of overall global understanding of a story and of the cohesive devices that signal the order of events or ideas. (g) Information Transfer: Reading Charts, Maps, Graphs, and Diagrams: All of these media presuppose the reader's appropriate schemata for interpreting them and often are accompanied by oral or written discourse in order to convey, clarify, question, argue, and debate, among other linguistic functions. Virtually every language curriculum, from rock-bottom beginning levels to high-advanced, utilizes this nonverbal, visual/symbolic dimension. It is therefore imperative that assessment procedures include measures of comprehension of nonverbal media.

4. Extensive Reading

Extensive reading involves somewhat longer texts. Journal articles, technical reports, longer essays, short stories, and books fall into this category. The reason for placing such reading into a separate category is that reading of this type of discourse almost always involves a focus on meaning using mostly top-down processing, with only occasional use of a targeted bottom-up strategy. Also, because of the extent of such reading, formal assessment is unlikely to be contained within the time constraints of a typical format testing framework, which presents a unique challenge for assessment purposes. Few tasks that have

proved to be useful in assessing extensive reading are: (a) Skimming Tasks: Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader. (b) Summarizing and Responding: The task is used to ask the test-taker to write a summary of the text. The task that is given to students can be very simply worded. (c) Note-Taking and Outlining: Because of the difficulty of controlling the conditions and time frame for both these techniques, they rest firmly in the category of informal assessment. Their utility is in the strategic training that learners gain in retaining information through marginal notes that highlight key information or organizational outlines that put supporting ideas into a visually manageable framework. Teacher can use student's notes/outlines as indicators of the presence or absence of effective reading strategies, and thereby point the learners in positive directions.

In this research I chose interactive reading in assessing reading especially in *impromptu reading plus comprehension questions*. Before answering the questions, tutors assisted the tutee about the content information of a text presented orally and visually. Then, the students who became tutees were asked to answer questions and they were assessed by their tutors.

2.2.7 Peer Tutoring

According to Damon and Phelps (1989a: 11), peer tutoring is an approach in which one child instructs another child in material on which the first is an expert and the second is a novice. The child who gives the instruction is an expert called a "tutor", and the another child with the lower achievement is a "tutee". This peer tutoring usually use for classmates.

Many researchers have been conducted researches about peer tutoring. They believed that peer tutoring is an effective way to improve students' achievement. According to Greenwood, Carta, and Hall (1988: 264) cited in Kalkowski (1995: 4-5), there are three commonly cited benefits of peer and cross-age tutoring: the learning of academic skills, the development of social behaviors and classroom discipline, and the enhancement of peer relations.

Because of the benefits, peer tutoring was modified into many ways. Hott and Walker (2012: 1) mentioned five peer tutoring models which are most frequently used. They are:

1. Classwide Peer Tutoring

   Classwide Peer tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. Student pairings or groups may change weekly or biweekly. In Classwide Peer Tutoring, student pairings are fluid and may be based on achievement levels or student's capability.

2. Cross-age Peer Tutoring

   Older students are paired with younger students to teach or review a skill. The positions of tutor and tutee do not change. The older student serves as the tutor and the younger student is the tutee. The older student and younger student can have similar or differing skill levels, with the relationship being one of a cooperative or expert interaction. Tutor serve to model to model appropriate behavior, ask questions, and encourage better study habits. This arrangement is also beneficial for students with disabilities as they may serve as tutors for younger students.

3. Peer Assisted Learning Strategies (PALS)

   PALS, a version of the Classwide Peer Tutoring model, involves a teacher pairing students who need additional instruction or help with a peer who can assist. Groups are flexible and change often across a variety of subject areas or skills. All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.

4. Reciprocal Peer Tutoring (RPT)

   Two or more students alternate between acting as the tutor and tutee during each session, with equitable time in each role. Often, higher performing students are paired with lower performing students, RPT utilizes a structured format that encourages teaching material, monitoring answers, and evaluating and encouraging peers. Both group and individual rewards may be earned to motivate and maximize learning. Students in RPT may prepare the instructional

materials and are responsible for monitoring and evaluating their peers once they have selected a goal and reward as outlined by their teacher.

5. Same-age Peer Tutoring

Peers who are within one or two years of age are paired to review key concepts. Students may have similar ability levels or a more advanced student can be paired with a less advanced student. Students who have similar abilities should have an equal understanding of the content material and concepts. When pairing students with differing levels, the roles of tutor and tutee may be alternated, allowing the lower performing student to quiz the higher performing student. Answers should be provided to the student who is lower achieving when acting as a tutor in order to assist with any deficits in content knowledge. Same-age peer tutoring, like classwide peer tutoring, can be completed within the students' classroom or tutoring can be completed across differing classes. Procedures are more flexible than traditional classwide peer tutoring configurations.

2.2.8 Classwide Peer Tutoring (CWPT)

Classwide Peer Tutoring is one of the strategies used in Peer Tutoring. According to Greenwood (1997:53), Classwide Peer Tutoring is an instructional strategy developed to help teachers individualize instruction, while still providing students with ample opportunity to become actively engaged during instruction. Classwide Peer Tutoring is one of cooperative learning model which involved two groups of students in which the each group will be divided into some tutoring groups.

The entire students are actively engaged in this strategy. As Carta, Greenwood, Dinwiddie, Kohler and Delquadri, cited in Greenwood (1991: 521) say that Classwide Peer Tutoring program are those in which all students work together in tutor-learner pairs on a classwide basis. As Greenwood (1997:53) says, to use this strategy, the teacher organizes individual class members into tutor student pair who work together on two "competing" teams. Students earn points for their team by responding appropriately to the task presented by their tutors. Tutors earn points from the teacher based on their implementation of the tutoring role.

To implement the technique, it can be said that Classwide Peer Tutoring is based on a basketball game format with the entire classroom being divided into two equal ability teams who are competing to be the winning team by earning the most points during the tutoring process. In each tutoring pair, the responding student (the tutee) earns points based on the correctness of the answers. The tutor awards 2 points for every correct answer and as soon as the tutee makes an error in a response, the tutor provides the correct answer for the tutee to model. One point is awarded for every assisted answer the tutee correctly practices three times in both the oral and written form. Each student performs his/her specific role for a specified amount of time, and at the end of that time, the students switch roles so that the tutor now becomes the tutee and vice versa, allowing the same amount of time for the new tutee to earn points and be more directly involved with the content in the responding role. At the end of the second round of tutoring, the points earned from all members of the two teams are added together to determine the winning team for the day.

There are five components of Classwide Peer Tutoring including alternating tutor-learner roles, verbal and written practice of skills, praise and awarding of points for correct responses, and announcing winning teams. Classwide Peer Tutoring and other tutoring strategies have been used with students with and without disabilities in regular classroom settings, with positive effects on academic achievement.

2.2.9 Procedure of Classwide Peer Tutoring

To implement Classwide Peer Tutoring, teachers are assisted by some procedures in order to make this strategy effective. Greenwood, Delquadri, and Carta (1997) describe the basic procedures used in Classwide Peer Tutoring. They are:

a) How to introduce and review new material to be learned,

b) Which unit content materials will be tutored,

c) How to re-assign new partners each week,

d) How to select partner pairing strategies,

e) How to carry out reciprocal roles in each session,

f) How teams compete for the highest team point,

g) How students earn individual points,

h) How tutors provide immediate error correction,

i) How to post individual and team scores,

j) How to use social rewards for the winning team.

Based on the basic procedures, Sadler (2001:17) states some procedures in applying Classwide Peer Tutoring strategy. Those are:

a) Teacher ask students to work in pair,

b) During the first 10 minutes, one student (tutor) assists the other students (tutee) with content information from the reading text that presented orally and visually,

c) For the next 5 to 10 minutes, the tutor assesses the other students' learning by having the tutee restate the information orally and in writing,

d) The tutor gives two point to the tutee for each correct piece of information,

e) If the tutor has to assist the tutee, the tutee gets one point when the information is given correctly,

f) The pair should switch roles and repeat the process, and

g) Check the point scores for each individual.

2.2.10 Benefits of Classwide Peer Tutoring

According to Greenwood (1997: 53), Classwide Peer Tutoring provides the opportunity for students to practice and master what they are learning while encouraging positive social interaction among students. In Addition, Perrot (2005: 260) states that the benefits in using Classwide Peer Tutoring strategy as follows:

1. Instructional benefits:

   a) It provides one-on-one instruction,

   b) Students learn to teach and be taught,

   c) Opportunities are built in for error correction,

   d) Positive social interactions between students are encouraged that may not otherwise occur,

   e) Social and academic goals can be addressed simultaneously.

2. Benefits for teachers:

    a) It can reduce the amount of work for the teacher,

    b) It can be used with the teacher's current curriculum

    c) It can be implemented in 30-40 minute blocks of time,

    d) It helps with classroom management,

    e) It allows teachers to share students' result with administrators, parents, and/or other teachers, and

    f) It provides feedback and allows the teacher to make necessary modifications.

3. Benefits for students:

    a) Active engagement and frequent opportunities to respond are provided, which result in high rates of academic responding,

    b) CWPT is students-focused,

    c) An atmosphere of cooperative learning is involved,

    d) Students often experience more success and feel more confident,

    e) They are encouraged to work together, which is an important life skill,

    f) They have frequent opportunities for feedback and error correction, and

    g) Students' mastery of content area material is increased

2.3 Framework of the Present Study

In this study, I investigated students' reading skill. To master this skill an effective teaching reading is needed. In teaching reading, knowing students' level of instruction is important for choosing materials. The materials that have to be given to students must appropriate to the curriculum. For Junior High School, particularly eighth graders, I

used descriptive text reading material because it was the text to be taught from the syllabus in curriculum 2013. Besides choosing the right material, a fun and effective technique is also essential because reading is considered as a boring activity. To make students more active and attracted in learning, I used *Classwide Peer Tutoring* (CWPT) as the strategy to teach reading skill of descriptive text. In using the strategy. I conducted the teaching reading using CWPT with the procedures of CWPT based on a journal by Greenwood, *et al*, (1997). I gave the treatment to a class (experimental group) and took the pre- and post-scores to collect the data of student's achievement and compared to another class's (control group) achievement to find out whether Classwide Peer Tutoring was effective to improve students' reading skill or not.

The theoretical framework diagram of the research will be shown as follows:

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┌─────────────────────────┐
│         Reading         │
└─────────────────────────┘
             │
┌─────────────────────────┐
│     Teaching Reading     │
└─────────────────────────┘
             │
┌─────────────────────────┐
│     Descriptive Text     │
└─────────────────────────┘
             │
┌─────────────────────────┐
│         Strategy         │
│    (Classwide Peer       │
│       Tutoring)          │
└─────────────────────────┘
             │
┌─────────────────────────┐
│  Students' Reading Skill │
└─────────────────────────┘
        /           \
┌──────────────┐   ┌──────────────┐
│   Effective  │   │  Ineffective │
└──────────────┘   └──────────────┘
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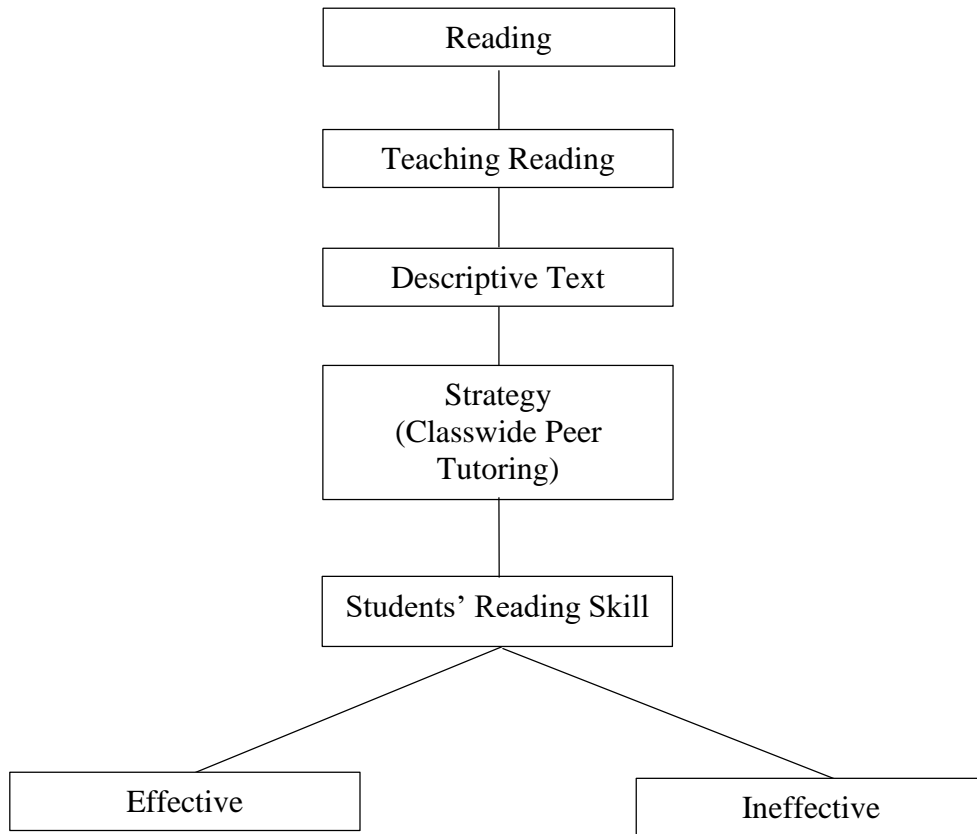
Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study.

5.1 Conclusion

As it is stated in chapter I, the objectives of the study are to find out whether or not Classwide Peer Tutoring is effective to teach reading skill in descriptive text and analyze any significant difference in students' reading achievement between students who are taught using Classwide Peer Tutoring and those who are taught without using Classwide Peer Tutoring or conventional way on eight graders of State Junior High School 2 Ajibarang in the academic year 2017/2018. In order to gain the objectives of the study, I conducted an experimental research. I divided the experiment into two groups, experimental and control group. In the first group or experimental, I used Classwide Peer Tutoring (CWPT) in teaching reading descriptive text, while the other group was taught without CWPT (conventional method).

After applying all the steps of the research I conclude that students' reading skill in descriptive text is improved. Besides that, the use of Classwide Peer tutoring as a medium in teaching to improve students' reading skill in descriptive text is significant and effective. It can be said as significant because there is a difference between the results of post-test of both experimental and control group.

The result also shows that the mean score of experimental group was 82.00 while the mean score of control group was 72.00. It can be said that the teaching

learning is quite successful from the t-test analysis and there was a significant difference between control and experimental group. It was proved that teaching reading of descriptive text using Classwide Peer tutoring helped students to increase their ability in reading skill.

5.2 Suggestions

In this study, I would like to give some suggestions related to the students' development in reading skill of descriptive text to get better result.

1) For the students

   This study could be appropriate for Junior High School Students. Most of them are lazy to read long and complicated reading texts, therefore, Classwide Peer tutoring could be an effective method of learning. The students can also be more active and cooperated with their peers so they can share their knowledge together.

2) For the teacher

   This study could be an alternative way when the teacher wants to teach reading descriptive text. The method could also be able to encourage the students to share their opinion in a peer tutoring group.

3) For the next researcher

   The next researchers can make this study as their reference to conduct another research on the same field.

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