

IMPROVING STUDENTS' READING COMPREHENSION BY USING CLASSWIDE PEER TUTORING (CWPT) METHOD

Yana susanti¹, Desi Sri Astuti², Yulia Ramadhiyanti³

Department of English Language Education, Faculty of Language and Arts Education, IKIP PGRI
yanasusanti1995@gmail.com¹

Department of English Language Education, Faculty of Language and Arts Education, IKIP PGRI
yanasusanti1995@gmail.com²

Department of English Language Education, Faculty of Language and Arts Education, IKIP PGRI
yanasusanti1995@gmail.com³

Abstrak

Penelitian ini dilakukan untuk menyelidiki bagaimana meningkatkan pemahaman membaca siswa setelah diajarkan dengan menggunakan metode Classwide Peer tutoring (CWPT) siswa kelas sepuluh SMKN 6 Pontianak pada tahun akademik 2019/2020. Bentuk penelitian ini adalah penelitian tindakan kelas (PTK) . Subjek penelitian ini adalah 33 siswa kelas X. Teknik pengumpulan data yang digunakan adalah teknik observasi dan pengukuran. Lembar observasi, catatan lapangan dan tes membaca digunakan sebagai alat untuk mengumpulkan data. Berdasarkan temuan penelitian, ini menunjukkan bahwa metode Classwide peer tutoring (CWPT) dapat meningkatkan pemahaman membaca siswa. Metode Classwide peer tutoring (CWPT) yang berhasil memecahkan masalah siswa dalam membaca. Itu terlihat dari peningkatan perilaku siswa dan nilai siswa. Para siswa ditunjukkan Oleh peningkatan yang signifikan dalam nilai siswa yang membuktikan peningkatan dari siklus pertama mendapat skor rata-rata 46,5. Skor belum mencapai skor rata-rata, tetapi setelah peneliti melakukan perbaikan pada siklus kedua, skor meningkat menjadi 70. Ini dapat dilihat dari kondisi dan perilaku siswa dalam proses belajar mengajar dalam proses belajar mengajar dan siswa yang tertarik juga diperkenalkan dengan menggunakan metode Classwide Peer Tutoring (CWPT). Akhirnya, peneliti menyimpulkan bahwa siswa menyukai metode Classwide Peer Tutoring (CWPT). Metode ini dapat membantu siswa untuk meningkatkan pemahaman membaca siswa dengan memberikan situasi dan ide. Oleh karena itu, guru perlu menggunakan metode ini di kelas untuk meningkatkan pemahaman membaca siswa dalam bahasa Inggris.

Kata kunci : Metode Classwide Peer Tutoring (CWPT), Pemahaman mengajar membaca

Abstract

This research was conducted to investigate how to improve students' reading comprehension after being taught using the Classwide peer tutoring (CWPT) method of tenth grade students of SMKN 6 Pontianak in the academic year 2019/2020. The form of this research is Classroom Action Research (CAR). The subjects of this study were 33 tenth grade students. Data collection techniques used were observation and measurement techniques. Observation sheets, field notes and reading tests were used as tools to collect data. Based on research findings, it showed that Classwide Peer Tutoring (CWPT) method can improve students' reading comprehension. Classwide Peer Tutoring (CWPT) method of successfully solving students' problems in reading. That is evident from the increase in student behavior and student grades. The students were shown by a significant increase in student scores which proved the improvement from the first cycle got an average score of 46.5. The score has not yet reached the average score, but after the

researcher made improvement in the second cycle, the score increased to 70. This can be seen from the condition and behavior of students in teaching and learning and interested students are also introduced by using the Classwide Peer Tutoring (CWPT) method. Finally, the researcher concluded that students liked the Classwide Peer Tutoring (CWPT) method. This method can help students to improve students' reading comprehension by providing situations and ideas. Therefore, teachers need to use this method in class to improve students' reading comprehension in English.

Keywords: Class Wide Peer Tutoring (CWPT) Method, Reading Comprehension

INTRODUCTION

Reading is one of the important skills in English and it gives many benefits for peoples. Reading is the window of the world for language learners. By reading, the students can get more message, knowledge idea and information from texts, books, magazines, newspapers, and others from the writer. Reading is the most important component in learning process and social interaction.

Therefore, when the student learn to read, they should be able to comprehend the reading text during the process of reading. They are not only expected to read the text in good pronunciation or to find the meaning of each word writing the text but also understand main idea. 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.

Based on Curriculum 2013 or K13, the objective of English learning is stated on Basic Competences and material lesson in English syllabus. It states that purposes of teaching reading in Tenth grade students of senior high school is to enable the students to comprehend the meaning of the spoken and written text.

During the researcher was doing pre observation in the eighth grade students of SMKN 6 Pontianak, the researcher found the real problems that happen in the classroom. Generally, one of the most problem that faced by the students in reading comprehension because of two factor. Those were external factor and internal factor. External factor was a problem that came from outside of students such as media, strategy or method to learn, the teacher does not choose the appropriate. While internal factor was a problem that faced by the students during teaching reading comprehension and some students found difficulties to understand the whole texts although they used a dictionary to help them to translate each word and they difficult to find the main idea. The other hand, they still have

lack of vocabulary. In comprehension a reading text, vocabulary is an important aspect, in comprehension a reading text if the students have lack of vocabulary it too difficult to understand a reading class, the students learn types of reading texts that must be understand by them in learning English subject and also the students had difficult to found the main idea and understanding detail information of the text.

The types of text are narrative text, recount text and descriptive texts. In this research, the researcher focused on reading narrative text.

So that the researcher want to solve the problem through conducting the research. The researcher want choose. Classwide Peer Tutoring (CWPT) as the method to improving student reading comprehension. According to kamps (1994: 50) Classwide Peer Tutoring method is one of teaching method that derived from a cooperative learning. This method the students active worked in group or individual, and students understand more about information discuss in the text and also this method encourage the students to be active to respond about the text and also the students can share the information with the peer or idea about what the students active and motivate students to reading about the text in the classroom.

According to the research that was conducted by Dancer (2007:37), nearly two decades of research has shown classwide peer tutoring (CWPT) to be effective and published studies have indicated that classwide peer tutoring (CWPT) significantly improved student reading comprehension, and mastery of other basic academic skills. This method made the students easily to comprehend the text, to find the main idea, and help the students to structure their thinking to identify characteristics of people and places in the text. Next the students can share information or idea about the text and make sure the prediction before read and after read the text or passage that given by the teacher in the classroom.

Moreover, it gives the students more opportunity to work autonomously. and this method is pretty cheap since it just requires what is available in the classroom. Based on the explanation above, I choose "Improving Grade X Students' Reading Comprehension by Using Peer Tutoring at SMK 6 Pontianak" as the thesis' title.

The researcher believe that Classwide Peer Tutoring can improve students' reading comprehension in the tenth grade of SMKN 6 Pontianak, so they can easy to comprehend the text moreover, it helps students to be more active and enthusiastic in learning process.

Procedure of Classwide Peer Tutoring in Teaching Reading Comprehension

Procedures in teaching reading by using classwide peer tutoring as follow :

1. the teacher divides students into several groups, one group consist of 3-4 students.
2. pair students, this pairing should change each time this strategy is used.
3. teacher provide learning materials about narrative text.
4. when the tutoring begin, one students (tutor) presented material about narrative text presented orally or visual, after that each students (tutee) is given 10 minutes for reading narrative text.
5. the tutor give some questions to the tutee and tutee write down the answer in a paper.
6. 5 to 10 minutes, the tutor assesses the tutee's learning by having the tutee restate the information orally and writing. The tutor gives two points to the tutee for each correct piece of information. If the tutor has to assist the tutee, the tutee gets one point when the information is given correctly. The object is to go over as much information as possible and gain as many point as possible.
7. next, the pair should switch roles and repeat the process. It means that the peer should repeat the process.
8. At the end of class, check the points scored for each individual. It means that the last of the study the teacher collect the point of the students individual.

Strength and Weakness of Classwide Peer Tutoring

In each strategy that used in teaching learning process has some strength and weaknesses as important components. According to Nobel (2005) Classwide peer Totoring has several strength and weakness. The following are the strength of Classwide Peer Tutoring method that will be explained below:

1. Easy of implementation

CWPT is flexible across setting and subject areas as these programs have been implemented in classrooms ranging from kindergarten to high school, general education to special education.

2. Benefits tutors and tutees

There are academic performances gains, as well as positive attitudes toward the subject matter and tutors will showed more improvement in their self-concept, attitudes toward school and enhanced racial relations.

3. Individualized instruction

This learning strategy includes six basic elements, namely, a flexible timeframe, the existence of diagnostic tests that are followed by remedial learning (correcting the grievances made by students or giving students the opportunity to; step through the subject material they have mastered, giving students the opportunity to choose materials appropriate learning, assessment of student learning progress by using forms of assessment that can be selected and providing flexible working time, choosing a free learning location, and the existence of various forms of learning activities that can be chosen.

4. Increased academic achievement

CPWT is an effective procedure for teaching students to acquire and maintain a variety of academic content, can be used in various subjects and grade levels, and includes students with and without disabilities.

5. Increased opportunity to respond

In this part, response of students will be more active and improved academic performance. And then the students casswide peer tutoring (cwpt) strategy is easy to use and can be applied to reading in most academic.

The Nature of Reading Comprehension

1. The Concept of Reading Comprehension

comprehension is goal of reading. in reading comprehension the students do not only read the text but also understand what they read if the reader can read the words but do not understand what they read, they are not really comprehend the written text when they read. moreover reading comprehension is a process of evolving thinking when the reader read, they carry on inner conversation with the text. they respond delight, wonder and even outrage. they make connection, ask questions and draw inference to better understand and learn from what they read.

According to Klinger (2007: 8) reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, 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). It is supported by Snow (2002: 11) explains that reading comprehensions is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The other word reading comprehension is a

process of makes a perception or constructs the meaning through of writer's message trough written text.

2. Components of Reading Comprehension

The students need to prepare in comprehending text to know some skills they can apply while they are reading so that the goal of reading can be reading text According to King and Stanley (2013:3) state there five components of reading comprehension in reading text those are:

- a. Finding factual information requires to scan specific details, the factual information question are generally prepared for students and those, which appear with WH question word There are result, time many types of question: reason, purpose, result, coparison, etc. in which of the answer can be found in the text.
- b. Second, finding main ideas. When reading is important to look at the organization of the passage. Each paragraph is organized in such a way that it has a main idea, which is often contained in the firs sentence of paragraph the rest of the paragraph support and develops this main idea. Sentences which usually expressed as a complete thought and the main idea is usually indicates the other's reason or purpose for writing and the massage he or she wants with the reader. The readers could develop his/her guessing ability to the word which is not familiar with him/her by relating the close meaning of unfamiliar words to the text and the topic of the text that is read.
- c. Third, Guessing vocabulary in context. Guessing vocabulary in context mean that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar word to the context in the text.
- d. Fourth, identifying references, References words are usually short and very frequently pronoun, such as: it, she, he, this, etc. recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage. The reference could be to something which already been mentioned or to something which is going to mentioned.
- e. Fifth, identifying inferences. Identifying inferences is a skill where the reader has to be able to read between lines. King and Stanley divided into two main attentions, drawing logical inference and make accurate prediction.

A. The Nature of Classwide Peer Tutoring

1. Definition of Classwide Peer Tutoring

Classwide peer tutoring is widely regarded as an important influence on individuals. Classwide peer tutoring involved children acting as surrogate teachers whose aim was the transmission of knowledge. In contrast, 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. Topping in Falchikov (2001 : 3) also stressed that peer tutoring is characterized by specific role taking. In other words, someone fulfills the role of tutor while another or other take the role of tutee. It is supported by Fuchs (1997:180) CWPT is type of peer tutoring, which all students in a class are paired and work simultaneously. In additional Greenwood et al in Martel (2009) classwide peer tutoring (CWPT) is an instructional strategy designed to effectively teach specific information to students with a variety of skill levels.

Hopefully this method will improve their reading comprehension. According to Falchikov (2001 : 3) in peer learning, students learn with and from each other, normally within the same class or cohort. Interaction with peers can result in the development of cognitive or intellectual skills or to an increase in knowledge and understanding.

In CWPT, students work together to learn a specific set of information. CWPT uses a combination of instructional components that include partner pairing, systematic content coverage, immediate error correction, frequent testing, team competition and point learning. All students in the classroom is involved in the learning process with CWPT, which allows them to practice basic skills in a systematic and fun way (Terry, 1999).

The CWPT learning model is also able to improve student attitudes in the learning process because in tutoring sessions students are required to be active both acting as tutors and teachers in turn.

CWPT is conducted in a way that encourages positive student interaction by using partner pairing and peer tutoring. In CWPT, students taught by peers who are trained to present of information where they can provide immediate feedback for correct and incorrect responses. According to Nobel (2005: 20) classwide peer tutoring (CWPT) is an active students response approach to instruction that

requires a pair of students to engage in an explicit, didactic system of presentation, instruction, error correction, and evaluation. CWPT is different from other approaches to instruction that use students to instruct other students because CWPT is a tutoring system with several distinct phases : training, practice, and evaluation. During the practice phase of the system, students are thought how to present material to their partner, praise correct responses, and provide error correction for incorrect responses according to Dancer (2007 : 37) nearly two decades of research has shown CWPT to be effective and published studies have indicated that CWPT significantly improved student reading comprehension, and mastery of other basic academic skills. It meant that classwide peer tutoring is a strategy that can improve the students background knowledge and the students became active in learning process and also can help the students result in reading ability to respond the teacher questions about what the students had been studied.

Bases on experts statements above, it can be concluded that classwide peer tutoring strategy is the best way in teaching reading. That help students to increase their active respond, improve the understanding students about text that given by teacher. And the students have participant, feedback between his or her partners, it can improve students reading comprehension and students achievement reading.

RESEARCH FINDING AND DISCUSSION

RESEARCH FINDING

The researcher conducted this research by using classroom action research (CAR) in order to improve the students qualities in learning process. Here, the researcher focused on improving students reading comprehension by using classwide peer tutoring (CWPT) method. The researcher was conducted in two cycles. In each cycle there was two meetings. The researcher was conducted on January 13 th and January 16th 2019 for cycle 1, then continued on January 20th and January 23th 2019 for cycle 2. It was conducted in SMKN 6 Pontianak. The subject was the students of the tenth grade, specifically in X keramik class with consisting of 33 students.

There are two types of data, the qualitative and quantitative data. The qualitative data were obtained from observation checklist and field note, while quantitative data was obtained from the result of the test in every cycle. The result of two cycle were as follows:

1. Qualitative data

a) The first meeting of first cycle (13th January 2019)

1) Planning (12th January 2019)

The researcher did some preparation before the reading teaching activities such as lesson plan, observation checklist, field note and text for narrative text as supporting material in the teaching learning process. The teacher also prepared an observation checklist and field note, in observation and field notes had 3 components that are included the teacher's performance, student's performance, and the classroom situation. The components conducted to observed the activities happened at the class and then write them in observation checklist and field note. In the last of this phase, the researcher prepare a reading test for students.

2) Acting (Monday, 13th January 2019)

In the first meeting, the researcher and the teacher entered class X keramik. The teacher introduces the researcher in front of the class and explained her purpose of teaching in their class. Before involving the students to learn using classwide peer tutoring (CWPT). The researcher started the class by greeting the students, saying the prayer, asking their condition, and also checking the students attendance list. The researcher starting the teaching and learning process, the researcher ask the students about narrative text. Some of the students tried to answer but others only kept silent. The researcher explains about narrative text and give the example of the text. The teacher gives them an example of classwide peer tutoring Interesting. The students paid attention to the teacher's explanation.

The Researcher divided the students into seven groups that each group consisted of four or five students. The researcher gives the text for each group. pair students, this pairing should change each time this strategy is used. when the tutoring begin, one students (tutor) presented material about narrative text presented orally or visual, after that each students (tutee) is given 10 minutes for reading narrative text. the tutor give some questions to the tutee and tutee write down the answer in a paper. 5 to 10 minutes, the tutor assesses the tutee's learning by having the tutee restate the information orally and writing. The tutor gives two points to the tutee

for each correct piece of information. If the tutor has to assist the tutee, the tutee gets one point when the information is given correctly. The object is to go over as much information as possible and gain as many points as possible. Next, the pair should switch roles and repeat the process. It means that the peer should repeat the process. For the first time of presentation, the students looked shy and still had low self-confidence. In the end of the class, the researcher ended the lesson by saying the prayer.

3) Observing (Monday, 13th January 2019)

In this stage, the collaborator already filled the observation checklist and field note during the teaching learning process in the classroom. The collaborator observed and wrote the whole activities that happened in the classroom. In the observation checklist, it was found that some of the students did not pay attention to the researcher's explanation about the material and what they were to do in the reading activity. The students' participation was still less because they were just silent. It showed that the students had less motivation in the reading activity. As a result, they were not able to comprehend the material that made the students passive in reading.

Besides, the collaborator also wrote some notes about the students' performance, the researcher's performance, and the classroom environment in the field note. The teacher could not control the students well because of many students in the class (33), so while the teacher explained the material, a little bit of students paid attention and looked to the teacher's explanation. They were still confused and felt nervous to read in front of the class. That made the teaching learning process less conducive.

4) Reflecting (Monday, 13th January 2019)

In the reflecting stage, the researcher and the collaborator discussed about the data that had been collected from the observation checklist and field note. Based on the observation checklist and field note, it can be concluded that during the first meeting, the students were not active and still confused during the teaching learning process by using the Classwide Peer Tutoring (CWPT) method.

b) The second meeting of first cycle (14th January 2019)

1) Planning (15th January 2019)

In the second meeting the researcher prepare a new lesson plan. The teacher also prepared observation checklist and field note, in observation and field note had 3 components that is included the teachers performance, student's performance, and the classroom situation. The components conducted to observed the activities happened at the class and then write them in observation checklist and field note. The last of this phase, the researcher prepare reading test for students.

2) Acting (Thursday, 16th January 2019)

The activities of the second meeting were opening, main activity and closing. The activities of teaching and learning process started by greetings by the teacher. The teacher reminded them about the example of classwide peer tutoring (CWPT) with an idea. The teacher asked them to sit in the usual group. The teacher gave a text to be discussed. The teacher asked them to discuss this issue by using the classwide peer tutoring (CWPT). After the discussion, the students presented it in front of the class. Some of students After presentation the teacher told them to prepared themselves in facing the examination next week.

3) Observing (Thursday, 16th January 2019)

The second meeting the students seemed did not interested in the teaching learning process. In the first meeting the researcher felt difficult to control the class because of many students in the class. But in second meeting the teacher good enough to handle the class. The students still not fluent and understand what they read when they present the result in front of the class.

4) Reflecting (Thursday, 21th January 2019)

In reflecting stage, the researcher and the collaborator discussed about the data that had been collected from observation checklist and field note that had already done in the cycle 1. Based on the data, it can be concluded that the first cycle was not satisfying. It showed that many students many still confused during teaching learning process by using classwide peer

tutoring (CWPT) Method. Then there also some students who did not read in front of the class. it means the researcher must continue by doing some improvement and revising the planning. For the next cycle the researcher had to explain more about the method in order to make students pay attention to the teacher and should make the students much more active in learning class.

c) The first meeting of second cycle (20th January 2019)

1) Planning (19th January 2019)

Similar with first cycle, the researcher conducted the same method to the second cycle. The time also was ninety minutes for each meeting. Based on the result of their work in the previous cycle, the weakness of students had been analyzed. Therefore, in this cycle the researcher tried to improve in the teaching learning process. The following were the description of each meeting.

2) Acting (Monday, 20th January 2019)

This meeting was hold to increase students' improvement in reading. The activities of the first meeting were opening, main activity and closing. The activities of teaching and learn After that the teacher also ask about classwide peer tutoring (CWPT) method to the students and gave some example . the teacher gave an narrative text and the students analyze including identifying the factual information, identifying main idea of the text, understanding vocabulary, making inference and reference.

The Researcher divided the students into seven groups that each group consisted of four or five students. The researcher give the narrative text for each group. Each group has a narrative text and each group has ten minutes to discussed about the content of the text in their group discussion. All of students in each group have two minutes to read in front of the class, to present the result of their topic in a group . In the end of the class, the researcher ended the lesson by saying prayer.

3) Observing (Monday, 20th January 2019)

The first meeting the students seemed still confused in the teaching learning process. In the first meeting in part of students performance, the collaborator wrote that the students talk with their friends when the teacher

explain about the material and make the class situation was not conducive and noisy. The students also did not give their opinion in group discussion, while the discussion dominated by the active students.

4) Reflecting (Monday, 20th January 2019)

The researcher had to explain more about the method in order to make students pay attention to the teacher and should make the students much more active in learning class.

d) The second meeting of second cycle (23th January 2019)

1) Planning (22th January 2019)

Similar with first cycle, the researcher conducted the same method to the second cycle. The time also was ninety minutes for each meeting. Based on the result of their work in the previous cycle, the weakness of students had been analyzed. Therefore, in this cycle the writer tried to improve in the teaching learning process. The following were the description of each meeting.

2) Acting (Thursday 23th January 2019)

The activities of the first meeting were opening, main activity and closing. The activities of teaching and learning process were started by greeting and check the attendance of students.

The Researcher divided the students into seven groups that each group consisted of four or five students. The researcher give the narrative text for each group. Each group has a narrative text and each group has ten minutes to discussed about the content of the text in their group discussion. All of students in each group have two minutes to read in front of the class, to present the result of their topic in a group . In the end of the class, the researcher ended the lesson by saying prayer and tell the students that for the next meeting the students was do the test.

3) Observing (Thursday 23th January 2019)

In the second meeting the data revealed that the students seemed interested in answering the question asked by the teacher. the researcher and the collaborator found the improvement of students' performance in learning process, the students more active in teaching learning process. The students also share their idea in group discussion, enjoy the class situation

and seemed interested with the classwide peer tutoring (CWPT) method in teaching learning process.

4) Reflecting (Thursday 23th January 2019)

After analyzing the data that was obtained in cycle 2, the researcher and the collaborator discussed about what happened in learning process and then decided to stop the treatment in this cycle, because in the second cycle, the students showed satisfying progress in their reading process. It showed the process of teaching reading by using classwide peer tutoring (CWPT) method it was better from the first cycle and it showed students' reading comprehension has been improved. It was important to pay attention to the result of the teaching and learning process in this cycle. The teaching and learning process had running well in this cycle, the students' response toward the teaching and learning was very good. It could be seen from their attitude in the classroom.

2. Quantitative data

In this part, the individual score and mean score is obtaining the quantitative data. The tests were given on the second meeting after giving the treatment in first meeting. Those were used to know the students' improvement in reading comprehension, which was conducted in the test cycle 1, and cycle 2.

a. The Students Individual Score

1. Reading test in first cycle

In quantitative data was obtained from the read test in the first cycle. The test was used to measure the students reading comprehension, after implementing classwide peer tutoring (CWPT) Method in teaching reading. The result showed that first cycle the students achievement percentage score of speaking test:

Table 3.2 The Classification Students score in the First Cycle

Score	Number of Students	Percentage
80-100	1 students	2,94 %
70-79	6 students	17,65 %
50-69	18 students	52,94 %
0-49	8 students	26,47 %

Figure 4.1 The Percentage of student's Score in the First Cycle

Based on the data above, it showed that students score in reading test were still low. From the result conducted in first cycle, the researcher found that were 26,47% of students categorized into poor. Then 52,94% of students were categorized as average. 17,65% students categorized into good and only 2,94% of students categorized into excellent category.

So, there were not listed into excellent or good in the first cycle. The students' score that the researcher got from the reading test were relatively low in the first cycle. In conclusion most students score in classwide peer tutoring (CWPT) method still not improved. The researcher have to continued it in the next cycle with the new preparation based on the students' problem.

2. Reading test in Second Cycle

Based on the students' and the researcher did in the second cycle when gave treatment and test. Finally the students' got satisfied enough result than before. It means that the students score was improved. In detail, it can be seen on the table and figure below:

Table 4.2 The Clasification Students Score in the Second Cycle

Score	Number of Students	Percentage
80-100	2 students	5,88 %
70-79	9 students	26,47 %
50-69	16 students	50 %
0-49	6 students	17,65 %

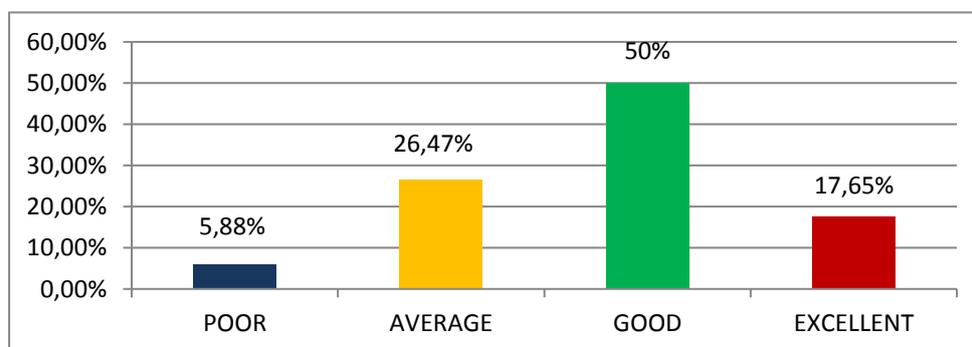


Figure 4.2 The Percentage of student's Score in the First Cycle

Thus the data showed that students' score in reading test were improved. The data showed the students who included into poor categorized decrease become 5,88% students. The students into average decrease became 26,47%. Then, students who categorized good increase became 50%. The students increase 17,65% students categorized into excellent. The data could be compared between the first cycle and the second cycle there was an improvement in the second cycle. Therefore, the researcher decided to stop the implementing of classwide peer tutoring (CWPT) method and did not continue to the next cycle.

b. The Students Mean score

After calculating the students individual score, the researcher calculated the data to find the students mean score. The improvement also can be proved based on mean score on the first cycle and the second cycle. It helped the researcher to know how far their understanding and achievement after implementing classwide peer tutoring (CWPT) method. The researcher used the formu Cycle 1:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1975}{34}$$

$$M = 58,08$$

Cycle 2

$$M = \frac{\sum x}{N}$$

$$M = \frac{2305}{34}$$

$$M = 67,79$$

In cycle 1, the result of students' mean score was 58,08 and it was categorized in average. It can be concluded that the first cycle was not good, because the first cycle did not get significant improvement. Besides, in cycle 2, the result of students' mean score was 67,79 and it was categorized in good enough, it showed there was significant improvement in second cycle. Here are the comparison of mean score in figure as follow:

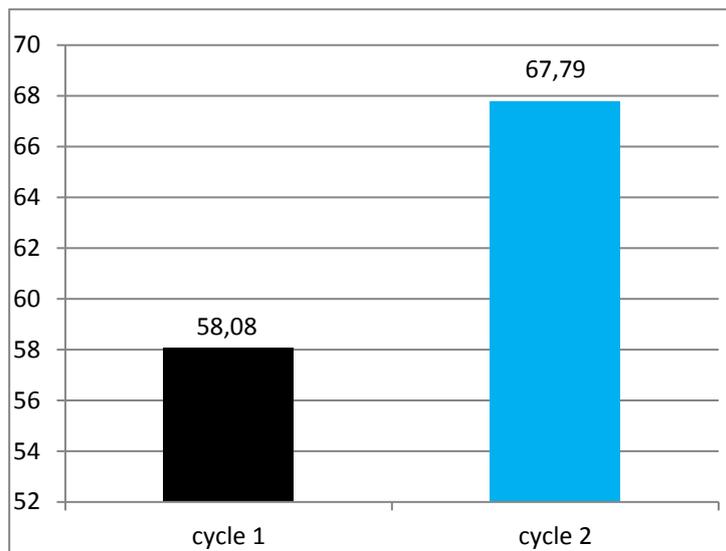


Figure 4.3 The students' mean score in cycle 1 and cycle 2

The Students' Mean

In detail, from the figure, it can be concluded that cycle 2 was quite satisfying, because the result of cycle 2 showed significant improvement than cycle 1. In cycle 1 the students mean score was 58,08 and in cycle 2 67,79.

Based on the data the research findings of the students individual and mean score had improvement after implementing classwide peer tutoring (CWPT) method. It is also proved based on tools for collecting data showed progress and also improvement students behavior and students score.

A. Discussion

This research conducted to the students of SMKN 6 Pontianak in order to improve the students' reading comprehension by using classwide peer tutoring (CWPT) method. This research was done into two-cycle and the ends of each cycle the researcher gave a test to make sure students' improvement. The result of this research explained and described by the findings of qualitative and thae quantitave data. In the qualitative data, the researcher use observation checklist, field note and reading test. From fieldnote, observation checklist and reading test have a good improvement from the first cycle to the second cycle.

According to the observation, it seemed that the classwide peer tutoring (CWPT) method had a good effect on the students. In the first cycle, the students were not enthusiastic in learning reading. Only a few students were asking a question to the teacher, they were not active. Then, the students did not understand the material as well, they were not able to mention the answers, the way in applying the classwide

peer tutoring (CWPT) method in teaching reading, what should they do for the next. This because they were confused to apply the method and afraid to make a mistake. Meanwhile, the students showed their improvement in reading by using classwide peer tutoring (CWPT) method than the first cycle before. It could be seen from the students were enthusiastic in learning reading. They were more active and paid attention to the teacher's explanation. Then, for the students' reading test showed a good improvement from the first cycle to the second cycle, the students' increased. The result students' mean score in the second cycle was better than the previous cycle, so the teaching and learning through classwide peer tutoring (CWPT) method was successful.

Based on the result which had been explained, the Classroom Action Research is a success. According to Kamps (1994: 50) Classwide Peer Tutoring method is one of teaching method that derived from a cooperative learning. Sideridis et al (1997) conducted a study involving three students with mild disabilities and three normally developing. This method the students active in group or individual, and the students understand more about information discuss in the text and also this method encourage the students to be active to respond about the text and also the students can share the information with the peer or idea about what the students read before, made the students active and motivate students to reading about the text in the classroom.

It supported by a previous study conducted by Nikmah khairani (2018) the title is The Use of Class Wide Peer Tutoring Strategy in Teaching Reading Comprehension at class eighth, said that 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.

In addition Yanuar Irakas Prihatno (2014) the title is Improving Grade X Students' Reading Comprehension by Using Peer Tutoring, said that I desire to solve the problem and therefore introduce peer tutoring as an approach. I consider that the implementation of such an approach will effectively help the students in improving their English command, reading skill in particular. By pairing two students having academic imbalance, it is expected that the student whose ability is better can motivate and reinforce his friend. Implementing peer tutoring as an approach of teaching reading could be defined as an effort to equalize the various levels of

students' ability or at least elevate the low-motivated students' comprehension into a better stage. There are some advantages of this approach. Harmer (1998: 21) states that in groups, students tend to participate more equally, and they are much courageous to practice and use the language than they are in a whole-class circumstance. Then, they will be much more attractive since while the students are paired and talk about something, many more of them will be more active in the activity. Moreover, it gives the students more opportunity to work autonomously. Moreover, this technique is pretty cheap since it just requires what is available in the classroom.

Therefore, this method is good method to use in teaching reading. Through this method the students can create their thinking to find out the main idea, and interesting point of the topic or the contents of the text. classwide peer tutoring (CWPT) method also can make students more active because in classwide peer tutoring (CWPT) method the students can read and to share idea which they can after read the text.

BIBLIOGRAHPY

- Snow, Catherine E, 2002. *Reading For Understanding: Toward an R&D Program in Reading Comprehension*. New York: Department of education.
- Dancer, Anthony P. 2008. *The Effect of a Required Character Education and Class-Wide Peer Tutoring Program on 5th-Grade Students Reading and Writing Performance*. U.S: ProQuest Information and Learning Company
- Falchikov, Nancy. 2001. *Learning Together: Peer Tutoring in Higher Education* London: Routledge Falmer
- Klinger, Jenette K, Vaugh, Sharon and Boardman, Alison 2007. *Teaching Reading Comprehension the Students with Learning Difficulties* New York: The Guilford Press
- Nobel, McMahan, Michele.2005. *Effects of Classwide Peer Tutoring on The Acquisition Maintenance, and Generalization of Science*
- Fuchs, Douglas and Fuchs, Lynn S. 1997. *Peer-Assisted Learning Strategies: Making Classrooms More Responsive to Diversity*. America: AERA

Kamps, Debra M, Barbetta, Patrica M, and I Leonard, Betsy R. 1994. *Classwide Peer Tutoring: An integration Strategy to Improve Reading Skills and Promore Peer Interactions Among Students with Autism and General Education Peers*. Kansas: Washington Blvd