

**THE EFFECT OF USING PEER TUTORING STRATEGY ON STUDENTS'
READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF
SMP MA'ARIF 1 PONOROGO IN ACADEMIC YEAR 2017/2018**

THESIS



By

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ABSTRACT

SHOLIKHAH, FARIDATUS. 2018. *The Effect of Using Peer Tutoring Strategy on Students' Reading Comprehension at The Eighth Grade Students of SMP Ma'arif 1 Ponorogo in Academic Year 2017/2018.* **Thesis,** English Education Department, Tarbiyah and Teachers Training Faculty. State Institute of Islamic Studies Ponorogo, Advisor Ahmad Nadhif, M.Pd.

Key Words: Peer Tutoring Strategy, Reading Comprehension.

This study aims at investigating the students' reading comprehension in Peer Tutoring Strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018. Peer tutoring is one of strategies which is used by teacher in teaching learning process reading comprehension. More modern conceptions of peer tutoring involve people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching.

The design of the research was quasi experiment used nonequivalent (pretest and posttest). The research was held from February until April 2018. the population of this research was the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018. This study assigned two classes as a sample, they were 22 students of VIII D as the experimental class which taught using Peer Tutoring Strategy and 22 students of VIII A as the control class which not being taught using Peer Tutoring Strategy. The technique in deciding the sample was simple random sampling, which all members of the population have an equal and independent chance of being included in the random sample.

The data collection was gathered through test. Moreover, this research was conducted by following procedure: giving pre-test, applying the treatment, and giving the post-test. After getting the score from the test, to analyze that test the researcher used normality test, homogeneity test and t-test formula by using SPSS.

The result showed that average score of VIII D's pretest was 74,55 and posttest was 87,50. Meanwhile, the average score of VIII A's pretest was 75,45 and 82,27. the result of the research showed that in 5% signification level $t_0 = 2,02$ and $t_t = 2,978$, so $t_0 < t_t$, based on the result, it could be concluded that $t_0 < t_t$, it means that H_0 was rejected and H_a was accepted.

Based on those explanation above, the researcher concluded that there was significant difference score in reading comprehension between student who are taught by using peer tutoring strategy and student who are taught by using peer tutoring strategy. In other word, Peer Tutoring Strategy has good effect and effective in reading comprehension to the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

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CHAPTER I

INTRODUCTION

This chapter discusses about the background of study, limitation of the study, statement of the problem, objective of the study, and significance of the study. The researcher also includes organization of thesis in this chapter.

A. Background of Study

Activities of learning English should focus on the component and skills. There are four skills in English, they are listening, speaking, reading, and writing. Reading is one of important skill that must be mastered by students. Through reading, student learn a lot and it is the most prominent language skill. However, the fact of making a reading habit or being good at it is the question here. For now, students, adult and even educators read very less.¹ Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. The students can increase their knowledge, enhance their vocabulary, can explore their idea and refresh their mind. Student also may get more important information that is not presented by teachers in the classroom, after they do reading activity.

¹ Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language And Litertature Studies*, 1, Vol. 1, (April, 2015), 30.

Reading is a complex cognitive process in which a reader decodes the symbols or printed message into sound. While, reading comprehension is a process of constructing meaning from a piece of text and understanding it effusively and comprehensively.² The statement explain that reading and reading comprehension have a different meaning. It can be conclude that reading comprehension is more complex than general reading. Readers should be able to identify the main idea and supporting details for each paragraph or passage. Basically, readers have to decode the meaning of text and analyze the purpose of the text. Consequently, readers cannot achieve comprehension in reading if they lack of prior knowledge and interaction with partner.

Reading is also the main reason of why students should learn the language. Therefore, the main goal of teaching reading especially for junior high school students is to enable them to read book, articles or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer the question based on the reading text.³ As people know, by reading we can get information and knowledge, from the books, magazines, or articles in internet, etc. beginning from elementary school up to universities or colleges, they have been taught

² Muhammad Javed, Lin Siew Eng, Abdul Rashid Mohamed, "Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students," *International Journal Of Instruction*, 02, vol. 08, (July, 2015), 141.

³ Faradina *et al*, "The Effect of Pqrst Method Towards Students' Reading Comprehension of The Second Year at Smp Tri Bhakti Pekanbaru," *Jurnal Kependidikan DISCOVERY Vol. 3 No. 2 Juni 2015*, 87.

English. The purpose of reading is to comprehend the meanings of the text and comprehension depends on the ability to get individual word meaning.

According to Samuels, reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.⁴ It is meaning that student's activity in reading is to read text and understand its meaning. Reading comprehension is an interactive process, teacher can encourage learners to be active while reading a text. To help learners become critical and strategic readers, teacher can encourage them to ask question and find the answer to the question posed.⁵ So, the questioner is teacher and the student only provides the answer.

Reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension. Reading strategies has been defined by as mental processes that readers consciously select to use to complete reading tasks successfully. Reading strategies was defined as techniques and method readers use to make their reading successful.⁶ Strategy is also teachers' technique to make students more interest in learning process. If students feel interest and comfortable during

⁴ Duke. Pearson, *Research of Reading Comprehension: Strategies that Work*. (Michigan: Michigan State University, 2001), 423.

⁵ Nasrin Khaki, "Improving Reading Comprehension in a Foreign Language: Strategic Reader," *Journal of The Reading Matrix*, 02, vol. 14, (September, 2014), 188.

⁶ Pezhman Zare, Moomala Othman, "Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learner", *International Journal of Humanities and Social Science*, 13, vol. 03 (July, 2013), 188.

learning process, they may will get good comprehension and good achievement.

Peer tutoring is one of strategies which is used by teacher in teaching learning process reading comprehension. More modern conceptions of peer tutoring involve people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching.⁷ In short, peer tutoring is a strategy that designed to improve and develop the students' reading comprehension.

Peer tutoring is often promoted on the grounds that, for the tutors, it is learning by teaching. This view is expanded in the old saying to teach is to learn twice.⁸ In conclusion, peer tutoring is a strategy which students are paired, the student who has good achievement roles as the tutor and the student who has poor achievement roles as the tutee. During the steps of peer tutoring strategy, the students in pair work cooperatively.

Based on the observation and interview, conducted at SMP Ma'arif 1 Ponorogo on October 25th, 2017, Mrs. Ary Zandy, S. Pd. said when the students had reading class, the teacher just asked the students to read and to find the meaning of word in dictionary. In this situation the students were not actively involved in the teaching learning process. The result of interview,

⁷ Falchikov. Nancy, *Learning Together Peer Tutoring in Higher Education*, (New York: RoutledgeFalmer, 2001), 03.

⁸ K. J. Topping, "the effectiveness of peer tutoring in further and higher education: a typology and review of the literature", *higher education*, 03, vol. 32 (October, 1996), 324.

teacher rarely use the different technique or strategy in teaching process. It because some student can't be accepted well the strategy that teacher applied and some of them not interested in new method or strategy in teaching reading process. The researcher has examined the problems and found that students faced the problems on reading comprehension, part of them got difficulties in understanding the text.

The researcher got information that the students' reading comprehension was still low. Such a fact happened, there were three causes of reading problems, from the students, the teacher and the classroom condition. First, the students had low mastery of vocabulary. Furthermore, the students had low motivation to learn in reading comprehension class. They did not have curiosity and interest on the passage which will be read. The material was long and also difficult. They found it difficult to recognize the main idea, the topic, the purpose and the information in the text. So, the final examination were bad. Besides, some of them often came late to the class. Some others often asked permission to go outside. Second, the teacher less monitored the students' activities. The teaching learning process was monotonous. The teacher seldom used various technique to make the students become better readers. The technique which applied during teaching learning process made the students passive. The dominated class with broad oral explanation so that the students faced some difficulties in understanding the

passage. The teacher 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 interest, 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 answer would be keeping silent. Most of them could not participate actively in reading class.

To solve this problem, the researcher chose one of suitable strategy to develop students' reading comprehension, that is Peer Tutoring Strategy. This strategy is a kind of cooperative learning. By using peer tutoring strategy, students are taught by their peers and they are all trained and supervised by the classroom teacher. Peer tutoring consist of two or more students working together, teaching each other rather than learning from a teacher's direct instruction.⁹

The researcher considers that peer tutoring is a strategy in teaching learning process. By using peer tutoring strategy, students can understand well because they learn together with the way one student who has mastered a skill to teach that skill to another student who has not mastered it.¹⁰ Reading comprehension will be better if it is supported by the students' interest toward the teacher's strategy which makes them happy and comfortable. Reading

⁹ Observation and Interview on October 25th, 2017.

¹⁰ Bouchard. Margaret, *Comprehension Strategies for English Language Learner*, (USA: Scholastic Inc, 2005), 105.

programs may help students develop their language skill necessary for success. However, it is hard to implement an effective reading program, especially in countries where English is treated as foreign language. The success of implementing reading programs will depend on the students' interest.

Based on the description of phenomenon above, the researcher wants to find out the significant difference of students' comprehension achievement between those who are taught by using peer tutoring strategy and those who are not using peer tutoring strategy at eighth grade students of SMP Ma'arif 1 Ponorogo in Academic Year 2017/2018. Thus, the writer carried out his research entitled **“The Effect of Using Peer Tutoring Strategy on Students' Reading Comprehension at Eighth Grade Students of SMP Ma'arif 1 Ponorogo in Academic Year 2017/2018”**

B. Limitation of The Study

To avoid a deviation of the discussion, this study focused on some concerns identified as follow:

1. The subject of the study is at the eight grade students of SMP Ma'arif 1 Ponorogo in Academic Year 2017/2018.
2. The object of this study is the effect of using peer tutoring strategy on students' reading comprehension.

C. Statement of The Problem

Is there any significant difference score in reading comprehension between student who are taught by using peer tutoring strategy and who are not taught by using peer tutoring strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018?

D. Objective of The Study

To know whether any the significant difference score in reading comprehension between student who are taught by using peer tutoring strategy and who are not taught by using peer tutoring strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

E. Significances of The Study

The result of the study is expected to give some benefits to the public reader as:

1. For the teachers

It is expected to give useful contribution for teacher to help them in teaching, their student especially in developing reading comprehension.

This is especially for English teacher of SMP Ma'arif 1 Ponorogo in

teaching reading comprehension by using peer tutoring strategy, it can also can motivate English teacher to be a professional teacher who is creative and innovative teacher.

2. For the students

It is expected to be useful for students especially for the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018 who are attending reading class. It makes their study more active, enjoy and it also can increase their reading comprehension. The student can study together in understanding the reading passage and can review the material together within the members of one team who are from all achievement level. So, they can help one another to improve their capability in comprehending reading passage.

3. For the readers

It is expected to be useful for readers especially for the students of English department of IAIN Ponorogo, in enriching references concerned with the peer tutoring strategy in increasing students' reading comprehension. This study can be used as a guide, additional information to conduct further studies about teaching and learning English.

4. For the researcher

This study will improve the researcher in knowing the strategy which are appropriate to use in teaching reading and will improve in mastering peer tutoring strategy implemented in class room.

F. Organization of Thesis

The discussion in this study consist of five chapters and each chapter consist of sub that are connected. In order be able to more understand of observation follow:

Chapter I : Introduction, in this chapter the researcher tells about background of the study, limitation of the study, statement of the study, objective of study, significance of the study, and organization of the thesis.

Chapter II : Review of literature, in this chapter the researcher tells about previous research findings, theoretical background, theoretical framework, and hypothesis.

Chapter III : Research methodology, in this chapter the researcher tells about research design, population and sample, instrument of data collection, validity, reliability, technique of data collection and technique of data analysis.

Chapter IV : Research result, in this chapter the researcher tells about data description, specific findings, data analysis, testing hypothesis, and discussion.

Chapter V : Closing, in this chapter the researcher tells about conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will highlight some theories which are relevant to the problem. This chapter is very important to show that this study is based on the theories. The review of related literature has a goal in providing previous studies and information concerned with the research problem, including overviews of previous research findings, theoretical background, theoretical framework, and hypothesis.

A. Previous Research Finding

There are some previous research that have been conducted in relation with the effect of using peer tutoring strategy on students' reading comprehension.

First, Yanuar Irakas Prihatno thesis entitled "Improving grade X students' reading comprehension by using peer tutoring at MAN III Yogyakarta. The results of his research are expected to be able to give some implications to the research members. The implications of the actions are the use of peer tutoring became more effective when it was combined with skimming and scanning strategy. It allowed the students to have practices in finding the main idea and detailed information. The use of peer tutoring was

effective to improve the students' reading comprehension and behavior, and to provide meaningful purpose of reading.¹¹ and also considering the mean scores of both cycles, the implementation of peer tutoring were effective to improve the students' reading comprehension.¹² the students' scores mean of the pre test was 6.26, whose the highest were 85 and the lowest were 32 and they averagely got 7.21 in the post test having 85 as the biggest and 55 as the smallest score. It indicated that the students' score improved during the implementation of peer tutoring.

Second, Brigitta Septarini Rahmasari thesis entitled "Using peer tutoring technique to improve students' reading comprehension (a classroom action research in the first grade students of English department of IKIP PGRI Madiun in the academic year of 2010/2011)" The researcher applied peer tutoring to improve students' reading comprehension. The result of this research were satisfying as follows: peer tutoring can improve students' reading comprehension and peer tutoring can improve class situation.¹³ This research implies that peer tutoring can improve students' reading comprehension significantly. Furthermore, the class situation also improves well. Therefore, using peer tutoring in reading comprehension is strongly

¹¹ Yanuar Irakas Prihatno, "Improving Grade X Students' Reading Comprehension by Using Peer Tutoring at MAN III Yogyakarta," (Thesis, Yogyakarta State University, 2014), 86.

¹² *Ibid.*, 82.

¹³ Brigitta Septarini Rahmasari, "Using peer tutoring technique to improve students' reading comprehension (A Classroom Action Research in The First Grade Students of English Department of IKIP PGRI Madiun in the Academic Year of 2010/2011)," (Thesis, Sebelas Maret University of Surakarta, 2011), 109.

suggested for some reasons. First, peer tutoring is very good way to get students involved in learning, so that they are not just passive learners receiving information. Second, students receive feedback and error correction immediately and more frequently. In large group or teacher-directed settings, it is impossible to provide feedback and error correction to every student for every response. With peer tutoring, students receive feedback and correction immediately for every response. Third, students are able to work together as equals and gain a better understanding of the materials by learning from each other. The mean score of pre test is 56.83. Then, it increase to 63.41 in post test 1 and 68.58 in post test 2, and based on the result of t-test, there was significant improvement between pre test and post test.

Third, Meaghan Opuda Swan (University of Southern Maine) disseration entitled “Effect of peer tutoring on the reading fluency and comprehension of seventh grade students”. Results from this study suggest that PALS was associated with some long-term gains in student reading performance, but that the weekly progress monitoring, rather than the PALS activities, may have led to increasing oral reading fluency and reading comprehension performance for seventh grade students. Similar rates of improvement were noted for both higher and lower performing students during baseline and once they began PALS. All of the students reported an increase in their perceptions of their reading abilities. This suggests that

increasing meaningful partner work during reading activities may serve to increase student's positive perception of themselves as readers. The smaller gains observed for Dyads 2 and 3 are perplexing. One possible explanation is that the wait time from enrollment in the study to when Dyads 2 and 3 began, affected their reading performance once PALS was implemented. If so, then the data support a lack of expectancy effects among the students once PALS began. Additionally, because students engaged in weekly progress monitoring for both oral reading fluency and reading comprehension while waiting to join the PALS intervention, it is possible that weekly progress monitoring and performance feedback on reading fluency rate served to increase oral reading fluency to a sufficient level prior to joining the PALS intervention. Another possible explanation may be related to the difference in reading levels for material used. The two students who showed impressive growth were also students who used different grade level reading material during the intervention phase. This would suggest that reading interventions conducted at the student's current Lexile level (e.g., fifth or sixth grade) improve students grade level reading skills as well.¹⁴

Related to this research, the previous research finding became a contribution and references for the researcher. Now, the researcher realizes well that a successful teaching reading depending on the professional and

¹⁴ Meaghan Opuda Swan, "Effect of Peer Tutoring on The Reading Fluency and Comprehension of Seventh Grade Students," (Dissertation, University of Southern Maine, 2014), 35.

strategy used. From research that has been carried out with research that will be implemented there are some similarities that used the same strategy, that is peer tutoring strategy. And the different is the location of the research, that the researcher choose SMP Ma'arif 1 ponorogo.

B. Theoretical Background

In this sub chapter, the researcher discusses reading skill and peer tutoring strategy.

1. Reading Skill

The researcher wants to explain the relevant thing about reading skill such as definition of reading, genre of reading, teaching reading, reading comprehension, elements of reading comprehension, and factors that affect reading comprehension.

a. Definition of Reading

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode the printed words and also comprehend what we read. For second language learners there are three different elements which impact reading: the child's background knowledge, the child's linguistic knowledge of the target language, and the strategies or

techniques the child uses to tackle the text.¹⁵ Reading is unique skill which asks readers to focus on the text and even on the single word to get the meaning.

Reading skill as one of the language skills always plays an important role in helping students of language in order to have better understanding of their language. Reading skill is necessary for language learners to acquire new information about textbooks. By reading, students could access information, get knowledge, and take writer's idea.¹⁶

In other perception, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.¹⁷

b. Genres of reading

There are 3 genres of reading, they are:

1. Academic reading : General interest articles, technical reports, professional journal articles, reference material (dictionaries), textbooks, theses,

¹⁵ Caroline T. Lines. *Practical English Language Teaching: Young Learners*. (North America: McGraw Hill Companies, 2005), 69.

¹⁶ Husni Mubarok, et.al," Cooperative Integrated Reading and Composition (CIRC) Based Interactive CD in Teaching Reading," *Journal of Language and Literature*, XI/1 ((October, 2016), 26.

¹⁷ Danielle s. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies* (New Jersey: Lawrence Erlbaum associates, Inc, 2007), 03.

essays, papers, test direction, and opinion writing.

2. Job-related reading : Messages (phone message), letters, e-mails, memos, schedules, label, announcement, applications, questionnaires, financial documents (bill), and directories (telephone).
3. Personal reading : Newspaper, magazine, greeting cards, invitation, notes, schedules (train, bus, plane), menu, map, recipe, calendar, advertisement, novel, short story, drama, poetry, cartoon, and comic strips.¹⁸

c. Teaching Reading

Teaching reading means the act of guiding or instructing to create spoken work or anything expressed in orally. It is also student's activities which guide the students in their learning. In teaching reading has to provide students with reading skill. It is very

¹⁸ H. Douglas Brown, *Language Assessment Principal and Classroom Practices* (New York: Longman, 2000), 187.

useful for them. reading is also useful as part of the process of language acquisition.¹⁹

d. Reading Comprehension

Reading comprehension was seen as an active process that engaged the reader. Reading comprehension was also seen as the construction of the meaning of a written text through an interaction between the reader and the text.²⁰ Reading comprehension is multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy, use) as well as variables related to the text itself (interest in text, understanding of text types).²¹ The researcher conclude that Reading comprehension refers to reading for meaning, understanding, and entertainment.

In this research, reading comprehension means students' comprehension in identifying factual information, main idea, reference, and meaning from the text or subject matter of the eighth grade students at SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

¹⁹ Jeremy Harmer. *How to Teach English*. (England: Pearson Education Limited, 1998), 68

²⁰ Husni Mubarok, et.al," Cooperative Integrated Reading and Composition (CIRC) Based Interactive CD in Teaching Reading," *Journal of Language and Literature*, XI/1 ((October, 2016), 26.

²¹ Jannete K. Klinger, et. all, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Routledge, 1998), 89.

e. Elements of Reading Comprehension

There are three elements of reading comprehension. Comprehension entails three important elements: the reader, the text, and the activity. The reader who is doing the comprehending. The text that is to be comprehend. The activity in which comprehension is a part.²²

1. The Reader

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.²³

²² Catherine Snow, *Reading for Understanding : Toward A Research and Development Program in Reading Comprehension* (Santa Monica: RAND, 2002), 11.

²³ Ibid., 13.

2. The Text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the

knowledge and abilities of the reader, and on the activities in which the reader is engaged.²⁴

3. The Activity

Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.²⁵

f. Factors that affect reading comprehension

Many factors affect a child's ability to comprehend text. These include:

1. Motivation/purpose/goals/engagement
2. Vocabulary/word knowledge/background knowledge
3. Automaticity of decoding
4. Fluent reading
5. Understanding and use of strategies employed by effective readers
6. The nature of the text itself (difficulty and interest)
7. The type or genre of text (fiction, nonfiction, poetry, etc)
8. The amount of reading done²⁶

²⁴ *Ibid.*, 14.

²⁵ *Ibid.*, 15.

²⁶ Pearson Duke, *Research of Reading Comprehension: Strategies that Work* (Michigan: Michigan State University, 2001), 423.

Based on the reference above, it can be known that many factors affect a child's ability to comprehend the text.

2. Peer Tutoring Strategy

The researcher explain the relevant thing about peer tutoring strategy such as definition, the role (of teacher, tutor, and tutee), the procedure, the advantage and disadvantages of peer tutoring strategy.

a. The Nature of Peer Tutoring Strategy

Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process. Skilled readers comprehend more successfully than less skilled readers because skilled readers use strategies such as activating background knowledge to comprehend text and to draw valid inferences about what they have read.²⁷ The methods and strategies outlined below can be used very flexibly with a whole class or a group of children. They can also be adapted easily and applied in a more structured way when tutoring individual children who have learning difficulties. In all cases the teaching of reading is encouraged as a thinking process, with an emphasis on understanding.²⁸

²⁷ Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. (United of States of America: ASCD Publications, 2008), 127.

²⁸ Peter Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment* (Australia: Acer Press, 2001), 51.

Peer tutoring is one of strategies which used by teacher in teaching learning process reading comprehension. More modern conceptions of peer tutoring involve people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching.²⁹ Piaget believed that cooperation between peers is likely to encourage real exchange of thought and discussion, and that such cooperation among children has an importance as great as that of adult action. In other words, he deemed cooperation among peers essential for the development of a critical attitude of mind, objectivity and discursive reflection.³⁰

Peer tutors is not teacher. Research indicate that peer tutoring has benefit for both the tutor and the student being tutored. Peer tutoring is cost effective and gives you more time to spend on whole-class activities. In addition peer tutoring develops cultural sensitivity, increase self-esteem, motivation, and promotes adjustment to school.³¹

b. The Role of Teacher, Tutor and Tutee

Allen and Feldman suggested that the role of the teacher represents competence, prestige and authority, and Medway argued

²⁹ Falchikov. Nancy, *Learning Together Peer Tutoring in Higher Education*, (New York: RoutledgeFalmer, 2001), 03.

³⁰ Ibid., 87.

³¹ Bouchard. Margaret, *Comprehension Strategies for English Language Learner*, (USA: Scholastic Inc, 2005), 105.

that enacting the role of teacher will convey these attributes. Owen provided some evidence to support these predictions. He described student perceptions of the faculty tutor as an authority figure even in situations where teachers were attempting to achieve a more equal status with students.³² Based on the explanation above, it can be said that teacher not be center of learning.

More recently, Gillam, Callaway and Wikoff investigated the role of the peer tutor and the authority it carries. These researchers concluded that tutor–tutee relationships were influenced by traditional preconceptions about the tutor’s role and authority. Clearly, fulfilment of the tutor’s role is crucially dependent on the presence of a tutee. The mere presence of a peer constitutes an audience which influences the tutor. Moreover, Gillam *et al.* noted that tutees expected the tutor to take charge, and this expectation shaped each encounter in one way or another. Thus, tutees are both influenced by their role and influential within it. Tutee behaviour influences the tutor, in that passive tutee behaviour can act to confirm the tutor’s role, while tutee action can help the tutor and the interaction. For example, the tutor will benefit if the peer asks

³² Falchikov. Nancy, *Learning Together Peer Tutoring in Higher Education*, (New York: RoutledgeFalmer, 2001), 90.

questions.³³ Based on the explanation above, it can be said that student who be the tutor or tutee has important role in this strategy.

b. The procedure of peer tutoring strategy

The procedure of peer tutoring strategy is:

1. The tutor will explain the objective of learning.

The tutor should explain the main concept that is to be learned.

2. The tutor stay on task.

If the students becomes distracted, instruct the tutor to remind him or her of the main topic of the lesson and show what is yet to be accomplished in the lesson.

3. The tutor will provide emotional support.

Prompt the tutor to give supportive remarks when an incorrect answer is given.

4. The tutor give praise and positive feedback.

Inform the tutor of the importance of giving positive feedback.

5. The tutor has to encourage verbalization.

Instruct the tutor to speak at a slightly slower than normal pace.

³³ *Ibid.*, 90.

6. Teacher given the wait time for the students.

This is the pause that follows a question, lasting until a student has answered or the teacher speaks.

7. The tutor has to be honest for answer the question from other student.

Instruct the tutor that if he or she does not know the answer to a question to seek help.

8. The tutor can continue on, If the student does not understand and the tutor has to write a note.

If the student does not understand a concept after several attempts, the tutor should note the problem and then go on to something else.

9. The tutor report the progress of students.

After each session, ask the tutor to complete the Peer Tutoring Progress Checklist.³⁴

Based on the explanation above, it can be known that peer tutoring strategy has the procedure which has different with other strategy. In this strategy, students be centered learning.

³⁴ Bouchard. Margaret, *Comprehension Strategies for English Language Learner*, (USA: Scholastic Inc, 2005), 106.

c. The Advantages and Disadvantages of Peer Tutoring

Peer tutoring involves students helping each other learn and grow. The advantages of peer tutoring strategy are:

1. Academic Achievement

Peer tutors learn themselves by teaching the material to a classmate or younger student. Peer tutors are challenged to use and hone their creativity and critical thinking skills to help tutees make sense of new material introduced by the teacher. Students being tutored can ask questions to ensure understanding. For both students, repetition aids retention. The National Education Association suggests that peer tutoring increases motivation and improves the overall academic performance of the class.

2. Personal Growth

The National Tutoring Association indicates that students engaged in peer tutoring develop a positive attitude toward learning and school. Students who receive peer tutoring are less likely to fear or detest certain subjects. Peer tutors develop a sense of pride and self-worth knowing they're capable of making a positive difference in the life of another student. Peer tutoring is also thought to increase self-confidence as tutors and tutees

discover they're capable of mastering difficult assignments and abstract concepts even without the help of the teacher.³⁵

Peer tutoring activities can deliver research-backed benefits to both the student-tutee and student-tutor. Here are five benefits that exemplify the importance of peer teaching:

1. Increased Literacy Scores

Students who read and discuss story passages with their peers recall more content and score higher on assessments.

2. Developed Reasoning and Critical Thinking Skills

Students who work in pairs and groups typically perform better on tests that involve reasoning and critical thinking.

3. Improved Confidence and Interpersonal Skills

Many studies about peer teaching point to students building confidence and communication abilities. Tutors improve self-esteem and interpersonal skills by giving feedback. Tutees realize these benefits by asking questions and receiving immediate clarification.

³⁵ Mary Dowd, *What Are Some Advantages and Disadvantages of Peer Tutoring*, (Online), (<https://classroom.synonym.com/advantages-disadvantages-peer-tutoring-8385009.html>, accessed on April 7, 2018)

4. Increased Comfort and Openness

This helps create an environment in which students are more comfortable to ask questions and work through challenging problems in an environment free from class ridicule.

5. Versatility

You can run a range of peer teaching exercises based on different subjects and objectives, possibly involving other grades and classes. Lots of ideas can lead to lots of fun for your students.³⁶

The researcher conclude that peer tutoring strategy has many advantage for the students and teacher. Meanwhile, the disadvantages of peer tutoring strategy are:

1. Cost and Time Commitment

Effective peer tutoring programs don't just happen, they require an investment of time and energy on the part of the school to launch and maintain. Peer tutoring requires extensive training of peer tutors, careful matching of tutors to tutees, ongoing supervision and monitoring of progress. Associated costs can involve purchase of peer tutoring program materials and the expense of hiring staff to help teachers implement and

³⁶ Marcus Guido, *Advantages and Disadvantages of Peer Teaching [+ 15 Strategies for Success* (Online), (<https://www.prodigygame.com/blog/advantages-disadvantages-peer-teaching-strategies/>, accessed on April 17, 2018)

manage peer tutoring initiatives. Without support, teachers will have less time for daily lesson planning.

2. Resistance and Skepticism

Parents and students may have misgivings about peer tutoring and need convincing that it's worthwhile. Parents may argue that it's not the job of students to teach other students. Parents may remain skeptical until evidence is presented that peer tutoring can improve grades and test scores. Student selected as peer tutors may resent the responsibility or lack empathy for struggling peers. If the majority of tutors are from an affluent, privileged background, the disadvantaged students being tutored may feel stereotyped and stigmatized.³⁷

There are reasons why other teachers hesitate to run peer tutoring activities, many of which concern how students interact with each other. Here are five disadvantages of peer tutoring:

1. Student Inexperience

Although tutor can share teaching tips and guidelines with other students, they won't become expert educators. There is always a chance the tutor won't properly support the tutee, giving ineffective feedback or unneeded criticism.

³⁷ Dr. Mary Dowd, *What Are Some Advantages and Disadvantages of Peer Tutoring*, (Online), (<https://classroom.synonym.com/advantages-disadvantages-peer-tutoring-8385009.html>, accessed on April 7, 2018)

2. Student Hesitancy

Pairing students together can backfire, as some may feel inferior being taught by certain peers. On the other hand, some tutees won't put effort into the exercise.

3. Poor Applicability

Many detractors of peer teaching say it is more effective in post-secondary settings than elementary and high schools. After all, adults should be capable of helping each other and effectively collaborating without teacher prompts and supervision.

4. Lack of Confidentiality

Other students can clearly see who's the tutor and who's the tutee. This means there may be too much transparency with regards to who is excelling and who is struggling.

5. Parent Pushback

If parents learn about peer teaching from their kids, they may see it in a negative light.³⁸

The researcher conclude that peer tutoring strategy has disadvantage too for the students. For the suggestion, teacher has to give more attention to each student when they are working in group so

³⁸ Marcus Guido, *Advantages and Disadvantages of Peer Teaching [+ 15 Strategies for Success* (Online), (<https://www.prodigygame.com/blog/advantages-disadvantages-peer-teaching-strategies/>, accessed on April 17, 2018)

that teacher can know the progress of student individual. other students and parents have to give the spirit and motivation so that so that the student get the better score especially in reading comprehension.

C. Theoretical Framework

In teaching learning, the teacher must chooses the suitable technique based on the student's condition, because the suitable technique can bring the big influence to success in the study. The researcher choose peer tutoring as strategy in teaching reading comprehension.

This research is experimental research, with the objective to know the effect of using peer tutoring strategy on students' reading comprehension at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018. The research using peer tutoring strategy to get better of students' reading comprehension. After that the researcher observed this process to know, is there any significant different score in reading comprehension between student who are taught by using peer tutoring strategy and who are not taught by using peer tutoring strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

This research consist of two variables:

X : Peer Tutoring Strategy (Independent Variable)

Y : Students' Reading Comprehension (Dependent Variable)

Based on theoretical framework above, the researcher assumes that there are many strategies of teaching reading comprehension, but by using peer tutoring strategy is effective to achieve better score in reading comprehension.

D. Hypothesis

Hypothesis is a temporary answer to statement of the problems of theoretical research that is considered most likely and highest levels were correct. The researcher make hypothesis that:

Ha : There is significant score difference on students' reading comprehension who are taught by using peer tutoring strategy and without peer tutoring strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

Ho : There is not significant score difference on students' reading comprehension who are taught by using peer tutoring strategy and without peer tutoring strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research design which is used in this study. The researcher also explains the population, sample, instrument, that support this study. This study also includes technique of data collection and technique of data analysis.

A. Research Design

The design in this research is using quantitative approach. Quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermined hypothesis.³⁹

The kind of this research was experimental research. Experimental research is the only type of research that can test hypothesis to establish cause effect relationship. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.⁴⁰

This research has two variables, independent and dependent:

1. Independent variable : Peer Tutoring Strategy

³⁹ Donald Ary, Et.Al, *Introduction To Research In Education*. (USA: Nelson Education, Ltd., 2010), 22.

⁴⁰ John W. Cresweel, *Research Design Qualitative, Quantitative, And Mixed Methods Approaches Third Edition* (USA: Sage Publication, 2009)160.

2. Dependent variable : Reading Comprehension

In this research, the researcher used nonequivalent (pre-test and post-test) control group design for the design. This design included a pre-test measures followed by a treatment (for experimental class) and a post-test for two groups (control and experimental).

In this design, the experimental (group D) and control (group A) were selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group received the treatment. The design of experimental could be described as follows:⁴¹

E O1 → X → O2

K O3 → → → O4

Notes:

E : Experimental class (the students who are taught use peer tutoring strategy)

K : Control class (the students who are taught use conventional method)

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

X : Treatment

⁴¹ *Ibid.*, 160-161.

O2 : Post-test for the experiment class after using peer tutoring strategy

O4 : Post-test for the control class after using conventional method

This research has two classes, which were experiment and control class as the subject. There was pre-test before treatment to make the students in the same condition and to know the students' reading comprehension, and post-test after treatment to measure the effect of the treatment.

The researcher uses two classes as the subjects, which were VIII A as control class which applied conventional method and VIII D as experiment class which applied peer tutoring strategy. This research uses post-test to conduct the data after treatment in each of class.

The procedure in implementing of peer tutoring strategy in experiment class as follows:

1. The teacher gave the students pre-test
2. The teacher gave the students a treatment
3. The teacher was implementing peer tutoring strategy
4. The teacher choose student who will be a tutor
5. The tutor should explain the main concept which was learned
6. If the students becomes distracted, instructed the tutor to remind him or her of the main topic of the lesson and showed what was yet to be accomplished in the lesson

7. Prompted the tutor to give supportive remarks when an incorrect answer was given
8. Informed the tutor of the importance of giving positive feedback
9. Instruct the tutor to speak at a slightly slower than normal pace
10. It was the pause which followed a question, lasting until a student had answered or the teacher spoke
11. Instructed the tutor who couldn't answer the question to seek help
12. If the student did not understand a concept after several attempts, the tutor would note the problem and then went to something else.

On the other hand, in control class pre-test and post-test are used to measure the students' reading comprehension which did not teach by using peer tutoring strategy (using conventional method).

The teaching and learning process used conventional method has some steps, they are:

- a. The teacher gave the students pre test.
- b. The teacher explained about material.
- c. The teacher provided material with recount text, announcement, descriptive text, and narrative text.
- d. The teacher asked the students to read and comprehend.
- e. The teacher asked the students to made some question about those text.

- f. The teacher asked the students to answer their question with back to read again.
- g. The teacher gave the students to summarize the text with their language and comprehend.
- h. The teacher gave the students post test.

B. Population and Sample

The population in this research is all of the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018. It consists of 190 student who are divided into nine classes and each class around 20 until 23 students.

The sample of this research are the students in the class VIII A consist of 22 students and VIII D consist of 22 students.

C. Instrument of Data Collection

In this research, the instrument that was used by researcher was the test. The test was used to analyze whether any significant difference about the students who were taught by peer tutoring strategy on reading comprehension and the students taught by conventional method on reading comprehension at SMP Ma'arif 1 Ponorogo. The test which used researcher is the multiple choice test.

Table 3.1
The Indicator of Instrument

Indicator	Instrument	Item of instrument
Students are able to identify the information from the text	Multiple Choice Test	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 18, 20
Students are able to identify the purpose of the text		8, 15, 19
Students are able to find moral value from the text		17

The data in this research were the result of the test. The data were taken from multiple choice question about students' reading comprehension. In this studied, the data taken from the result of two group samples. The first group was students who were taught by peer tutoring strategy and second the students who were taught by lecturing method.

In scoring the students' work, the researcher using the criteria as follows:

1. The 1 score was assigned if the students answer the test correctly.
2. The 0 score was assigned if the students answer the test incorrectly.

Then the research analyzed the test result to know the difference of the students reading comprehension score and then interpreted it.

D. Validity and Reliability

Good instrument must meet two requirements, there are validity and reliability.

1. Test of Validity

The researcher counts the validity of reading comprehension test with SPSS 16. To measure the validity this research used product moment. With df or db was $n-r$ $22-2 = 20$ in 5% significance the r index was 0,432. When the index of r result (coefficient of correlation) was below the r index it could be concluded that the items were not valid instruments. Thus, the item said to be valid instrument if the coefficient of correlation was more than 0,432.

To measure the validity of instrument of research, the researcher put the total sample 22 respondents. The researcher gave 20 multiple choice questions for this class. So, the researcher calculated the validity test from the result of multiple choice questions.

From the result calculation item validity instrument, could be concluded in table 3.2 as follow:

Table 3.2
The Result of Validity Calculation

Item	“r” calculated	“r” index	Criteria
1.	0,745	0,432	Valid
2.	0,624	0,432	Valid
3.	0,657	0,432	Valid
4.	0,432	0,432	Valid
5.	0,505	0,432	Valid
6.	0,780	0,432	Valid
7.	0,432	0,432	Valid
8.	0,677	0,432	Valid
9.	0,546	0,432	Valid
10.	0,432	0,432	Valid
11.	0,780	0,432	Valid
12.	0,745	0,432	Valid
13.	0,439	0,432	Valid
14.	0,745	0,432	Valid
15.	0,677	0,432	Valid
16.	0,780	0,432	Valid
17.	0,624	0,432	Valid
18.	0,657	0,432	Valid
19.	0,432	0,432	Valid
20.	0,677	0,432	Valid

Based on the table above shows that all of test items which totally 20 items are valid. The calculation of validity test is used SPSS 16 program for windows.

2. Test of Reliability

In this research, to measure reliability of reading comprehension multiple choice test, the researcher employ SPSS 16 program for windows.

Table 3.3
Reliability Statistics

Cronbach's Alpha	N of Item
.918	20

The value reliability of multiple choice is 0,918. As a Benchmark of high and low reliability, there are some indicator as follows:

Table 3.4
The Indicator of Reliability

No.	Scale	Interpretation
1.	0,800-1,000	Very High
2.	0,600-0,799	High
3.	0,400-0,599	Enough
4.	0,200-0,399	Low
5.	0,000-0,199	Very Low

Based on those indicator, it can be said the reliability of this instrument is very high.

E. Technique of Data Collection

The technique of data collection was all of way nature who used by researcher to get data in the research. Data was important factors, because data was a need to prove the real hypothesis.

Test is one of techniques to get data in this research. It helps teachers to learn more about their learners' progress. The researcher gave multiple choice test to know reading comprehension of the students before and after being taught by using peer tutoring strategy.

On February, 21th 2018 the researcher came to school and requested permission from principle to the conduct research toward the headmaster of SMP Ma'arif 1 Ponorogo. The researcher conducts to observe and discuss with the English teacher of SMP Ma'arif 1 Ponorogo about syllabus, lesson plan, and the material that was used.

On February, 28th 2018 the researcher gave the test on VIII B class as the tryout test.

On March, 5th 2018 the researcher gave a pre test on taught English reading comprehension without treatment. The researcher gave a pre test for the students in VIII A as control class to answer the multiple choice question.

On March, 7th 2018 the researcher gave pre test on taught English reading comprehension without treatment. The researcher gave the pre test for the students in VIII D as experiment class to answer the multiple choice question.

On March, 8th 2018 the researcher gave the first treatment for the students in VIII D with peer tutoring strategy. On March, 14th 2018, the researcher gave the second treatment in VIII D that was relevant with the

material of teaching learning. On March, 15th 2018, the researcher gave the third treatment. On March, 21th 2018, the researcher gave the fourth treatment that was relevant with the material of teaching learning too. On March, 22th 2018 the researcher gave a post test with multiple choice question to the students in experimental class.

On March, 6th 2018, the researcher gave the first learning by using conventional method to the students in VIII A that was relevant with the material of teaching learning. On March, 12th 2018, the researcher gave the second learning. On March, 13th 2018, the researcher gave the third learning. On March, 19th 2018, the researcher gave the fourth learning by using conventional method to the students in VIII A that was relevant with the material of teaching learning too. On March, 20th 2018 the researcher gave a post test with multiple choice question to the students in control class.

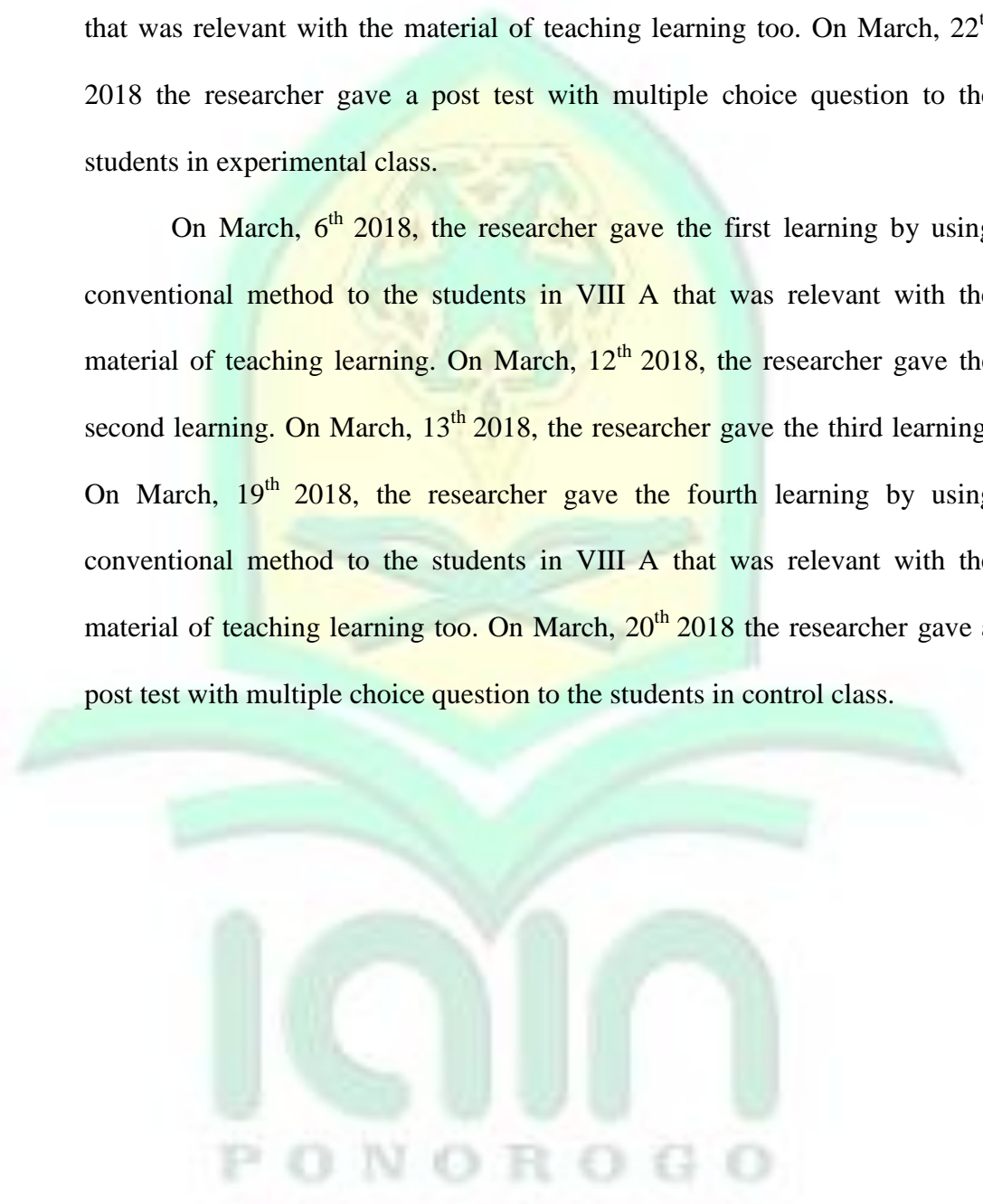


Table 3.5
The Research Time

Date	Activities
February, 21 st 2018	The researcher came to school and requested permission from principle to the conduct research toward the headmaster of SMP Ma'arif 1 Ponorogo, and the researcher conducts to observe and discuss with the English teacher.
February, 28 th 2018	The researcher gave the test on VIII B class as the tryout test.
March, 5 th 2018	The researcher gave pre test in control class
March, 6 th 2018	The researcher gave the first learning by using conventional method to the students in control class.
March, 7 th 2018	The researcher gave Pre test in experiment class
March, 8 th 2018	The researcher gave the first treatment in experiment class with peer tutoring strategy
March, 12 th 2018	The researcher gave the second learning by using conventional method to the students in control class.
March, 13 th 2018	The researcher gave the third learning by using conventional method to the students in control class.
March, 14 th 2018	The researcher gave the second treatment in experiment class with peer tutoring strategy
March, 15 th 2018	The researcher gave the third treatment in experiment class with peer tutoring strategy
March, 19 th 2018	The researcher gave the fourth learning by using conventional method to the students in control class.
March, 20 th 2018	The researcher gave post test in control class.
March, 21 st 2018	The researcher gave the fourth treatment in experiment class with peer tutoring strategy.
March, 22 nd 2018	The researcher gave post test in experiment class

F. Technique of Data Analysis

The data that have been collected by using research instrument to be analyzed. Dealing research construction, there is effect of peer tutoring

strategy on students' reading comprehension. Thus, to identify there is significance effect of peer tutoring strategy on students' reading comprehension.

In this research, the researcher used statistical data analysis technique to know the different score between the students' comprehension before and after being taught by peer tutoring strategy. This technique of data analysis belongs to quantitative analysis and the data were analysis statistically by using T-test.

In this research, there are two variables, namely variable X, and Y. Variable X is Peer Tutoring Strategy and variable Y is Students' Reading Comprehension. Because the research have a two variables, one variable dependent and one variable independent. The researcher applied SPSS 16 to calculate the hypothesis test.

1. Assumption Test

a. Normality Test

Normality means the similarity of variance between groups which is compared, so that we faced the groups that have same condition.⁴² Moreover, it used to analyze whether both groups have normal distribution or not. The calculation of normality test is used SPSS 16.00 program for windows. To find out the normality of data by followed this steps:

⁴² Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka felicha, 2014), 203.

- 1) Open the SPSS program.
- 2) Input the data to the data view by first fill the variable view with write down the name of the classes.
- 3) Click analyze – non parametric test – sample K-S.
- 4) Drag the data into test variable.
- 5) Click OK

After the process calculation, it determines by the following criteria:

- 1) If t_{value} was lower than t_{table} ($t_{\text{value}} < t_{\text{table}}$), it means that H_0 is accepted and H_a is rejected.
- 2) If t_{value} was higher than t_{table} ($t_{\text{value}} > t_{\text{table}}$), it means that H_0 is rejected and H_a is accepted.

Notes:

H_0 : data is not normally distributed

H_a : data is normally distributed

b. Homogeneity Test

Homogeneity test is use to know before we compare some of groups. It is useful to test homogeneity of variance in compared two or more groups.⁴³ Moreover it to know whether the groups are taken from population have same variant or not. A test should be given to

⁴³ Retno Widyaningrum, *Statistik*, (Yogyakarta: Pustaka Felica, 2014), 203.

both classes of students before the experimental just to make sure that the both classes really are the same. To calculate the homogeneity test, the researcher used SPSS 16.00. The steps of calculation as follows:⁴⁴

- 1) Open the SPSS program
- 2) Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.
- 3) Click analyze – compare means – one way anova
- 4) Drag X into dependent list and Y as factor list
- 5) Click options – checklist Homogeneity of variance test – OK

The criteria of determining of homogeneity test are:

- 1) If t_{value} was lower than t_{table} ($t_{\text{value}} < t_{\text{table}}$), it means that H_0 is accepted and H_a is rejected.
- 2) If t_{value} was higher than t_{table} ($t_{\text{value}} > t_{\text{table}}$), it means that H_0 is rejected and H_a is accepted.

Notes:

H_0 : data is not homogeneity

H_a : data is homogeneity

⁴⁴ Retno Widyaningrum, *Statistik*, (Yogyakarta: Pustaka Felica, 2014), 212.

c. Testing Hypothesis

After tested the normality and homogeneity of the data, the researcher continue to the analyzing process of t-test calculation. In t-test the researcher analyze the data by using comparative score between experimental and control class in pre and post-test. The result of this calculation will show whether the peer tutoring strategy effective in reading comprehension or not. The calculation is used SPSS. The steps of calculation as follows:

1. Open SPSS
2. Input data to the data view, by first change the value in the variable view by change the Name, Decimals, Value, and measure.
3. Click Analyze - Compare Means - Independent-Sample T Test
4. In the dialog box of Independent-Sample T Test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*.
5. Click Define Groups write down 1 in the *Group 1* and 2 in the *Group 2*, then click *Continue* – OK.

After calculated, the researcher proposed the alternative hypothesis (h_a) and null hypothesis (h_o) which is described below:

H_o : if $t_{test} < t_{table}$ in significant degree 5%

H_a : if $t_{\text{test}} > t_{\text{table}}$ in significant degree 5%.

Meanwhile, the degree of freedom (df) = $n_1 + n_2$



CHAPTER IV

RESEARCH RESULT

In this chapter, the researcher discusses specific findings based on statement of the problem. The result of the researcher is taken from the result of the students' test at SMP Ma'arif 1 Ponorogo.

A. Data Description

The purpose of this research are to identify whether and to what extent peer tutoring strategy can improve students' reading comprehension. The research was done at SMP Ma'arif 1 Ponorogo, especially VIII A class and VIII D class. There are procedure research in experiment and control class. They are:

1. Procedure of Experiment

This research used experiment research which made one class as the sample, there was VIII D as experiment class. The number of the experiment class was 22 students.

Firstly, the students were gave pre test to made them in some condition or homogeneity before beginning the research. It used for about 60 minutes. It was hold on March, 7th 2018.

Secondly, the first treatment of peer tutoring strategy held on March, 8th 2018. The material was recount text and announcement text. The students must apply the peer tutoring strategy to comprehend the text.

Thirdly, The second treatment held on March, 14th 2018. The material was descriptive text and narrative text.

Fourthly, that was post test. It was held on march, 15th 2018. It used to measure whether the peer tutoring strategy was success or not in students' reading comprehension.

The pre test and post test took descriptive text, recount text, announcement text, and narrative text. The test items were constructed based on the indicators and the material which were suitable with the themes and sub themes suggested in english book for the eight grade of junior high school. The pre test and post test were objective test which consist 20 items and all of item were multiple choices. The total scores are 100, where the value of each correct item was 1 and the value of each incorrect item was 0.

The peer tutoring were method which never to be applied for the students before in teaching and learning process. This strategy made the students to comprehend the text easily because this strategy applied with other member of group. The result most of the students did not interest with the text when do the pre test.

This research needed much time to introduce, to apply and to solve the problem in comprehend the text. So, the students could more active and interested with the strategy.

2. procedure of control

The research was taken in VIII A as a control class which applied conventional method. The number of VIII A class was 22 students. There were four meeting in the procedure control class. The first meeting pre test was held on March, 5th 2018. The first treatment was held March, 6th 2018. The second treatment was held on March, 13th 2018.

The material which was taught to the students was same with experimental class. That was one of principles in the experiment research different treatment with the same material. Finally, the last meeting the researcher gave post test was held on March, 14th 2018.

To know whether peer tutoring strategy was effective or not in teaching and learning reading comprehension, the researcher would describe the data which was conducted in SMP Ma'arif 1 Ponorogo. The data were pre test and post test score from experiment class and control class.

The data conducted with two groups, those pre test and post test of reading comprehension from experiment group and control group.

B. Specific Findings

The population of this research was the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018. The sample of this research is VIII A as control class consist of 22 students and VIII D as experimental class consist of 22 students.

1. Students's Reading Comprehension Score of Experimental Class

The table showed the result pre-test and post-test score of students's reading comprehension for the students taught by peer tutoring strategy.

Table 4.1
The Students's Reading Comprehension Score of Experimental Class

No.	Initial Name of Students	Class	Pre Test	Post Test
1.	Student A5	VIII D	70	90
2.	Student B5	VIII D	90	100
3.	Student C5	VIII D	90	85
4.	Student D5	VIII D	75	85
5.	Student E5	VIII D	75	100
6.	Student F5	VIII D	60	85
7.	Student G5	VIII D	90	95
8.	Student H5	VIII D	70	85
9.	Student I5	VIII D	85	85
10.	Student J5	VIII D	45	75
11.	Student K5	VIII D	85	85
12.	Student L5	VIII D	60	85
13.	Student M5	VIII D	85	90
14.	Student N5	VIII D	85	100
15.	Student O5	VIII D	65	90
16.	Student P5	VIII D	70	90
17.	Student Q5	VIII D	70	90
18.	Student R5	VIII D	75	85
19.	Student S5	VIII D	60	80
20.	Student T5	VIII D	70	80
21.	Student U5	VIII D	90	75
22.	Student V5	VIII D	75	90

Total	1640	1925
Mean	74,55	87,50

It can be seen in the table above that the highest pre-test score of experimental class was 90 while lowest pre-test score was 45 while the highest post-test score was 100 and the lowest score was 75. The mean score of pre-test was 74,55 and mean score in post-test was 87,50. The result of students' comprehension test of experimental class can be seen clearly on the following table.

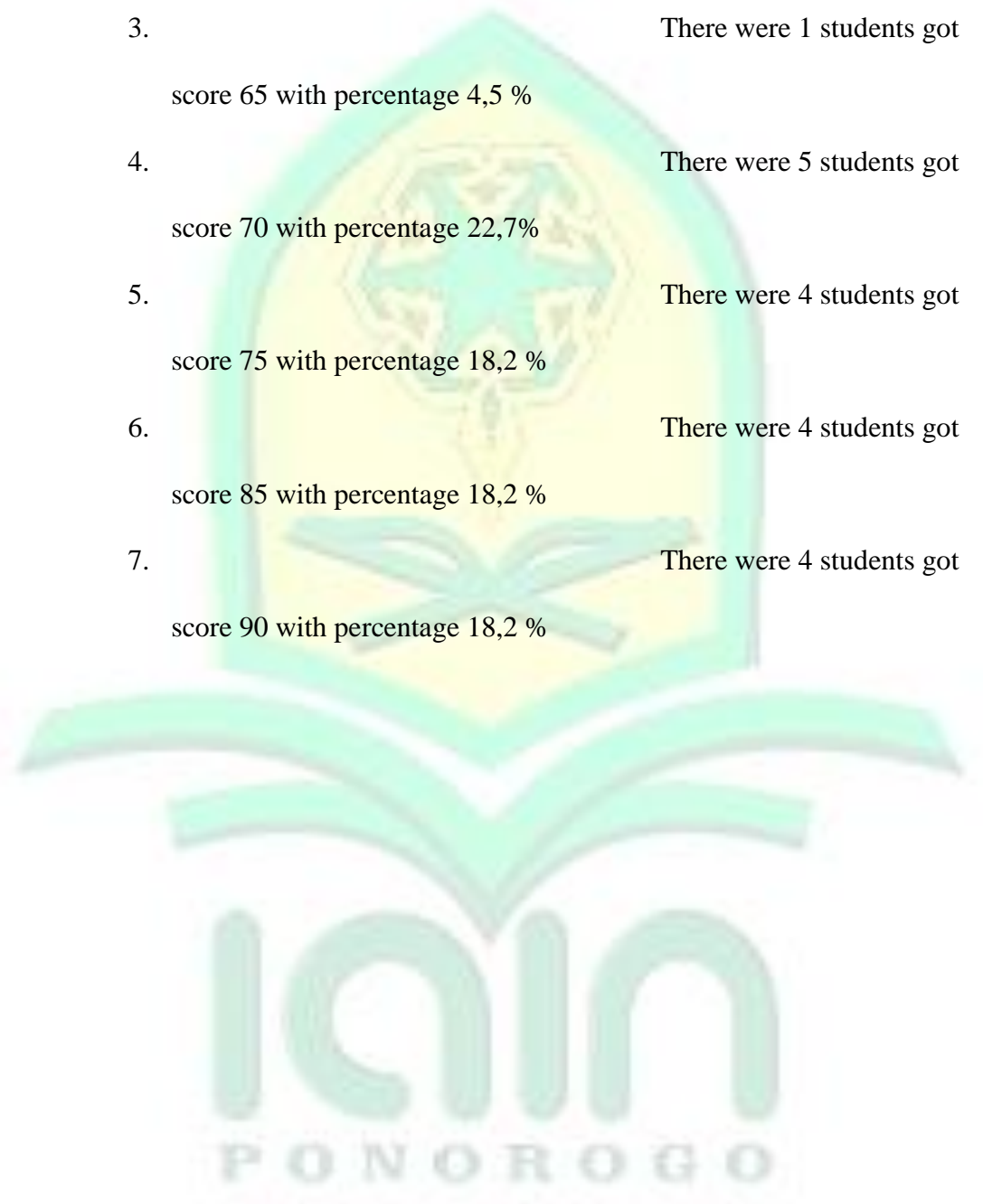
Table 4.2
Frequency Distribution of Pre-Test in Experimental Group
Pretest of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	4.5	4.5	4.5
60	3	13.6	13.6	18.2
65	1	4.5	4.5	22.7
70	5	22.7	22.7	45.5
75	4	18.2	18.2	63.6
85	4	18.2	18.2	81.8
90	4	18.2	18.2	100.0
Total	22	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various as follows:

1. There were 1 students got score 45 with percentage 4,5 %

2. There were 3 students got score 60 with percentage 13,6 %
3. There were 1 students got score 65 with percentage 4,5 %
4. There were 5 students got score 70 with percentage 22,7%
5. There were 4 students got score 75 with percentage 18,2 %
6. There were 4 students got score 85 with percentage 18,2 %
7. There were 4 students got score 90 with percentage 18,2 %



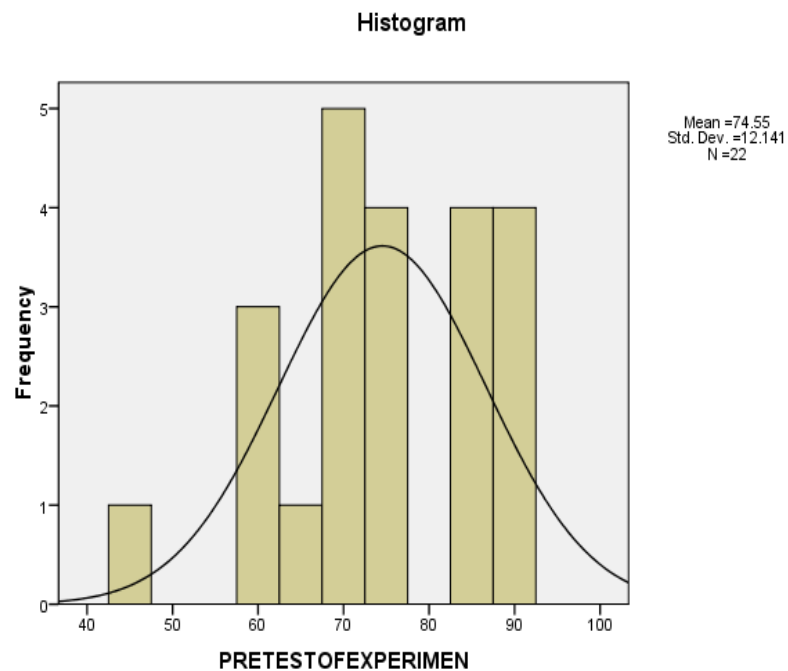


Figure 4.1

Histogram for Pre-test in experiment class

From the histogram above, it is stated Mean=74,55 and SD=12.141. To determine the category of the students' reading comprehension score was good, medium or low, the researcher grouped scores using the standard as follows:

- a. More than $M + SD$ ($74,55 + 12,141 = 86,69$) is categorized into good
- b. Between $M - SD$ to $M + SD$ is categorized into medium.
- c. Less than $M - SD$ ($74,55 - 12,141 = 62,41$) is categorized into low.

Thus it can be seen that the scores which are more than 86.69 is considered into good, the score between 62-87 is categorized into

medium, while the scores which are less than 62.41 is categorized into low. That categorization can be seen clearly in the following:

Table 4.3
The Categorization of Students' Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More Than 87	4	18.2%	Good
2	Between 62-87	14	63.6%	Medium
3	Less Than 62	4	18.1%	Low
	Total	22	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using peer tutoring strategy in pre-test showed that 18.2% in the good category, 63.6% in the medium category, and 18.1% % in the low category.

Table 4.4
Frequency Distribution of Post-test in Experimental Class
post_test_experiment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	2	9.1	9.1	9.1
80	2	9.1	9.1	18.2
85	8	36.4	36.4	54.5
90	6	27.3	27.3	81.8
95	1	4.5	4.5	86.4
100	3	13.6	13.6	100.0
Total	22	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various as follows:

1. There were 2 students got score 75 with percentage 9,1 %
2. There were 2 students got score 80 with percentage 9,1 %
3. There were 8 students got score 85 with percentage 36,4 %
4. There were 6 students got score 90 with percentage 27,3 %
5. There were 1 students got score 95 with percentage 4,5 %
6. There were 3 students got score 100 with percentage 13,6 %

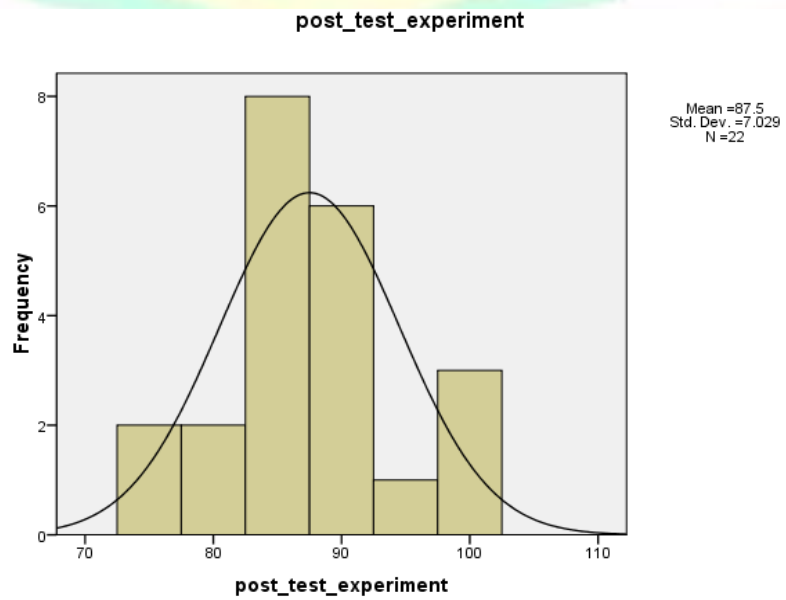


Figure 4.2

Histogram for Post-test in experiment class

From the histogram above, it is stated Mean = 87,5 and SD = 7,029. To determine the category of the students' reading comprehension score was good, medium or low, the researcher grouped scores using the standard as follows:

- d. More than $M + SD$ ($87,5 + 7.029 = 94.529$) is categorized into good
- e. Between $M - SD$ to $M + SD$ is categorized into medium.
- f. Less than $M - SD$ ($87,5 - 7.029 = 80.471$) is categorized into low.

Thus it can be seen that the scores which are more than 94.529 is considered into good, the score between 80-94.5 is categorized into medium, while the sores which are less than 80.471 is categorized into low. That categorization can be seen clearly in the following:

Table 4.5
The Categorization of Students' Post-test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More Than 94.5	4	18.1%	Good
2	Between 80-94.5	16	72.8%	Medium
3	Less Than 80	2	9.1%	Low
	Total	22	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using peer tutoring strategy in post-test showed that 18.1% in the good category, 72.8% in the medium category, and 9.1% % in the low category.

2. Students's Reading Comprehension Score of Control Class

The table below showed the result of students' reading comprehension for the students who taught by using conventional method (control class). In this table, showed pre and post-test score.

Table 4.6
The Students's Reading Comprehension Score of Control Class

No.	Initial Name of Students	Class	Pre Test	Post Test
1.	Student A3	VIII A	90	80
2.	Student B3	VIII A	80	80
3.	Student C3	VIII A	70	75
4.	Student D3	VIII A	90	85
5.	Student E3	VIII A	70	75
6.	Student F3	VIII A	65	75
7.	Student G3	VIII A	90	80
8.	Student H3	VIII A	90	85
9.	Student I3	VIII A	65	85
10.	Student J3	VIII A	70	80
11.	Student K3	VIII A	80	85
12.	Student L3	VIII A	65	90
13.	Student M3	VIII A	90	85
14.	Student N3	VIII A	75	80
15.	Student O3	VIII A	65	80
16.	Student P3	VIII A	80	85
17.	Student Q3	VIII A	75	85
18.	Student R3	VIII A	60	80
19.	Student S3	VIII A	60	85
20.	Student T3	VIII A	85	85
21.	Student U3	VIII A	55	80
22.	Student V3	VIII A	90	90
Total			1660	1810
Mean			75.45	82.27

It can be seen in the table above that the highest pre-test score of control class was 90 while lowest pre-test score was 55 while the highest post-test score was 90 and the lowest score was 75. The mean score of pre-test was 75,45 and mean score in post-test was 82,27 . The result of students' test of control class can be seen clearly on the following table.

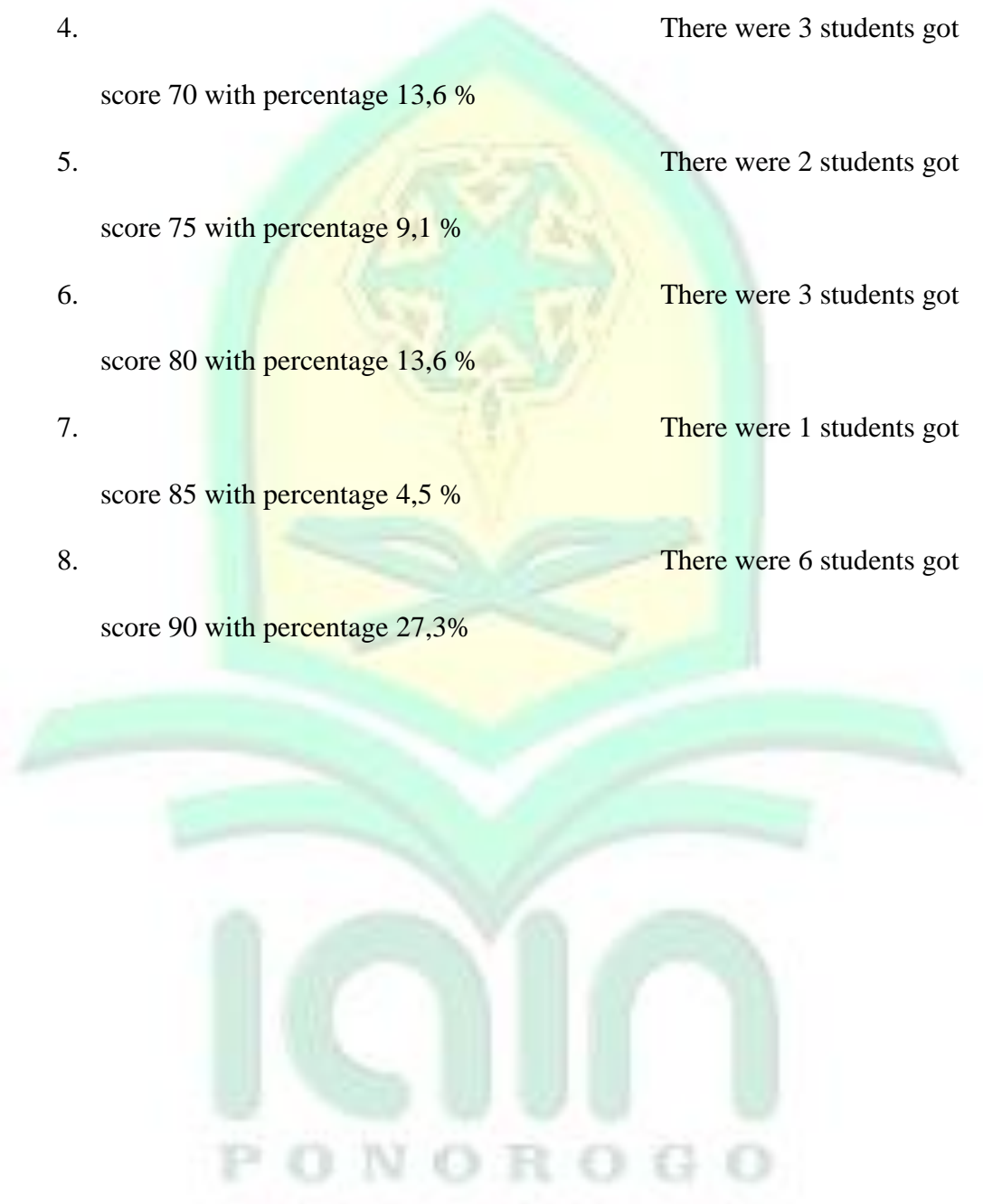
Table 4.7
Frequency Distribution of Pre-test in control class
pre_test_control_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55	1	4.5	4.5	4.5
60	2	9.1	9.1	13.6
65	4	18.2	18.2	31.8
70	3	13.6	13.6	45.5
75	2	9.1	9.1	54.5
80	3	13.6	13.6	68.2
85	1	4.5	4.5	72.7
90	6	27.3	27.3	100.0
Total	22	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various as follows:

1. There were 1 students got score 55 with percentage 4,5 %
2. There were 2 students got score 60 with percentage 9,1 %

3. There were 4 students got score 65 with percentage 18,2 %
4. There were 3 students got score 70 with percentage 13,6 %
5. There were 2 students got score 75 with percentage 9,1 %
6. There were 3 students got score 80 with percentage 13,6 %
7. There were 1 students got score 85 with percentage 4,5 %
8. There were 6 students got score 90 with percentage 27,3%



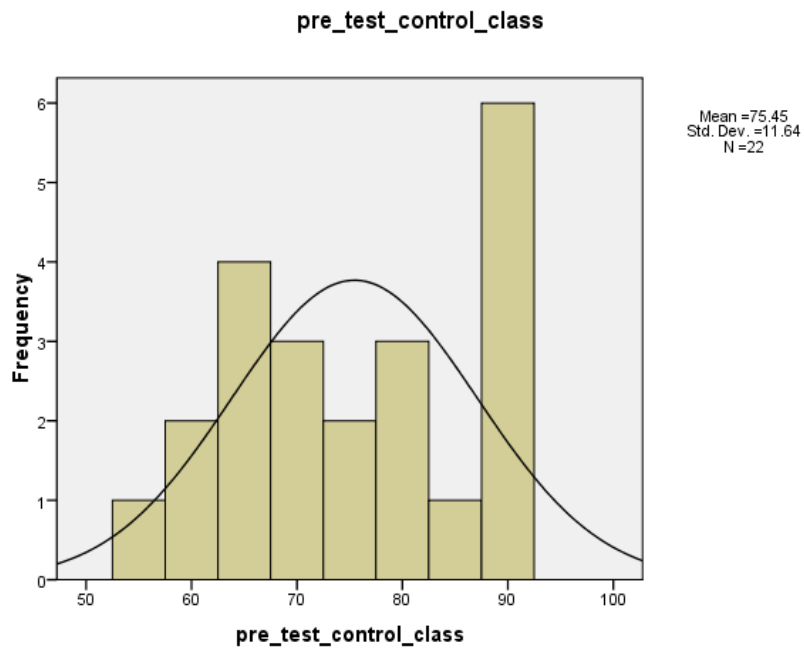


Figure 4.3

Histogram for Pre-test in control class

From the histogram above, it is stated Mean=75,45 and SD= 11.64. To determine the category of the students' reading comprehension score was good, medium or low, the researcher grouped scores using the standard as follows:

- a. More than $M + SD$ ($75,45 + 11.64 = 87.09$) is categorized into good
- b. Between $M - SD$ to $M + SD$ is categorized into medium.
- c. Less than $M - SD$ ($75,45 - 11.64 = 63.81$) is categorized into low.

Thus it can be seen that the scores which are more than 87.09 is considered into good, the score between 63.81 – 87.09 is categorized into

medium, while the scores which are less than 63.81 is categorized into low. That categorization can be seen clearly in the following:

Table 4.8
The Categorization of Students' Pre-test in Control Class

No	Score	Frequency	Percentage	Category
1	More Than 87	6	27.3 %	Good
2	Between 64-87	13	59.1 %	Medium
3	Less Than 64	3	13.6 %	Low
	Total	22	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using peer tutoring strategy in pre-test control class showed that 27.3% in the good category, 59.1% in the medium category, and 13.6% in the low category.

Table 4.9
Frequency Distribution of Post-test in control class
post_test_control_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	3	13.6	13.6	13.6
80	8	36.4	36.4	50.0
85	9	40.9	40.9	90.9
90	2	9.1	9.1	100.0
Total	22	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various as follows:

1. There were 3 students got score 75 with percentage 13,6 %

2. There were 8 students got score 80 with percentage 36,4 %
3. There were 9 students got score 85 with percentage 40,9 %
4. There were 2 students got score 90 with percentage 9,1 %

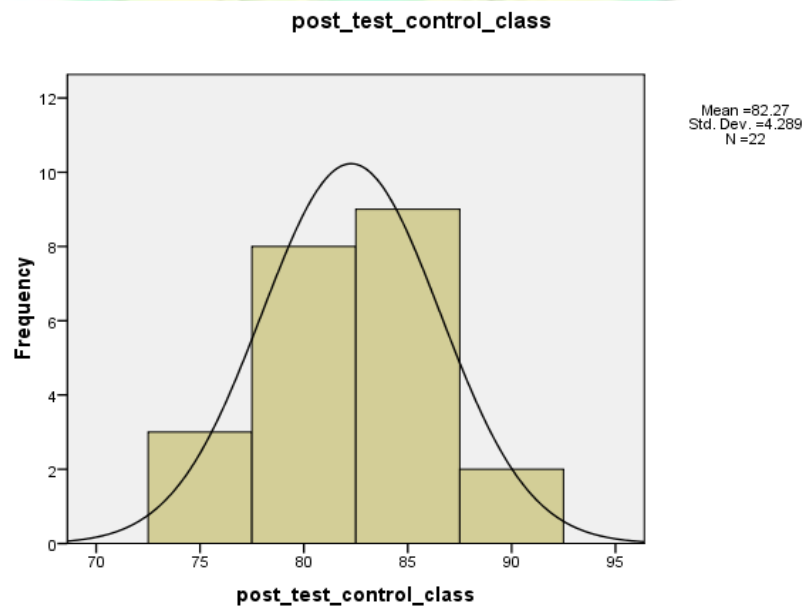


Figure 4.4

Histogram for Post-test in control class

From the histogram above, it is stated Mean = 82,27 and SD = 4,289. To determine the category of the students' reading comprehension score was good, medium or low, the researcher grouped scores using the standard as follows:

- a. More than $M + SD$ ($82,27 + 4,289 = 86,559$) is categorized into good
- b. Between $M - SD$ to $M + SD$ is categorized into medium.
- c. Less than $M - SD$ ($82,27 - 4,289 = 77,981$) is categorized into low.

Thus it can be seen that the scores which are more than 86,559 is considered into good, the score between 77,981 – 86,559 is categorized into medium, while the sores which are less than 77,981 is categorized into low. That categorization can be seen clearly in the following:

Table 4.10
The Categorization of Students' Post-test in Control Class

No	Score	Frequency	Percentage	Category
1	More Than 87	2	9,1%	Good
2	Between 78 – 87	17	77,3%	Medium
3	Less Than 78	3	13,6%	Low
	Total	22	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using peer tutoring strategy in post-test control class showed that 9,1 % in the good category, 77,3 % in the medium category, and 13,6 % in the low category.

C. Data Analysis

The data have been collected variables were tested by “t test” comparison formula, which was to find out where there a significant difference between the two variables are required.

1. Normality Test

Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than α 0,05 of significance, it can be concluded that the data are in not normal distribution. On the other hand, if the highest value of statistic is higher than α 0,05, it can be concluded that the data are normal distribution.

In this research, the research used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 as following:

a. Experiment Class Normality Testing

Table 4.11
Experimental Class Normality Testing
One-Sample Kolmogorov-Smirnov Test

		post_test_D
N		22
Normal Parameters ^a	Mean	87.5000
	Std. Deviation	7.02885
Most Extreme Differences	Absolute	.184
	Positive	.184
	Negative	-.179
Kolmogorov-Smirnov Z		.865
Asymp. Sig. (2-tailed)		.443

The calculation of normality test above used one-sample Kolmogorov-Smirnov test. Table 4.11 showed that the value of sign. (2-

tailed) that is 0.443. It was higher than α ($0,443 > 0,05$). It means that the data of experimental class was normal.

b. Control Class Normality Testing

Table 4.12
Control Class Normality Testing
One-Sample Kolmogorov-Smirnov Test

		post_test_A
N		22
Normal Parameters ^a	Mean	82.27
	Std. Deviation	4.289
Most Extreme Differences	Absolute	.238
	Positive	.202
	Negative	-.238
Kolmogorov-Smirnov Z		1.114
Asymp. Sig. (2-tailed)		.167

The calculation of normality test above used one-sample Kolmogorov-Smirnov test. Table 4.12 showed that the value of sign. (2-tailed) that is 0.167. It was higher than α ($0,167 > 0,05$). It means that the data of experimental class was normal.

2. Homogeneity Test

Homogeneity test were used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate t_{test} . The calculation by using SPSS 16 as following:

Table 4.13
The Homogeneity of Variances
Test of Homogeneity of Variances
 students' reading comprehension

Levene Statistic	df1	df2	Sig.
3.192	1	42	.081

From the result of homogeneity test in table above, it could be seen that the degree of significant based on mean is 0.081. It was higher than α (0,081 > 0,05). It means that both, experimental and control class were homogeneous.

D. Testing Hypothesis

The researcher calculated t-test by using SPSS program to found out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of control group and experimental group were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follow:

Table 4.14
The Mean Score of Experimental and Control Class
Group Statistics

GROUP_OF_CLASS	N	Mean	Std. Deviation	Std. Error Mean	
Students_ Score	Experimental Class	22	87.50	7.029	1.499
	Control Class	22	82.27	4.289	.914

Based on the data in table above, the result of data analyzes showed that the mean score of students' reading comprehension who are taught by peer tutoring strategy (experimental class) was 87,50. It was higher than the result of the mean score of students' reading comprehension who aren't taught by peer tutoring strategy (control class) was 82,27.

Table 4.15
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POST TEST SCORE	Equal variances assumed	3.192	.081	2.978	42	.005	5.227	1.756	1.684	8.770
	Equal variances not assumed			2.978	34.736	.005	5.227	1.756	1.662	8.792

From the table above, it could be seen that the value of t_{test} is 2.978 and the degree of freedom was 42. The value of significance 5% of t_{table} of $db=42$ is 2.02. To interpret the data above, the researcher formulates the test of hypothesis as follows:

H_0 : There was not significant difference score on students' reading

comprehension who were taught by using peer tutoring strategy and without peer tutoring strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

Ha : There was significant difference score on students' reading comprehension who were taught by using peer tutoring strategy and without peer tutoring strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

The research result shows the value of $t_{\text{test}} = 2,978$ and the value of t_{table} with $db=44$ was 2.02. It means that $2,978 > 2.02$. Therefore, H_0 rejected and H_a accepted. It can be concluded that there was significance difference score between the students who are taught by using peer tutoring strategy and the students who aren't taught by using peer tutoring strategy at the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018.

E. Discussion

Discussion was used to answer the hypothesis that peer tutoring strategy effective to students' reading comprehension for the eight grade of SMP Ma'arif 1 Ponorogo. So, the next step was hypothesis test to the data (variable x and y) with interpretation.

This research is conducted to find out the effective teaching strategy, especially in reading comprehension. It has been discussed that peer tutoring strategy is one of effective strategy which can be applied in teaching and learning

process. The discussion of this research discuss that the use peer tutoring strategy is effective in reading comprehension.

Peer tutoring strategy is designed to make the students easier to comprehend the text. Based on Millis and Cottel, identified the technique of paired annotations as capable of helping students read for meaning, claiming that the more paired annotations students undertake, the more skilled they become at identifying the main points in an article.⁴⁵ Furthermore, it includes many reading practices that have been shown to reading comprehension, such as article, descriptive text, recount text, narrative text, announcement, etc. In conclusion, peer tutoring is a strategy which students are paired, the student who has good achievement roles as the tutor and the student who has poor achievement roles as the tutee. During the steps of peer tutoring strategy, the students in pair work cooperatively.

Interpretation was consulted between t_t (t-table) and t_0 (t-observation). if t_0 higher than t_t ($t_0 > t_t$), the result H_0 was rejected and H_a was accepted. if t_0 smaller than t_t ($t_0 < t_t$) the result H_0 was accepted and H_a was rejected.

⁴⁵ Falchikov. Nancy, *Learning Together Peer Tutoring in Higher Education*, (New York: RoutledgeFalmer, 2001), 72.

CHAPTER V

CLOSING

This chapter discusses about the conclusion has been taken from the quantitative research and recommendations.

A. Conclusion

Based on the data calculation of research to the eighth grade students of SMP Ma'arif 1 Ponorogo in academic year 2017/2018, it can be seen that the students' post-test score in the experimental class is 87,50, while the post-test score in control class is 82,27. It is indicated that the students who learn with peer tutoring strategy got the better score that the students who aren't use peer tutoring strategy.

The conclusion can be seen from the result of statistical calculation in the previous chapter, where value of t_{test} is higher than t_{table} ($2.978 > 2.02$). From the explanation above, it can be concluded that peer tutoring strategy is effective in reading comprehension to the eighth grade students of SMP Ma'arif 1 Ponorogo in Academic Year 2017/2018.

B. Recommendations

Based on conclusion above, it can be delivered some suggestion that might be useful for English teachers, students, and other researcher, as follows:

1. For the English teachers

The teacher should be creative and need to know the strategy in teaching and learning in order to make effective teaching and learning process. The teacher is hoped to make the students become more active in classroom and easily comprehend the material which is given. Peer tutoring strategy can be one of some strategy which is used in teaching reading. It is effective strategy to increase the students' reading score, and make them become active in learning reading.

2. For the students

Students should be more active and confident in the classroom. They should not be afraid to explore their creativity and imagination. Reading is not difficult when the students give their best effort to understand the reading materials. Peer tutoring strategy is expected to make students become creative, active, and understand the text.

Additionally, this strategy gives opportunity to the students to think aloud in every detailed paragraph to analyze and get the point or whole information of the text.

3. For other researchers

The further researchers who are interested in applying peer tutoring strategy should understand the steps first. They should be able to guide the students systematically through several steps in order to make them easily to comprehend the text. They also should be able to link each steps of the strategy by giving clear explanations, instruction, and example. Furthermore, this strategy can be implemented to investigate some other issues from different perspective. For the other or next researcher, this thesis can be a reference for those who would like to continue this research or conduct research with the same case. In addition, due to limitation of time, this research has not been accomplished perfectly so that there are still some weaknesses of it. So, it is expected to the other/next researcher who conduct the same research will accomplish it well.

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