



**The Use of Class Wide Peer Tutoring Strategy in Teaching Reading Comprehension for  
the Eight Grade Students of MTs Hifzil Qur'an Islamic Centre Sumatera Utara in  
Academic Year 2017/2018**

**THESIS**

**Submitted to Faculty of Tarbiyah Science and Teacher Training of State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of the Requirements for  
the Degree of Sarjana Pendidikan (S-1 Program)**

**By:**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF  
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**2018**

## **ABSTRACT**

**Nikmah Khairani. 34143023. The Use of Class Wide Peer Tutoring Strategy in Teaching Reading Comprehension of Eight Grade at MTs Hifzil Qur'an Islamic Centre Sumatera Utara in Academic Year 2017/2018. UINSU Medan.**

**Thesis. Department of English Education, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera Medan, 2018.**

**Keywords: Class Wide Peer Tutoring Strategy, Teaching Reading Comprehension**

This research was conducted to describe the implementation of class wide peer tutoring strategy in teaching reading comprehension. This research was conducted by using classroom action research. The subjects of this research were the grade VIII-4 of MTs Hifzil Qur'an Islamic Centre Sumatera Utara in 2017/2018 Academic Year. The number of students were 34 students in a classroom. The technique of analyzing data was applied qualitative and quantitative approach. The qualitative data were taken from interview, observation sheet, diary notes and documentation. The quantitative data were taken from tests. This result of this study showed that there was improving the ability of students in reading comprehension in recount text. It was showed with the mean of pre-test 57,64, the mean of post-test I was 71,47 and the mean of post-test II was 82,94. It indicated that the students' ability at reading comprehension in recount text has been improved by using class wide peer tutoring strategy. The result of the research also indicated that class wide peer tutoring strategy was effective to make students active in the classroom.

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I would be pleasure to accept some critics and correction to this thesis because i believe this is still far from perfect. Finally, I hope this thesis become beneficial for those who read and experiences in educational field.

Medan, May 2018

**Nikmah Khairani**  
Nim. 34.14.3.023

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is one of some international language, which used by most people around the world. It has a very important role and position in globalization era. It is very important for the development of knowledge, science, culture, and relationship among countries. As a tool of an international communication, people who live in a country, which uses English as a foreign language, including Indonesia, should learn it. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into educational curriculum as one of compulsory subjects starting from junior high school. The students expected to be able to master four language skills: listening, speaking, reading, and writing. Especially for reading skill, the students expected not only to read fluently, but also to comprehend the text completely.

Reading is one of the most essential skills to master in language learning. It is a wonderful habit and can bring many benefits. One of the benefits of wide reading is a broad store of information. Being able to read English as essential, because there are many kinds of books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea supported by the fact that reading has become a part of our daily life.

Reading is also an essential skill for all students at all levels started from elementary school to university. Reading is one skill, which has many contributions in enchanting and enriching students' knowledge. Reading is the ability to draw meaning from the printed page and to interpret this information appropriately. It means that reading is as result of the interaction between the perceptions of graphics symbols that represents language and reader's language skill, cognitive skill, knowledge of world and so on.

The main purpose of reading text is comprehension of getting meaning of the text. So the students will obtain much more information, this is one of the most important factors in modern societies that each individual has to search the information through reading comprehension since much information is available in textbook, newspaper, magazines, and the others that can enrich the reader's knowledge.

Reading comprehension is one of the ways to get knowledge and information. In learning reading, the main goal of reading process is comprehension. This activity is not only important for the students but also anyone who wants to improve insight. By comprehending the text that they read, the students are able to get the main idea and the detail information of the passage.

In addition based on the researcher's observation, many of students have difficulties to understand the meaning of reading text especially in longer text. Some students did not like to read the English reading. It happen because they are less in

vocabulary. In addition, when the students get reading comprehension task, they just collect it without knowing the result of their reading comprehension score. They do not know whether their reading comprehension are good or bad. English teachers have use various strategies to improve this skill such as group discussion /cooperative learning in teaching reading comprehension. The researcher had seen that the students could not study cooperatively, they are just doing their activities individually and they are wait for the clever one to do exercises or tasks. Consequently, the students are bored and did not interest in reading. This factor can cause the students reading comprehension is still low.

Process of comprehending text is not easy. The teachers should have knowledge about strategy. Strategy is the real action that is very important to support learning process. Teaching by using the strategy can make the teacher easier to teach the students and to achieve the aims of material and it can make process of comprehending the text will run effectively. One of the strategies is class wide peer tutoring strategy.

Class wide peer tutoring is a comprehensive instructional procedure or teaching strategy based on reciprocal peer tutoring and group reinforcement wherein an entire classroom of students is actively engaged in the process of learning and practicing basic academic skills simultaneously in a systematic and fun way.

Based on the explanation above, the researcher is interested to conduct a research entitled **“The Use of Class wide Peer Tutoring Strategy in Teaching Reading**

## **Comprehension of Eight Grade at MTs Hifzhil Qur'an Islamic Centre Sumatera Utara”.**

### **B. Identification of Study**

1. The students feel difficult to comprehend reading text.
2. The students are not serious in studying English
3. The students are bored and did not interest in reading. This factor can cause the students' reading comprehension is still low.
4. The teachers had used various strategies to teach reading comprehension but the students' interest is still low in learning English.

### **C. Limitation of Study**

In order to avoid misunderstanding in interpreting the problem, the researcher makes the limitation of study. In this paper, the research would focus on The Use of Class wide Peer Tutoring Strategy to Teach Reading Comprehension Recount Text of Eight Grade at MTs Hifzhil Qur'an Islamic Centre Sumatera Utara.

### **D. Formulation of Study**

1. How is the students' ability at reading comprehension before using class wide peer tutoring strategy?
2. How is the implementation of class wide peer tutoring strategy in reading comprehension?

3. How is the students' ability at reading comprehension after using class wide peer tutoring strategy?

#### **E. The Aims of Study**

1. To know the students' ability in reading comprehension before using class wide peer tutoring strategy.
2. To know the implementation of class wide peer tutoring strategy in reading comprehension.
3. To know the students' ability in reading comprehension after using class wide peer tutoring strategy.

#### **F. Significances of Study**

The study can view from theoretically and practically aspects, as describing below:

1. Theoretically: This research hoped to give additional knowledge in learning English in order the students become active, creative and effective in learning.
2. Practically: The result of this study will be expected to give benefit for the principal, the teacher, the students and other researcher, as follows:

##### 1) The Principal

As a contribution for the principal to give information the teachers' understanding of their function and responsibility as a teacher.

2) Teacher

As a consideration and information for English teachers who want to use the class wide peer tutoring strategy in teaching reading comprehension.

3) The Next Researcher

As information and comparison for the other researchers who want to conduct the relevant research.



## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. The following terms are used some basic theories in this study.

##### 1. Reading

###### a. Definition of Reading

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to connect what you already know about the information to the words the author has written.<sup>1</sup> As the same thing, we know that Allah Swt. Said in the Holy Qur'an, Al-'Alaq 1-5:



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<sup>1</sup> Deborah B. Daiek & Nancy M. Anter, (2004), *Critical Reading for College and Beyond*. New York: McGraw-Hill. P. 5

The meaning: Proclaim! (Read!) In the name of thy Lord and Cherisher, who created, created man, out of a leach like clot: Proclaim! And thy Lord is Most Bountiful, He Who taught ( the use of) the pen, taught man that which he knew not.”<sup>2</sup>

Based on explanation above, the writer made conclusion that reading is very important to us, because with reading we can get knowledge, we can develop our ability, and can share the knowledge to other people. In addition, by reading human can differ which one is right and which one is wrong.

According to Tarigan (2008) reading is a process done and used by readers to obtain messages to convey by the author through the media words / written language. In this case, reading is an attempt to trace the meaning in writing.<sup>3</sup>

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. (Reinking& Scheiner, 1985). Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. When a reader interacts with print, his prior

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<sup>2</sup> Tim Penerjemah Al-Quran Terjemah Indonesia Inggris, (2008), *Al-Quran Terjemah Indonesia Inggris*, Solo: Penerbit Al-Quran Qamari, P. 1304

<sup>3</sup> Dalman, (2013), *Keterampilan Membaca*, Jakarta: Rajawali Pers, P. 7

knowledge combined with the print and the visual (written) information results in his comprehending the message (Goodman, 1976; Smith, 1982).<sup>4</sup>

Reading may be defined as the meaningful interpretation of printed or written symbols.<sup>5</sup> It means that reading is a process of constructing the meaning through printed words message, obtain the meaning of some words, which not known before.

For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. The reasoning side of reading becomes increasingly important as word recognition mastered. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restrictions imposed by the material. The nature of reading task, therefore, changes as learners progress to the more mature levels. Reading is not one skill, but a large number of highly interrelated skills that develop gradually over the year. ( Albert J. Harris & Edward R. Sipay, p. 13).<sup>6</sup>

The definition of reading above can be concluded that reading is one of skills in English that needed in the process to interpretation of graphic symbols and written

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<sup>4</sup> Sukirah Kustaryo, (1998), *Reading Techniques for Collage Students*, Jakarta, P 2

<sup>5</sup> Haris Albert, (1962), *Effective Teaching of Reading*, New York: David Mc. Kay Company, P. 8

<sup>6</sup> Sukirah Kustaryo, (1998), *Reading Techniques for Collage Students*, Jakarta: P2LPTK, P 2

symbols. We can give respond about the content of reading materials we has read, we are also can get the message from the reading materials.

### **b. The Purpose of Reading**

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. Grabe and Stoller, states that there are some purpose of reading, they are:<sup>7</sup>

#### a) Reading to search for Simple Information and Reading to Skim

Reading to search for simple information is a common reading ability. It used so often reading tasks that probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim (i.e. sampling segments of the text for a general understanding is a common part of many reading tasks and a useful skill in its own right.

#### b) Reading to Learn from Texts

Reading to learn in usually carried out at a reading rate somewhat slower than general reading comprehension. In additional, it makes stronger interneccine

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<sup>7</sup> William Grabe, and F.L. Stoller, (2002), *Teaching and Researching Reading*, Harlow: Pearson Education Limited, P. 13

demands that general comprehension to connect text information with background knowledge.

c) Reading to Integrate information, Write and Critique Texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restricting of a rhetorical frame to accommodate information from multiple sources.

These skills inevitably require critical evaluation of the information read so that the reader can decide what information to integrate for the readers' goal. In this respect, both reading to write and reading to analyze text may be task variants of reading to integrate information. Both require abilities to compose, select, and analyze information from a text.

d) Reading for General Comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited time constraints.

### c. Techniques in Efficient Reading

There are many techniques in reading comprehension; some of them are scanning, skimming, intensive reading, and extensive reading.<sup>8</sup>

#### 1) Scanning

Scanning is a technique used to find specific information by looking at the text to find information we need. We use scanning to read schedules, meeting plans, and phonebooks, etc. in order to find the specific details we want. If we see words or phrases that we do not understand, we should not stop our scanning.

Scanning also used to discover required information to complete a given task such as making a decision about what to watch on TV, or to visit a foreign city. Students do not necessarily need to read the excerpt before they begin the exercise, but rather, to focus on completing the task based on what the question requires. It is probably a good idea to raise some awareness of the various types of reading skills that they use naturally in their own mother tongue before beginning this exercise.

#### 2) Skimming

Skimming used to quickly the most important information, or the gist of the text. When we conduct skimming of a certain text, run our eyes over the text and noting important information. Skimming is a fast reading technique suitable for

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<sup>8</sup> Jonathan Sarwono & Yudhy Purwanto, (2013), *English for Academic Purpose A Successful Way to Learn Scientific English*, Yogyakarta: CV ANDI OFFSET, P. 2-12

current business situation. In skimming, it is not essential to understand every word in the text.

### 3) Intensive Reading

Intensive reading used on shorter texts in order to extract specific information. It includes very accurate reading for detail. We use intensive reading skills to grasp the details of a specific situation. In this case, it is important that we understand each word and number of fact. More ever, intensive reading involves learners reading in detail with specific learning aims and tasks. For example, the learners read a short text, such as a contract and put events from it into chronological order.

### 4) Extensive Reading

Extensive reading used to obtain a general understanding of a subject and includes reading longer texts to pleasure, as well as business books. We use extensive reading skills to improve our general knowledge of business procedures. We should not worry if we do not understand each word.

## **2. Reading Comprehension**

### **a. Definition of Reading Comprehension**

Comprehension is the ability to find, analyze, understand and interpreted ideas.<sup>9</sup> It means that comprehension is process of deriving meaning from connected

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<sup>9</sup> Eddie C. Kennedy, (1981), *Methods in Teaching Developmental Reading 2nd Edition*, USA: F. E. Peacock Publisher, P. 16

text. Comprehension does not just happen, because a reader's eyes move across a page of print. To comprehend the written material, reader must use variety of skills. In addition, Kustaryo states that comprehension involves understanding the vocabulary seeing the relationships among the words and concepts, organizing ideas, recognizing the author's purpose, making judgments and evaluating.<sup>10</sup>

Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what described in the text rather than to obtain meaning from isolated words and sentences.<sup>11</sup>

According to Kristin Lernas, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purposes for reading and the text that is involved.<sup>12</sup>

From statement above, it is clearly, understood that comprehension is most important one in reading. Because comprehension of the text is the ultimate goal in reading. Understanding of comprehension process is crucial to study of reading.

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<sup>10</sup> Sukirah Kustaryo, *Ibid*, P. 12

<sup>11</sup> G. Woolley, (2011), *Reading Comprehension Assisting Children with Learning Difficulties*, P. 15

<sup>12</sup> Kristin Lernas et al, (2010), *Teaching Reading to English Language Learners*, New York: The guildFord Press, p. 170.



## **b. Levels of Reading Comprehension**

According to Burns (1984), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved:<sup>13</sup>

### a) Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated main idea, detailed cause effect, and sequence. It is also prerequisite for higher-level understanding. The important in this level understands of vocabulary, sentence meaning, and paragraph meaning.

### b) Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inference. It is the process of deriving ideas that are implied rather than directly stated.

### c) Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an

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<sup>13</sup> Burns C. Paul, Roe D. Betty & Ross P. Elinor, (1984), *Teaching Reading in Today's Elementary Schools 3<sup>rd</sup>*, Boston: Houghton Mifflin Company, P. 177

active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

d) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it requires them to use their imagination. Through creative reading, the reader creates something new idea, the solution to a problem, and a new way of looking at something from the ideas gleaned from the text.

### 3. Kinds of Text

According to Pardiyono there are kinds of the text, namely:<sup>14</sup>

- a) Narrative text, tells world events, which can be informative or entertaining, and can be past world events or present happenings.
- b) Recount text, contains of the chronology of activities done in the past time.
- c) Report text, contains of present information presentation about a thing or fact supported by data presentation about a presentation, characteristic description, and classification or tabulating.

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<sup>14</sup> Pardiyono, (2007), *Teaching Genre -Based Writing*, Yogyakarta, P. 16

- d) Explanation text, explain a thing or object according to the character the procedure.
- e) Exposition text contains of an argument, point of views, a matter or a certain thing.
- f) Procedure text contains instruction about a sequence of action or a procedure does a thing.
- g) Descriptive text has a function to describe a certain person, place or thing.

#### **4. Class Wide Peer Tutoring**

##### **a. Definition of Class Wide Peer Tutoring**

Peer tutoring method is a way of presenting teaching materials by utilizing students who have been able to master the material while the other students have not. By utilizing the existing students' abilities, the learning process takes place from students, by students and to students. While the teacher monitors, if there is no understanding then the student can ask the teacher.<sup>15</sup>

Class wide peer tutoring is a comprehensive instructional procedure or teaching strategy based on reciprocal peer tutoring and group reinforcement wherein an entire classroom of students is actively engaged in the process of learning and

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<sup>15</sup> Istarani, (2012), *Kumpulan 39 Metode Pembelajaran*, Medan: CV Iscom Medan, p. 150

practicing basic academic skills simultaneously in a systematic and fun way.(Terry,1999)<sup>16</sup>

According to Greenwood, class wide peer tutoring is an instructional strategy developed to help teachers individualize instruction, while still providing students with many opportunities to become actively engaged during instruction.<sup>17</sup>

Class wide peer tutoring is flexible and allows modifications to fit a specific classroom environment. In addition, class wide peer tutoring enables students to receive one-to-one immediate feedback and error correction, which is difficult during whole-class instruction.<sup>18</sup>

From the above understandings, it can concluded that CWPT is the utilization of students who have the privilege, intelligence and skills in the classroom to help provide explanations, guidance and direction to students whose skill is somewhat less or slow in receiving lessons of similar age or class.

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<sup>16</sup> Barbara Terry, (1999), *An Introduction to Class Wide Peer Tutoring*, [Http://specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main](http://specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main). Accesed on 20 february 2018 at 16.00 pm.

<sup>17</sup> C. Greenwood, (1997), *Class Wide Peer Tutoring. Juniper Gardens Children's Project: Behavior and Social Issues Journal*, Volume 7, No.1. p. 1.

<sup>18</sup> Jason E. Harlacher, Nicole E. Roberts & Kenneth W. Merrell, (2006), *Teaching Exceptional Children*, H.W. Wilson Company, P. 9.

Greenwood, Maheady & Delquadri in Hall (1999) stated that the main benefit of using this method is for teachers to enable all students simultaneously while monitoring their progress.<sup>19</sup>

### **b. Learning Steps of Class Wide Peer Tutoring**

According to Greenwood the procedure of class wide peer tutoring is as follows:<sup>20</sup>

#### 1) Grouping

- a) All of the students in the class divided into two groups (in pairs)
- b) Paired into tutor and tutee sitting adjacent
- c) Tutor is equipped with a script containing academic material according to the content to taught

#### 2) Explanation

- a) The tutor teaches a part of the script to the tutee within a certain time
- b) Tutee responds verbally to the part taught

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<sup>19</sup> [http://googleweblight.com/?lite\\_url=http://www.Wawanlistayawan.com/2011/04/model-pembelajaran\\_class\\_wide\\_peer.html](http://googleweblight.com/?lite_url=http://www.Wawanlistayawan.com/2011/04/model-pembelajaran_class_wide_peer.html). accessed 23 February 2016 at 14.36 pm.

<sup>20</sup> Dupaul et al, (1998), *Peer Tutoring for children with Attention Deficit Hyperactivity Disorder: Effects on Classroom Behaviour and Academic Performance*. *Journal of Applied Behavior Analysis*, Vol. 31. No. 4, P. 583

c) The tutor performs a point calculation based on the answer given tutee.

3) Substitution

a) both of students is change actor when time is up.

b) Then, the teacher recorded the point of each student

4) Achievement

a) The teacher add all the points resulted by each group

b) The team with the most points announced as winners and awarded by members of other teams.

5) Evaluation

The teacher gives an evaluation of the material that has studied.

**c. Advantages and Disadvantages of Class Wide Peer Tutoring**

The Advantages of this method are:

a) Students are motivated to become peer tutors

b) Can facilitate the teacher, because the teacher helped by student who have ability.

c) Students can practice like a teacher

d) Students do not afraid to ask if not understanding the lesson, because guided by his own friend

e) The learning process is more intimate, because doing by students selves.

The disadvantages of this method are:

a) Peer tutors are sometimes too proud of the task assigned by the teacher to him, so he/she underestimate her/his friend.

b) Peer tutors are not the same as the teacher in explaining the material lesson, so sometimes the students are difficult to accept.

c) Ability of peer tutor is limited so rather difficult in developing the lesson material.<sup>21</sup>

## **B. Related Study**

Dahlia Sirait: *“Improving Students’ Achievement in Reading Comprehension by Using Directed Reading Thinking Activity Technique”*. A Thesis. English Department. Faculty of Language and Art. State University of Medan. 2011. This study aimed to describing the use of Directed Reading Thinking Activity Technique to improve students’ achievement in reading comprehension. The method of the study was classroom action research with two cycles and six meetings. The subject of this study is Grade XI-IPS 5 students of SMA Dharmawangsa Medan. The result shows the improvement of students’ in the first test to the third test. The mean of the

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<sup>21</sup> Istarani, *Kumpulan 39 Metode Pembelajaran, ...*P. 150

students' in the first test was 64, 10%, in the second test was 76, 20% and the third test was 86, 3%. And in the first test were only 7, 7% of students who get score 75 which the minimum completeness criteria. In the second test there were 64, 1% of the students who achieved the KKM. In the third test, the percentage of the students who achieved the KKM increased to 97, 4%. It is conclude that the use of Direct Reading Thinking Activity technique improve students' achievement in reading comprehension by the reason that the directed technique encourage their activity.

Mutia Ulfa: "Improving Students' Reading Comprehension through Students Team Achievement Division. A Thesis. Faculty of Language and Arts, State University of Medan, 2011. This study aimed at improving grade VIII students' reading comprehension through Students Team Achievement Division (STAD). It conducted using classroom action research. The subject were the students of the junior high school (SMP N 1 Sei Rampah) consisting of 40 students. The result shows the improvement of students' in the first test to the third test. The mean of the students' in the first test was 60, 25%, in the second test was 70, 87% and the third test was 82, 37%. It found that teaching reading comprehension through Students Team Achievement Division can improved the students' reading comprehension. It can be conclude that teaching reading comprehension is effective in teaching reading and English teachers should try this strategy.



### **C. Conceptual Framework**

In learning English, the four basic skills should well master, especially reading. Reading is one of the most complex skill in developing second language fluency, because in reading people not only have to achieve their language competence but also their competence in connecting the text to the social culture context. In reading, people should be able to interact with reading material. They not only vocalize the words but also more than that they need to process the words, interpret them to their prior knowledge in order to get the comprehension.

Students will not be able to master reading skill without having comprehension of the text. However, many students think that getting information from reading text is very difficult to do, this is the problem that cause the students' score in reading becomes low. Therefore, to solve the problem, the teacher should use an appropriate technique to teach reading comprehension that can increase the students' achievement in reading comprehension.

A wide variety of learning strategies, therefore the teacher must be able to determine which right strategy and appropriate to the learning goal and teaching materials. In addition, the learning strategies must be comprehensive so that all students with a variety of different characteristics can application. One of strategies is class wide peer tutoring.

Class wide peer tutoring is a comprehensive instructional procedure or teaching strategy based on reciprocal peer tutoring and group reinforcement wherein

an entire classroom of students is actively engaged in the process of learning and practicing basic academic skills simultaneously in a systematic and fun way. Class wide peer tutoring is a strategy that uses to increase the students' ability in reading comprehension.

#### **D. Hypothesis**

Based on the explanation of the theoretical and conceptual framework above, the hypothesis of this research is the students' ability in reading comprehension can improve by using class wide peer tutoring strategy.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Classroom action research is a reflective research; it means that in this research process the teacher as a researcher always thinks about what and why an impact action takes place in its class. Then the researcher seeks out the problem solving based on that thinking through the actions of certain learning actions in order to improve the practice of classroom learning in a more professional manner.<sup>22</sup>

There are three terms related to classroom action research, as follows:<sup>23</sup>

- a. Research: research is a problem solving process that done systematically, empirically and controlled. Systematic can interpreted as a coherent process in accordance with certain rules. Empirical meaning that research work must base on certain data. Controlled means that a research work must base on clear work procedures, so that others can prove the results of the research findings.
- b. Action: action can interpret as a particular treatment conducted by researchers its teachers. Actions directed at improving the performance of the teacher. Thus, classroom action research not driven just to want to know something, but

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<sup>22</sup> Wina Sanjaya. (2010). *Penelitian Tindakan Kelas*. Jakarta: Kencana. P. 26

<sup>23</sup> Ibid. P. 27-28

is encouraged by the desire to improve performance to achieve maximum learning results.

- c. Class: class shows where the learning process takes place. The classroom action research conducted by and fully involved the teacher responsible for the class.

From the explanation above, interpret the classroom action research can as a process of studying learning problems in the classroom through self-reflection in an attempt to solve the problem by performing planned actions in real situations and analyzing all the effects of the treatment.

### **B. Subject of Research**

The subject of this research is students at grade VIII-4 of Mts Hifzhil Qur'an Islamic Centre Sumatera Utara which is located on Jl. Williem Iskandar Kec. Percut Sei Tuan Kab. Deli Serdang. The number of the students in that class consists of 34 students.

### **C. Instrument for Data Collection**

There are some instruments that used by the researcher in this research in collecting the data, they are:

#### 1. Observation

Observation is purpose to find out information of action, such as the students 'attitudes, the location, the facilities, the class situation and the obstacle that will be

happened, and the other condition of the students. Thus, it collected as the data, which used as a basic of reflection. Therefore, the observation should do carefully.

## 2. Interview

Interview is conversation that has aim to get information, usually it consist of 2 person or more. Interview will be a question and answer activity, which done by researcher that asking the English teacher and the students to collect instrument about the students and teaching learning process. The interview conducted by interviewing the students and the teacher.

## 3. Test

Test is a set of assignments that given to the students or set problems given to the students see their ability in doing the assignments. The instrument for collecting the data is by answering the question based on the evaluation of the components of reading comprehension.

## 4. Diary Notes

According to Kunandar, a diary note is one of instrument of research that used to record everything that happens during the research and observation, which is going on. It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination, and explaining.<sup>24</sup> Diary note used to write about students' activity

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<sup>24</sup> Kunandar, ( 2000), *Langkah Mudah Penelitian Tindakan Kelas*, Jakarta: PT. Raja Grafindo Persada, P. 195

in the class. The diary note conducted to get information about students' responses and the teacher during teaching learning process.

#### 5. Documents.

Documents are something written that contains information serving as proof. Collecting documents conducted to get information about the students' improvement. It was be one of important instrument in doing classroom action research. It helped the researcher to find data about the students. It included the students' attendance list, the students' score, the students' evaluation, diary note and photos.

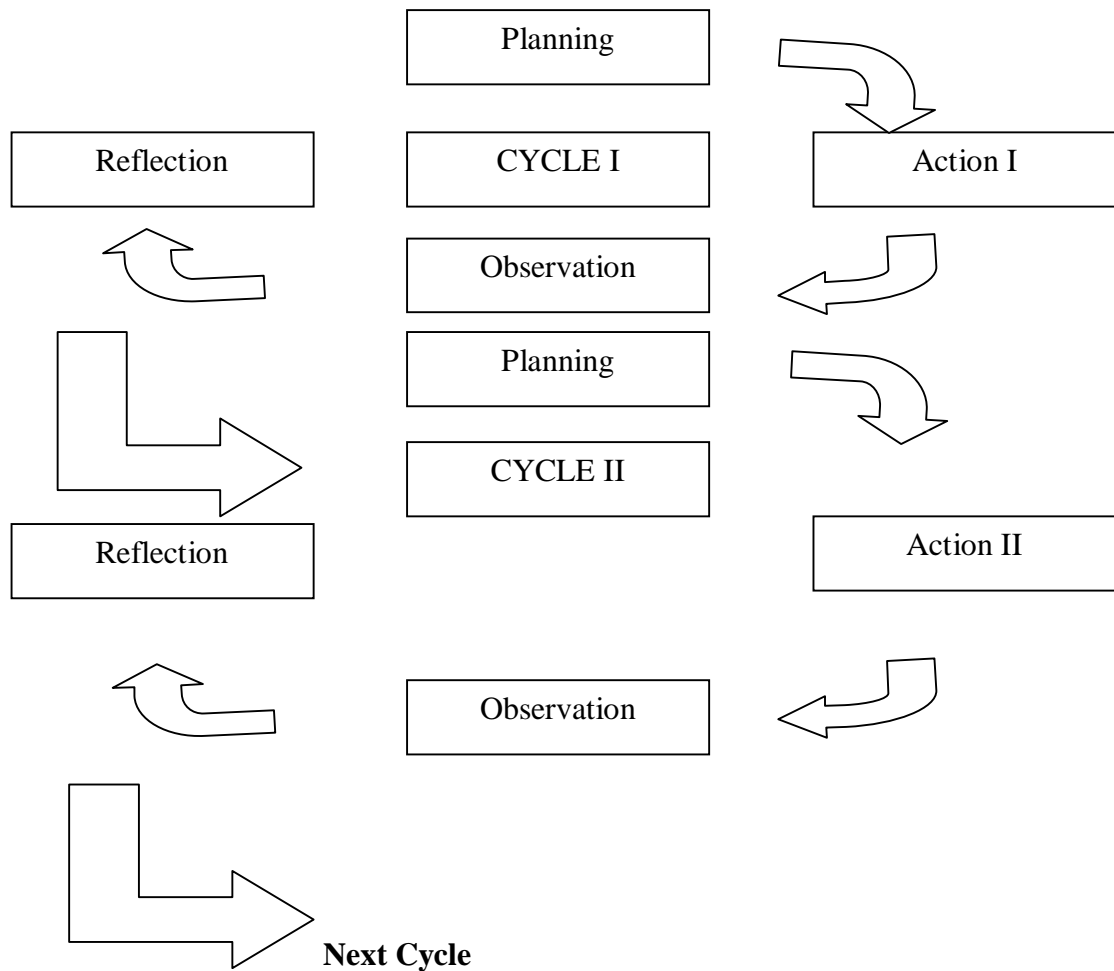
#### **D. Technique for Data Collection**

The procedure of data collection of the study will be conducted by two cycles. According to Kurt Lewin, there are four steps in classroom action research. They are planning, action, observation, and reflection.<sup>25</sup>

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<sup>25</sup> Ridwan Abdullah Sani & Sudiran, (2012), *Meningkatkan Profesionalisme Guru Melalui Penelitian Tindakan Kelas*. Bandung: Cita Pustaka Media Perintis. P. 1.

### CYCLE OF ACTION RESEARCH



**Figure Action Research Model By: (Kemmis and Mc Taggard, 1989).**

#### Cycle I

##### 1) Planning

Planning means program of action that will done in the class. Planning needed to arrange and prepare everything that will be need in teaching learning process. Planning must be flexible because it depends on circumstance and curriculum. The

activities that done in this phase were as follows: a) Making lesson plan that is reflect the material of the lesson. b) Preparing the teaching facilities c) Preparing the test of measure the result of the study.

## 2) Action

Action is the process of doing things. It is the implementation of planning. So, in this phase everything that had planned in planning. There are many activities in cycle one they are: a) The teacher explains definition of recount text, generic structure and aim of recount text. b) The teacher set the class rules during teaching-learning process. c) The students thought about procedure of class wide peer tutoring strategy to increase students' ability in reading comprehension.

## 3) Observations

Observations done to record the process during teaching learning process. Observation aimed to find out the information that used to evaluate and it will be the basic of reflection. It is about the behavior of students', attitudes of the students while doing their task in-group, the contributions of all students in their group whether they are active or not and their attitude in doing evaluation.

## 4) Reflection

Reflection is an evaluation from the action, which will, have done before. It is used to help the research makes decision by analyzing the situation and the students' difficulties and problems in understanding the lesson. Because the reflection done in



order to analyze the situation and researcher give meaning of the process to make conclusion. In this phase, the researcher will take the feedback from her teaching and learning process from the result of the observation and the students' test. The purpose is to improve the students' reading comprehension.

## **Cycle II**

### **1) Planning**

The activities that will done in this phase as follow: a) Making lesson plan. b) Preparing and designing the reading material. c) Giving motivation to students. d) Having seen in the first cycle, the researcher will more control class by asking students what they do not understand. e) Preparing test for the second cycle.

### **2) Action**

The activities that will be done in this phase as follow: a) The teacher explain more about definition, generic structure and the aims of recount text. b) The teacher explain the procedure of class wide peer tutoring strategy slowly and clearly. b) The teacher gives motivation and controlling the students. c) The teacher gives test for the second cycle.

### **3) Observation**

The observation will be conducted to observe the students' activities during the process teaching and learning. The observation involves the information above the students' behavior, attitude, their difficulties, and the other influence factors that

observe the students' development. The data will take from observation sheet and interview.

#### 4) Reflection

This step will do by evaluating all the weakness and the strength while teaching learning process. The writer will make a conclusion by asking some questions in their mind to reflect what will have already done such as: why they are difficult to understand and find out the main idea.

### **E. Technique for Data Analysis**

This research will apply by using qualitative and quantitative data. As explained before, the qualitative data will use to describe the situation during teaching-learning process. The qualitative data will be analyzed from the observation, interview, documents and diary notes to describe the improvement of the students' ability in reading comprehension through class wide peer tutoring strategy. Meanwhile the quantitative data collected and analyzed by computing the score of reading text. To collect data, the writer will observe these activities by using class wide peer tutoring strategy that will give to the students as their concern to know ability of the students in reading comprehension. To know the mean of the students score in each meeting, the following formulas will applied:

$$X = \frac{\sum X}{N} \times 100\%$$

Where : X = The mean of students' score

$\sum X$  = The total score

N = The number of students.

Next, to categorize the number of students who are competent on reading comprehension, the following formula is applied:

$$P = \frac{R}{T} \times 100\%$$

Where: P = the percentage of students who get the point up to 75

R = the number of students who get the point up to 75

T = the total number of the students who do the test

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The researcher used class wide peer tutoring strategy in teaching reading comprehension of eight grade at MTs Hifzil Qur'an Islamic Centre Sumatera Utara.

This research was applied quantitative and qualitative data. The qualitative data were taken from interview, diary note, observation sheet and documentation. The quantitative data were taken from reading comprehension test. It was accomplished in two cycles. Every cycle consisted of four steps of action research (planning, action, observation and reflection). The first cycle included identification phase was conducted in two meetings. The second cycle was conducted in two meetings. So totally, there were four meetings in this research. This research was applied one class. There were 34 students in the class.

Before start taught, the researcher gave a test to the students firstly. The test gave for the students before cycleI. This is the students' score of Pre-test as follow:

**Table 1****The Students' Score in Pre-Test**

<b>Num.</b>	<b>Initial of Name</b>	<b>Pre-Test</b>	<b>Criteria of Success <math>\geq 75</math></b>
1.	AHAZH	80	<b>Successful</b>
2.	AS	50	<b>Unsuccessful</b>
3.	ADH	60	<b>Unsuccessful</b>
4.	CAJ	60	<b>Unsuccessful</b>
5.	DFI	40	<b>Unsuccessful</b>
6.	DNIR	70	<b>Unsuccessful</b>
7.	FZ	50	<b>Unsuccessful</b>
8.	HS	60	<b>Unsuccessful</b>
9.	HNAZ	80	<b>Successful</b>
10.	HA	60	<b>Unsuccessful</b>
11.	HSNT	50	<b>Unsuccessful</b>
12.	JM	60	<b>Unsuccessful</b>
13.	KN	60	<b>Unsuccessful</b>
14.	KC	70	<b>Unsuccessful</b>
15.	LAZN	80	<b>Successful</b>
16.	MF	80	<b>Successful</b>
17.	MYZS	50	<b>Unsuccessful</b>

18.	NB	50	<b>Unsuccessful</b>
19.	NTA	60	<b>Unsuccessful</b>
20.	NHL	70	<b>Unsuccessful</b>
21.	NQ	50	<b>Unsuccessful</b>
22.	NFH	60	<b>Unsuccessful</b>
23.	NH	50	<b>Unsuccessful</b>
24.	PA	40	<b>Unsuccessful</b>
25.	RA	50	<b>Unsuccessful</b>
26.	RMZ	40	<b>Unsuccessful</b>
27.	SS	20	<b>Unsuccessful</b>
28.	SJA	40	<b>Unsuccessful</b>
29.	SL	60	<b>Unsuccessful</b>
30.	SNM	80	<b>Successful</b>
31.	TNW	70	<b>Unsuccessful</b>
32.	UA	50	<b>Unsuccessful</b>
33.	WB	50	<b>Unsuccessful</b>
34.	YS	60	<b>Unsuccessful</b>
<b>TOTAL</b>		<b>1960</b>	<b><math>\Sigma X = 1960</math></b>  <b><math>X = 57,64</math></b>

In the pre-test result, the total score of the students was 1960 and the number of students who took the test was 34. So, the mean of the students score was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1960}{34}$$

$$X = 57,64$$

From the analysis above, the students' reading comprehension still low. The mean of the students' score was 57,64. The percentage of students who were success in reading was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{5}{34} \times 100\%$$

$$= 14,70 \%$$

$$P2 = \frac{29}{34} \times 100\%$$

$$= 85,29\%$$

**Table 2****The Percentage of Students Score in Pre-Test**

	Criteria	Total Students	Percentage
P1	Successful	5	14,70%
P2	Unsuccessful	29	85,30%
TOTAL		34	100%

From the table analysis above, the students' ability at reading comprehension was low. It can be seen from the mean of the students' score was 57,64. The percentage of the students' score was 5 students got successful score or it was only 14,70%. On the other hand, 29 students got unsuccessful score or it was 85,30%. It can be classified the students' ability at reading comprehension were low when doing action research in pre-test. So, test continued in the first cycle.

**1. Cycle I**

Here some steps activities in the first cycle that the researcher have done, they are planning, action, observation and reflection.

**a. Planning**

Based on the result pre-tes which have done before, it knew that level of students' ability in reading comprehension was low. The students were difficult in



answering question. So, the researcher used class wide peer tutoring strategy to improve the students' ability reading comprehension in recount text.

In this cycle, firstly the researcher explained about the definition of recount text simply. The researcher introduced about the generic structure, the aims of recount text and the steps of using classwide peer tutoring strategy in reading recount text. The researcher made lesson plan as the scenario of the teaching material and the instruments of collecting data (diary notes, observation sheet, and interview) also were prepared.

b. Action

In this phase, there were some activities done by the researcher, they were: 1) The researcher explained the material about reading recount text, explained about definition, generic structure and the purpose of recount text. 2) The researcher explained about class wide peer tutoring strategy in teaching reading recount text. 3) The researcher asked students to give their opinion about the topic, (some of students was understand about the topic but the other students still not understand). 4) The researcher gave instruction to the students to make some group in pairs. 5) The researcher gave text and test about "My Activity Last Sunday" to the students. The researcher asked students to read the text and then answering the questions about the topic by using class wide peer tutoring strategy. 6) The researcher gave post test I.

c. Observation

The observation was done to observe what the students had done as long as the teaching process. The researcher found some obstacles in doing cycle I. It found that some students still got difficulty in comprehending recount text. Some students asked their friends about the meaning of the text, some students still asked key answers from other friends, some students finished their test with long time, some students opened the English dictionary to translate some words, but some students were serious to answer the question in the class.

#### 1) The Qualitative Data

The qualitative data was analyzed from the interview and observation sheet. The interview sheet indicated that the students were interested in the learning process by using class-wide peer tutoring strategy. The observation sheet indicated that most of the students were active and enthusiastic in learning and improving their ability in reading comprehension about recount text by using class-wide peer tutoring strategy.

#### 2) The Quantitative Data

The quantitative data was taken from the result test of students'. In the second meeting the researcher gave the test in cycle I applied class-wide peer tutoring strategy. To know students' ability in reading comprehension, the researcher gave them the test about recount text, the students answering questions in form multiple choice consist of 10 questions.

Table 3

## The Students' Score in Post Test I

<b>Num.</b>	<b>Initial of Name</b>	<b>Post-Test I</b>	<b>Criteria of Succes <math>\geq 75</math></b>
1.	AHAZH	90	Successful
2.	AS	70	Unsuccessful
3.	ADH	70	Unsuccessful
4.	CAJ	70	Unsuccessful
5.	DFI	60	Unsuccessful
6.	DNIR	80	Successful
7.	FZ	50	Unsuccessful
8.	HS	80	Successful
9.	HNAZ	90	Successful
10.	HA	80	Successful
11.	HSNT	70	Unsuccessful
12.	JM	60	Unsuccessful
13.	KN	80	Successful
14.	KC	80	Successful
15.	LAZN	80	Successful
16.	MF	80	Successful
17.	MYZS	60	Unsuccessful
18.	NB	60	Unsuccessful

19.	NTA	<b>70</b>	<b>Unsuccessful</b>
20.	NHL	<b>70</b>	<b>Unsuccessful</b>
21.	NQ	<b>60</b>	<b>Unsuccessful</b>
22.	NFH	<b>80</b>	<b>Successful</b>
23.	NH	<b>80</b>	<b>Successful</b>
24.	PA	<b>70</b>	<b>Unsuccessful</b>
25.	RA	<b>70</b>	<b>Unsuccessful</b>
26.	RMZ	<b>70</b>	<b>Unsuccessful</b>
27.	SS	<b>60</b>	<b>Unsuccessful</b>
28.	SJA	<b>60</b>	<b>Unsuccessful</b>
29.	SL	<b>60</b>	<b>Unsuccessful</b>
30.	SNM	<b>80</b>	<b>Successful</b>
31.	TNW	<b>80</b>	<b>Successful</b>
32.	UA	<b>70</b>	<b>Unsuccessful</b>
33.	WB	<b>70</b>	<b>Unsuccessful</b>
34.	YS	<b>70</b>	<b>Unsuccessful</b>
<b>TOTAL</b>		<b>2430</b>	<b><math>\sum X = 2430</math></b>  <b><math>X = 71,47</math></b>

From the table of post-test in the first cycle, the students that got successful the test was 13, and the students unsuccessful was 21, and the total score of the students was 2430 and the number of students who took the test was 34. So, the mean of the students score was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2430}{34}$$

$$X = 71,47$$

From the analysis data above, the students' ability in reading comprehension in Post-Test I almost improve, it saw of the means' score of the students was 71,47. The percentage of students who were successful in reading comprehension test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{13}{34} \times 100\%$$

$$= 38.23\%$$

$$P2 = \frac{21}{34} \times 100\%$$

$$= 61,77\%$$

**Table 4****The Percentage of Students Score in Post-Test I**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
<b>P1</b>	Successful	13	38, 23%
<b>P2</b>	Unsuccessful	21	61,77%
<b>TOTAL</b>		<b>34</b>	<b>100%</b>

From the table analysis in post-test I, the researcher concluded that the students' ability in reading comprehension increased if compared with the result of the pre-test before. It could be seen from the mean of the students' score was 71,47. The percentage of students' score was 13 students got success it was 38, 23%. In other hand, 21 students got unsuccess it was 61, 77%. It can be concluded the students' reading comprehension in post-test in first cycle was categorized unsuccess. So, the researcher decided to continue this researcher in the second cycle.

d. Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems in understanding the lesson. The evaluation of two meetings become the reflection to the researcher in making second cycle. Second cycle was held to achieve the improvement score of the students.

## 2. Cycle II

Based on the first cycle, the researcher was expected that in the second cycle the result of the students' score was better than the first cycle. In doing the second cycle, the researcher felt better to begin because the researcher had already got reflection from the first cycle to be used as the information of the students' problem. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

### a. Planning

In this cycle, the researcher as a teacher designed the lesson plan for second cycle. The researcher was used class wide peer tutoring strategy in teaching reading comprehension about recount text and gave more explanation how to comprehending reading by using classwide peer tutoring. The researcher create more supportive in order to foster the students to response and more active in class during teaching learning process.

### b. Action

Firstly, the researcher asked the students the part of the researcher's explanation who they didn't understand yet, then the researcher continued the lesson.

In this case, this topic still related with explanation before, they were: 1) The researcher explained about definition, generic structure, purpose and example of recount text. 2) The researcher explained about class wide peer tutoring strategy in

teaching reading recount text. 3) The researcher asked students to give their opinion about the topic, ( students said that they were understand about the topic ). 4) The researcher read one example of recount text. 5) The researcher asked to the two students to perform in front of class to comprehending recount text by using classwide peer tutoring strategy. 6) The researcher gave chance to students' to give an ask or opinion about that. 7) The researcher gave instruction to the students to make some group in pairs. 8) The researcher gave a second test (Post-Test II) to the students.

#### c. Observation

The students' ability in reading comprehension were improving continuously. They were more enthusiastic and serious when they had understood. The condition of the class was also quite and the students had good responses to the researcher's explanation.

The researcher was very happy with the students' result. From the last result, it indicated that the students had able to answer the test by class wide peer tutoring strategy. Most of students got score up 75. While there are some students got the perfect score.

#### 1) The Qualitative Data

The qualitative data was analyzed from the interview and observation sheet. The interview sheet indicated that the students was interested in learning process by using class wide peer tutoring strategy. The observation sheet indicated the most of



the students were active and enthusiastic in learning and improving their ability in reading comprehension about recount text by using class wide peer tutoring strategy.

## 2) The Quantitative Data

The quantitative data took from the result test of students'. In the second meeting the researcher gave the test in cycle II applied class wide peer tutoring strategy. To know students' ability in reading comprehension, the researcher gave them the test about recount text, the students answering questions in form multiple choice consist of 10 questions.

**Table 5**

### **The Students' Score in Post Test II**

<b>Num.</b>	<b>Initial of Name</b>	<b>Post-Test II</b>	<b>Criteria of Succes <math>\geq 75</math></b>
1.	AHAZH	<b>100</b>	<b>Successful</b>
2.	AS	<b>80</b>	<b>Successful</b>
3.	ADH	<b>90</b>	<b>Successful</b>
4.	CAJ	<b>80</b>	<b>Successful</b>
5.	DFI	<b>80</b>	<b>Successful</b>
6.	DNIR	<b>80</b>	<b>Successful</b>
7.	FZ	<b>70</b>	<b>Unsuccessful</b>
8.	HS	<b>90</b>	<b>Successful</b>
9.	HNAZ	<b>100</b>	<b>Successful</b>

10.	HA	90	Successful
11.	HSNT	80	Successful
12.	JM	80	Successful
13.	KN	100	Successful
14.	KC	80	Successful
15.	LAZN	90	Successful
16.	MF	90	Successful
17.	MYZS	70	Unsuccessful
18.	NB	80	Successful
19.	NTA	90	Successful
20.	NHL	80	Successful
21.	NQ	80	Successful
22.	NFH	80	Successful
23.	NH	80	Successful
24.	PA	90	Successful
25.	RA	70	Unsuccessful
26.	RMZ	80	Successful
27.	SS	60	Unsuccessful
28.	SJA	70	Unsuccessful
29.	SL	80	Successful
30.	SNM	90	Successful
31.	TNW	90	Successful

32.	UA	90	Successful
33.	WB	80	Successful
34.	YS	80	Successful
<b>TOTAL</b>		<b>2820</b>	<b><math>\Sigma X = 2820</math></b> <b><math>X = 82,94</math></b>

From the data of Post-test in the second cycle, the students that got successful the test was 29, and the students got unsuccessful was 5 and the total score of the students was 2820 and the number of students who took the test was 34. So, the mean of the students score was:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2820}{34}$$

$$X = 82,94$$

From the analysis data above, the students' ability in reading comprehension in post-tes II improved. It saw from the means' score of the students was 82, 94. The percentage of students who were success in post-test II was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{29}{34} \times 100\%$$

$$= 85, 30\%$$

$$P2 = \frac{5}{34} \times 100\%$$

$$= 14, 70\%$$

**Table 6**

**The Percentage of Students Score in Post-Test II**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
<b>P1</b>	Successful	29	85, 30%
<b>P2</b>	Unsuccessful	5	14, 70%
	<b>TOTAL</b>	34	100%

From the table above analysis in post-test II, the researcher concluded that the students' ability in reading comprehension improved. It saw from the mean of the students' score was 82, 94. The percentage of the students' score was 29 students got successful score was 85,30%. In other hand, 5 students got unsuccessful score was 14, 70%. It concluded that the students' ability in reading comprehension in post-test of the second cycle was categorized success and improved. And the researcher stoped in this cycle.

**Table 7**

**Table is Showing the Comparison between Pre-Test, Post-Test I and Post-Test II**

<b>Num.</b>	<b>Initial of Name</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Post-Test II</b>
1.	AHAZH	80	90	100
2.	AS	50	70	80
3.	ADH	60	70	90
4.	CAJ	60	70	80
5.	DFI	40	60	80
6.	DNIR	70	80	80
7.	FZ	50	50	70
8.	HS	60	80	90
9.	HNAZ	80	90	100
10.	HA	60	80	90
11.	HSNT	50	70	80
12.	JM	60	60	80
13.	KN	60	80	100
14.	KC	70	80	80
15.	LAZN	80	80	90
16.	MF	80	80	90
17.	MYZS	50	60	70
18.	NB	50	60	80

19.	NTA	60	70	90
20.	NHL	70	70	80
21.	NQ	50	60	80
22.	NFH	60	80	80
23.	NH	50	80	80
24.	PA	40	70	90
25.	RA	50	70	70
26.	RMZ	40	70	80
27.	SS	20	60	60
28.	SJA	40	60	70
29.	SL	60	60	80
30.	SNM	80	80	90
31.	TNW	70	80	90
32.	UA	50	70	90
33.	WB	50	70	80
34.	YS	60	70	80
<b>TOTAL</b>		<b><math>\Sigma X = 1960</math></b> <b><math>X = 57,64</math></b>	<b><math>\Sigma X = 2430</math></b> <b><math>X = 71,47</math></b>	<b><math>\Sigma X = 2820</math></b> <b><math>X = 82,94</math></b>

From the result of analysis showed that there was development on the students' ability in reading comprehension. it showed from the mean of pre-test was

57,64, the mean of post-test I in the first cycle was 71,47 and the mean of post-test II in the second cycle was 82,94.

**Table 8**

**The Percentage of the Students who Got Point Up To 75**

<b>Competence Test</b>	<b>Percentage</b>
Pre-Test	14,70%
Post-Test I	38, 23%
Post-Test II	85, 30%

Based on the table above, the result of analysis showed that there was a improvement students' ability in reading comprehension. It is showed from the mean of post-test in the second cycle was 82,94 (85,30%). The mean of the students' score in post-test of the first cycle who got point up 75 there were still was 13 students, it was 71,47 ( 38, 23%). Then, in the pre-test of students showed that the students still more low than score of post-test I. The mean of pre-test was 57,64 (14, 70%). It means that there was improvement from pre-test to post-test in the first cycle and post-test in the second cycle.

From the data, it indicated that using class wide peer tutoring strategy in teaching reading comprehension was effective. Every meeting showed that there was improving for the students reading. From the post-test II seem that almost all students

get good result. So that, the researcher concluded that the students ability in reading comprehension have been improved by using class wide peer tutoring strategy.

The researcher also analysis the students' responses data to support the research finding. The instrument of qualitative data were interview, observation sheet. All of these data was indicated that the students gave their attitude and good response during teaching learning process. Based on the result of quantitative and qualitative data, the researcher concluded that the use of class wide peer tutoring strategy in teaching reading comprehension was kept improving.

## **B. Discussion**

This research was conducted to find out the implementation of class wide peer tutoring strategy in teaching reading comprehension. The result indicated that there was an improvement in the students' ability reading comprehension by using class wide peer tutoring strategy.

Based on the result of quantitative data, the result showed that the students' score in pre-test were still low, only 5 students got score up 75, it caused the students reading comprehension still low. In cycle I the students' ability in reading comprehension improved. The score was higher than pre-test. It was proven by fact that the mean of the score in post-test I was 71,47 or 13 students got score up 75. So, the students' score in post-test I improved, it showed that by using class wide peer tutoring strategy in cycle I can improve the students' ability in reading comprehension. The mean of students' score of cycle II was 82,94 or 29 students got



score up 75. It was higher than the post-test of cycle I. It showed that the students' ability in reading comprehension was better then before cycle. It proved from the students who passed in post-test II. In the cycle II only 5 students still low in their reading comprehension. The result of the research showed the use of class wide peer tutoring strategy as a teaching material improved the students' ability in reading comprehension.

Based on the result of qualitative data which was taken from the observation sheet, interview, and diary note. It was found that the class ran effectively. The students paid attention to the researcher as a teacher during the teaching learning process. The quantitative data also be an improvement of the teacher's and students' activities during teaching learning process.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

From the result and discussion about improving the students' ability in reading comprehension by using class wide peer tutoring strategy concluded that:

1. The use of class wide peer tutoring strategy as a teaching material was able improved the students' reading comprehension of the eight grade students at MTs Hifzil Qur'an Islamic Centre Sumatera Utara in academic year 2017/2018. It was relevant with the data of mean score in pre-test and post-test in each cycle. Mean score of post-test are higher than pre-test. In the cycle I showed that the pre-test score was 57,64, the post-test I was 71, 47 and in the cycle two showed that post-test II was 82,94. It showed that there was improvement from mean score of the students' reading comprehension after applied class wide peer tutoring strategy as a teaching material.
2. There was a good response from the students about using class wide peer tutoring strategy. They said that by using class wide peer tutoring strategy made them more easy understood the material because student can asked opinion about material not understand to other friends as a tutor.

## **B. Suggestions**

After saw the result of the study, the following suggestions offered to be considered:

1. For the researcher, this research gave many experiences. The researcher knowed the teaching process in class. It was important for the researcher so that she knowed the appropriate technique in the teaching learning english.
2. For the principal, this way gave information that by using class wide peer tutoring strategy as teaching material maked the students' ability in reading comprehension be improved.
3. For the teacher, this way gave information that by using class wide peer tutoring strategy maked learning process especially english learning be easy and intrested.
4. For the other researcher, it is very useful as the information in conducting in depth research which is related to this research.

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