

CHAPTER I

INTRODUCTION

In this chapter the researcher present background of study, research problem, research objective, the assumption of the study, hypothesis, the significance of study, scope and limitation, definition of key terms, and previous study.

A. Background of Study

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy.¹ Teaching and learning activities is the core of activities in education. Everything that has been programmed will be implemented in the learning process teaching will involve all teaching components, learning activities will determine the extent of the goal that has been set can be achieved. In teaching and learning activities, educators should pay attention individual differences of students, namely: on the biological, intellectual, and psychological. Understanding of the three these aspects will close teacher-participant relationship educate, making it easier take a mastery approach learning in teaching. Mastery learning is one of the strategies individual learning

¹ Afzal Sayed Munna, Md Abdul Kalam, "Teaching and Learning Process to Enhance Teaching Effectiveness: A Literature Review," International Journal of Humanities and Innovation (IJHI), Vol. 4, No. 3 (2021): 1.

approach. Mastery learning is activities that include two activities, namely enrichment programs and programs improvement.

In teaching and learning activities, educators will find that the students can complete control and available learning materials also those who do not master the material lesson completely (mastery). This fact is problems that need to be addressed by soon, and mastery learning is as the answer. Therefore, teaching and learning activities that however, is also determined from whether or not the teaching program which has been done and will affect the goals to be achieved.¹

The purpose of teaching English in the schools is for increasing the four basic skills of leaning English: listening, speaking, reading and writing. To encourage students in learning those skills, the English teachers should apply curriculum which is appropriate with materials and also find the appropriate technology which can support the learning process. And, one of the four English skills is reading, the students here should master.²

Reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction. These skills are sometimes taught separately.³ Therefore, the ability to read is an important part for students to know about the material to be studied. Students will more easily understand

¹ Dewi Kustanti, "Kesulitan Dan Solusi Pembelajaran English Reading Text", jurnal al-Tsaqafa, Vol. 13, No. 01 (Januari, 2016): 91.

² Arianti Nurlita Wardani, "The Effectiveness Of Classwide Peer Tutoring Toward Students' Reading Skill Of Descriptive Text", A Thesis . Semarang: Semarang State University, (2019): 1

³ Hijril Ismail, "Improving the Students' Reading Skill Through Translation Method", Journal of English Education JEE, (December 2017): 126.

the learning delivered by the teacher by knowing various information. In addition, reading is not only to find out the existing information but also to know the abilities they have.

Reading is an activity to get meaning or information through writing. Through teaching and learning of reading, the students to be able to comprehend the written text they read. By understanding and interpreting the written text, the learners can be transfer the information from reading that contributes to their knowledge. However, incorrect information and response to the reading text will occur if the learners can not understand well the content of the reading text. In addition, to read English texts something become difficult for the students because they are not familiar with them. Reach to students' interest in English reading activity, teacher should use various kinds of teaching reading technique that can motivate the students and also fun.⁴

Reading involves a variety of skills, the most important of which are recognizing the writings of a language, drawing meaning and interpreting words that are considered foreign, understanding information expressed explicitly, understanding relationships in a sentence, understanding conceptual meanings, breaking down salient points to summarize and interpret and others.⁵

⁴ Kartika Dewi, "Improving Students' Reading Comprehension By Using Paragraph Shrinking At The Second Grade Of Mts N Olak Kemang Kota Jambi Academic Year 2016/2017," *Jurnal Ilmiah Universitas Batanghari Jambi* Vol.16 No.1, (2016): 55.

⁵ Otong Setiawan Djuharie, "*Intensive Reading Bottom-up Reading*", (Bandung: Yrama Widya, 2008), 13.

According to Kintsch and Van Dijk in *Journal of Studies in Education: How Can Students Improve Their Reading Comprehension Skill*, defined reading comprehension as the process of extracting meaning from text. The goal is to understand text, not to extract meaning from individual words or phrases.⁶ It means reading comprehension is the process of making sense of the meaning in the text. The readers must understand what is contained in the text in order to get information.

In fact, reading comprehension in students can still be said to be low, because only a few students can understand the meaning in a text they read. While other students can only read but cannot understand the meaning of the text. So that students sometimes do not get information and knowledge. From these facts, it can be concluded that students' reading comprehension is still low. This is caused by several factors. Factor of the teacher, the method used is still not effective because only some students are active in the class, namely students who are competent. Factors from students, difficulty in understanding the meaning of the text read, lack of vocabulary mastery, and making students feel bored in reading, especially in English subjects.

From the cases above, the researchers found the same problems. That is, students feel bored in reading because they do not understand the meaning of the text. Researchers conducted interviews with teachers and several students in class X at Senior High School 1 Galis, researchers found

⁶ Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill? On the *Journal of Studies in Education*", Iran: Macrothink Institute ISSN 2162-6952 Vol.6, No.2 (March 23, 2016): 230.

problems that most students experienced. The problem that researchers took from the results of interviews with teachers was that students' reading comprehension was still low, because only some students could understand the meaning in a text, while other students could only read but did not understand the meaning.⁷ In addition, the problems that the researchers took from the results of several interviews with class X students at Senior High School 1 Galis were the following problems: first, students had difficulty understanding words and their meanings.⁸ Second, the lack of mastery of vocabulary that is known by students.⁹ Third, students feel bored in reading comprehension because they do not know the meaning.¹⁰ From these problems, teachers need to use more effective learning techniques so that the teaching and learning process goes well, especially in reading comprehension which makes students more enthusiastic and effective.

Therefore, so that students are more effective in the learning process in the classroom, a strategy is needed that can make it easier for students to learn. Especially in reading comprehension, namely by being able to use a Classwide Peer Tutoring Strategy.

Based on Greenwood perspective, Classwide Peer Tutoring is an instructional strategy designed to support teachers personalize instruction, while still providing students with plenty of opportunities to become

⁷ Akhmad Fajar Sidik, English teacher at Senior High School 1 Galis, Interview (21 March 2022).

⁸ Aini Korotul, The student of the tenth grade at Senior High School 1 Galis, Interview by WhatsApp (20 March 2022).

⁹ Pitriyah, The student of the tenth grade at Senior High School 1 Galis, Interview by WhatsApp (20 March 2022).

¹⁰ Lailur, The Student of the tenth grade at Senior High School 1 Galis, Interview by WhatsApp (20 March 2022).

actively involved during instruction. In CWPT, class members are organized into pairs of students tutors.¹¹ Where a student helps one or more students learn a skill or concept.¹² Peer Tutoring is an efficient method of providing individualized instruction to many students simultaneously. For the occurrence of peer tutoring, there needs to be a difference in knowledge between two individuals, so that more knowledgeable individuals can act as tutors for those who are less knowledgeable.¹³

There has been some previous research on the use and effectiveness of classwide peer tutoring. For example, Arianti thesis. He has done research on the Effectiveness Of Classwide Peer for Students' Reading Skill Of Descriptive Text (The Case of the Eight Graders at State Junior High School Ajibarang in the Academic Year 2017/2018). He argues that using Classwide Peer Tutoring can help students to improve reading skills in teaching reading descriptive text.¹⁴

Another previous study conducted by Ikapti Pusparani with a thesis entitled Effectiveness Of People Tutor Methods For Improving Beginning Reading Skills Children With Difficulty Learning To Read stated that the application of this peer-assisted learning strategies (PALS) peer tutoring method have a positive influence in improving children's early reading skills

¹¹ Charles Greenwood, "Classwide Peer Tutoring", *Behavior and Social Issues*, Volume 7, No. 1 (Spring 1997): 53.

¹² Nancy Falchikov, "*Learning Together Peer Tutoring In Higher Education*", (London And New York: Routledge Falmer, 2001), 3.

¹³ Keri F. Menesses and Frank M. Gresham, "Relative Efficacy Of Reciprocal And Nonreciprocal Peer Tutoring For Students At-Risk For Academic Failure", *School Psychology Quartely*, Vol. 24, No. 4 (2009): 266.

¹⁴ Arianti Nurlita Wardani, "The Effectiveness Of Classwide Peer Tutoring Toward Students' Reading Skill Of Descriptive Text", A Thesis . Semarang: Semarang State University, (2019): 59.

specific learning difficulties at SDIT Alam Harpan Ummat. This is indicated by an increase in the score on the initial reading ability test. Improved test score the ability to read the beginning of the baseline phase to the phase of giving treatment or intervention is an indicator that proves an increase in reading ability start on the subject.

So the difference from the previous research above with the researcher is that the researcher will use Classwide Peer Tutoring strategies on the students' reading comprehension focus in teaching narrative text. And another difference, researcher will conduct research on different objects, namely in the tenth grade at Senior High School 1 Galis 2022/2023.

Based on the problems that have been stated above, the researcher will conduct research using Classwide Peer Tutoring Strategy in the teaching and learning process in reading comprehension. Maybe this strategy will be solve the problems. So, the researcher will conduct research on "The Effectiveness Of Classwide Peer Tutoring Strategy Towards Students' Reading Comprehension Of The Tenth Grade At Senior High School 1 Galis 2022/2023".

B. Problem of Study

According to Creswell, research problem are the educational issues, controversies, or concerns that guide the need for conducting a study.¹⁵ The formulation of the problem is an attempt to state explicit questions for which answers are sought. The problem statement is a complete and detailed

¹⁵ John W. Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research* (Pearson Education, 2011), 59.

statement regarding the scope of the problem to be researched based on problem identification and limitation.¹⁶

From the definition, the researcher means that the research problem is a question and statement regarding the scope of the problem to be studied.

Based on the background of study above, the researcher concludes that the problem of the research is :

1. Do the students who are taught by Classwide Peer Tutoring strategy have better achievement in their reading comprehension than those who are not?
2. How significant is difference before and after using Classwide Peer Tutoring strategy towards students' reading comprehension of the tenth grade At Senior High School 1 Galis?

C. Research Objective

A research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.¹⁷ From this definition, the researcher defines the research objective as the research process to be achieved to answer the questions of the research problem. So that the research problem above aims to :

1. To test where the students who are taught by Classwide Peer Tutoring strategy have better achievement in their reading comprehension than those who are not.

¹⁶ Edisi Revisi, Pedoman Karya Tulis Ilmiah (Pamekasan: IAIN Madura, 2020), 16.

¹⁷ John W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research (Pearson Education, 2011), 111.

2. To measure significant is difference before and after using Classwide Peer Tutoring strategy towards students' reading comprehension of the tenth grade At Senior High School 1 Galis.

D. The Assumption of the Study

According to Suharsimi it can be said that the basic assumption is something that is believed to be true by the researcher which will used as a foothold for researcher in carrying out research.¹⁸ Meaning of assumptions are what the researcher believes about a truth. The researcher also assumes that students who are taught using the Classwide Peer Tutoring Strategy get a better reading comprehension in than those who not.

E. Hypothesis

Hypothesis are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.¹⁹ Hypothesis are also tools in the research process, not ends in themselves.²⁰ In this reseach there are two kinds of hypotheses, namely alternative hypotheses (Ha) and null hypotheses (Ho):

1. Alternative Hypotheses (Ha)

The students taught by Classwide Peer Tutoring strategy have better Reading Comprehension of The Tenth Grade at Senior High School 1 Galis 2022/2023.

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), 63.

¹⁹ Creswell, *Educational Research*, 111.

²⁰ Donal Ary dkk, *Introduction to Reseach in Education* (Wadsworth Cengage Learning, 2010,2006), 82.

2. Null Hypothesis (Ho)

The students taught by Classwide Peer Tutoring strategy don't have better Reading Comprehension of The Tenth Grade at Senior High School 1 Galis 2022/2023.

The hypothesis of this research is alternative hypothesis (Ha): the students taught by Classwide Peer Tutoring Strategy have better Reading Comprehension of The Tenth Grade at Senior High School 1 Galis 2022/2023.

F. The Significance of Study

Significance of study is describing the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical). In other words, this section contains reason for the feasibility of the problem being studied.²¹ So significance of study is an explanation that explain the benefits of research, especially the benefit for teacher, students, and researcher itself. The researcher establish significance of study which consist of the aspects as follows:

1. Practical Significance

The results in this study may be useful for many people, such as:

- a. For researcher. The researcher will benefit from this research, and it will increase various information and knowledge about The Effectiveness Of Classwide Peer Tutoring Strategy Towards Students' Reading Comprehension.

²¹ Edisi Revisi, *Pedoman Karya Tulis Ilmiah* (Pamekasan: IAIN Madura, 2020), 19.

- b. For the readers. This research would help the readers to know how about The Effectiveness Of Classwide Peer Tutoring Strategy Towards Students' Reading Comprehension.
- c. For the teachers. Researchers how that this can be taken into account in the teaching and learning process for students, especially in reading comprehension. And use can make students easier in reading comprehension in English Subject.

G. Scope and Limitation

In conducting this research the scope of this research only focuses on the student of the tenth grade at Senior High School 1 Galis and Classwide Peer Tutoring strategy. Meanwhile for limitation of this research is narrative teks on the effectiveness of Classwide Peer Tutoring strategy towards students' reading comprehension.

H. Definition of Key Terms

According Creswell, begin our literature search by narrowing out topic down to a few key terms using one or two short words or phrases.²² The researcher uses some of the keywords used in this research, so that readers can understand the contents of this research. The researcher want to provide an explanation of the term, as follow:

1. Classwide Peer Tutoring strategy is technique to help teachers, where students are formed in groups of two or more people. In the group there are tutor and tutee, tutor who explain the material and tutee who listen, so that students will understand the lesson

²² Creswell, *Educational Research*, 82.

better. With this technique will make students more active and interact in the classroom with each other.

2. Reading Comprehension is a process to make the readers understand the meaning contained in the text, so that it is easier for readers to learn it.

I. Previous Study

There has been some previous research on the use and effectiveness of Classwide Peer Tutoring. For example, Arianti thesis. She has done research on the Effectiveness Of Classwide Peer Tutoring for Students' Reading Skill Of Descriptive Text (The Case of the Eight Graders at State Junior High School Ajibarang in the Academic Year 2017/2018). He argues that using Classwide Peer Tutoring can help students to improve reading skills in teaching reading descriptive text.

Another previous study conducted by Ikapti Pusparani with a thesis entitled Effectiveness Of People Tutor Methods For Improving Beginning Reading Skills Children With Difficulty Learning To Read stated that the application of this peer-assisted learning strategies (PALS) peer tutoring method have a positive influence in improving children's early reading skills specific learning difficulties at SDIT Alam Harpan Ummat. This is indicated by an increase in the score on the initial reading ability test. Improved test score the ability to read the beginning of the baseline phase to the phase of giving treatment or intervention is an indicator that proves an increase in reading ability start on the subject.

Another previous study conducted by Ruknuddin, She has done research on Improving The Students' Ability In Writing Descriptive Paragraph Through Classwide Peer Tutoring (CWPT) Method (A Classroom Action Research At The Tenth Grade Students Of SMK Mastar Makassar). He suggests to the English teacher to use classwide peer tutoring method in process teaching and learning writing, can encourage the students' writing ability to be better.²³

The similarity of this research in previous research above is that researchers will conduct research on Classwide Peer Tutoring strategies using quantitative research. Meanwhile, the difference from the previous research above with the researcher is that the researcher will use Classwide Peer Tutoring Strategies on the students' reading comprehension focus in teaching narrative text. Meanwhile in other the research, according to Griffin, the reciprocal peer tutoring approach is implied as tutoring that allows both members of the tutoring partner to participate in the learning tutoring role, which also allows each students to become a students.²⁴

²³ Ruknuddin, "Improving The Students' Ability In Writing Descriptive Paragraph Through Classwide Peer Tutoring (CWPT) Method (A Classroom Action Research At The Tenth Grade Students Of Smk Mastar Makassar) ", A Thesis. Makassar: Makassar Muhammadiyah University (2015). 40.

²⁴ Ruknuddin, "Improving The Students' Ability In Writing Descriptive Paragraph Through Classwide Peer Tutoring (CWPT) Method (A Classroom Action Research At The Tenth Grade Students Of Smk Mastar Makassar) ", 16.