Class Wide Peer Tutoring (Cwpt) Strategy: Its Impact to Students' Readin Comprehension of Grade Eight Students of SMP 1 Sungai Rumbai Dharmasraya

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Abstract

Class Wide Peer Tutoring (CWPT) Strategy is chosen to be applied in order to develop the teacher's strategy in teaching learning process especially Narrative Text. The objective of the research is to examine whether or not Class Wide Peer Tutoring (CWPT) Strategy can improve students' Reading Comprehension of grade eight students of SMP 1 Sungai Rumbai Dharmasraya. Besides, the researcher is also designed to study what happens when Class Wide Peer Tutoring (CWPT) Strategy applied.To get the data in this research, the researcher used test as an instrument. The researcher gave them multiple choice, to know how well the students already mastered reading comprehension on narrative text. The data of the research were collected in three steps as stated, Pre-test. The researcher gave pret-test to the control and experimental groups in order to know students reading comprehension level and to cover students score in mastering reading comprehension. Than treatment, The researcher prepared materials by giving treatment using CWPT in teaching narrative text for experimental group focused on reading comprehension and Questioning strategy for control group in order to compare both of the strategy given. The last Post-test**.** The researcher gave post-test to experimental group and control group after giving the treatment. After gathering the data, the researcher analyzed the students' result by using a statistical formula which is called t-test. The researcher calculated the significant differences for Class Wide Peer Tutoring. By using CWPT strategy the teacher can increase students ability in reading comprehensin. The finding reveal that Class Wide Peer Tutoring (CWPT) strategy can improve students' reading comprehension, where students work in pair, help each other to accomplish individual and pair task. Furthermore, in CWPT strategy the teacher guides the students in pair activities, provides feedback on pair fuctioning and intervenes when necessary. Class Wide Peer Tutoring (CWPT) Strategy as used in this research gave good Impact to students' Reading Comprehension, especially in narrative text of SMP 1 Grade Eight students Sungai Rumbai Dharmasraya. The use of this strategy helped the students comprehend the text, made the students participate actively in the learning process, gave good response during pairing activity, and provided fun which facilitated more learning.

Key words: *CWPT, Teachers' Strategy, Reading Comprehension*.

Introduction

Reading is one of the skills that is being studied by a learner. In todays' world, it supports the development of overall proficiency and provides access to crucial information at work and in school.In teaching English through reading, the students acquire large information from the book and other instructional materials. It expands their knowledge and ability. It helps the students speak to others with ease because they have learned the necessary skill needed to widen their store of knowledge about many things in life.

The ability in reading also makes the students develop their good communication. It is stated by Linse (2005) there are two main reasons why people read, the first is for pleasure and the second for information. The students get enjoyment and feel satisfied when they understand what they read. It is because the students get more information in the world like education, government and events.To acquire the purpose of reading, which is to get the general or detailed information from the text, the students must have to comprehend the text critically. Comprehension is understanding new information in the light of what have already known. This can help students become more successful in applying and

improving everything that have been learned and understood in the classroom. Reading comprehension is the process of using syntactic, semantic, and rhetorical information found in the printed texts to reconstruct in the reader's mind, using the knowledge of the world he or she possesses (Seyler, 2004: 45).

Moreover, it is how well the students understand the meaning of the text or passage provided by the teacher and understand the author's main idea and the facts that support the main idea. Many strategies that can increase students' Reading comprehension can be used. Class Wide peer tutoring (CWPT) is one instructional strategy focused to increase active responding, and improve academic relationships in the classroom process. Many students are poor in comprehending the text from any reading material because they do not know the meaning of some of the words. Once the students do not understand the meaning of the word they will not also understand the content of the text. The researcher has thought of an appropriate strategy that can help students learn through reading based on their needs and background knowledge. The use of Class Wide Peer Tutoring (CWPT) strategy can improve the students' level of understanding the text. This strategy is

also effective and powerful memory recall since the students are motivated to actively participate in the discussion of the lesson because it is interactive.Based on the researchers' experience teaching grade eight at SMP 1 Sungai Rumbai Dharmasraya a lot of students have difficulties in learning English especially in reading the text. Many students get bored in reading, they have limited vocabularies which make them less motivated to read the text. The teacher does not provide appropriate teaching strategy, instead uses monotonous strategy in teaching that led to difficulty in improving students' skill in reading. Though, it is a fact that different reading materials have also different level of difficulties, English teachers at SMP 1 Sungai Rumbai Dharmasraya do not use variety of teaching strategy to improve the students' ability in comprehending the text. Teaching and learning process in reading class is only conducted by asking the students to read the passage, finding out the meaning of difficult words, answering questions based on the text, and collecting the students' reading assignment. In this case, the teacher needs a certain strategy to make students able to comprehend a text and enjoy their learning process.

Since English language for the Indonesian students is a foreign language, it is hard for them to use it, but does not rule out the possibility to understand by learning English language. It depends on the manner the strategy is used by the teacher, if it is appropriate or not for the students' ability to learn. In order to master the language, the students need to learn how to speak, listen, read and write the language. In this study, the researcher is concerned about reading, especially in reading comprehension. Through reading, the students can improve their language ability. But their motivation and active response in the learning process as far as reading comprehension is concerned is a serious problem. Thus, the Class Wide Peer Tutoring (CWPT) Strategy is a response in order to stimulate students' reading comprehension.

Moreover, Reading is a tool to communicate with other people through reading form In other words, reading is an activity to produce like main idea, topic sentence, supporting detail, and many others. According to Bielby (1999) reading is a complex process. It means Reading is not about identifying words but is also about understanding the text and identifying information of the text.And Seyler (2004) pointed that reading is the process of obtaining or constructing meaning for a word or cluster a word. It

can be seen from, the readers understand what they read so that they can develop the word from the information. the students learn to read some words or sentences by giving the knowledge about the meaning of text. It is started from teaching students how to read and learn how to find key ideas, main idea, topic, as well as understand about the meaning in the text. It is not simple thing to do for the teacher, the teacher should guide the students to comprehend the text and get knowledge from it. Reading comprehension can be defined as the level of understanding the passage or text. Proficient reading comprehension depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, the students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Nunan (2003), In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

Galda and Beach (2008) stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

In considering the reader, can include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, also can include the purposes, processes, and consequences associated with the act of reading.

In teaching reading, actually there are many kinds of strategies that can be used, one of them is Class Wide Peer Tutoring (CWPT) Strategy. According to Lee (2005:123) states Class Wide peer tutoring is an instructional strategy focused on increasing active responding, improving academic relationships in the classroom. Based on experts statements above, it can be concluded Class Wide Peer Tutoring (CWPT) strategy is the best way in teaching reading, that help students to increase their active respond, the understanding students about the text that given by teacher. And the students have participant, feedback between his or her

partners, it can also increase the students Reading Comprehension and the students achievement in Reading. Class Wide Peer Tutoring (CWPT) strategy in which students are taught by peers who are trained and supervised by classroom teacher. This idea are supported by Sadler (2001), Class Wide Peer Tutoring (CWPT) Strategy enables students to learn from their peers and requires 30-45 minutes of class time. It means this strategy helps students to be effective and increase powerful memory and also help the students to more active to follow the lesson because this strategy is attractive for students in learning process.

Terry, Barbara (2013:53) Class Wide Peer Tutoring (CWPT) is a form of peer-mediated instruction where the teacher creates pairs of students that alternately fill the roles of tutor and student. The tutor asks questions, records points, and provides feedback on whether the student's response matches the correct response designated by the teacher. The student responds orally and or in writing to the questions and practices the correct answer three times if he or she makes an error. The teacher supervises the tutoring and awards points for good tutoring. A classroom's student pairs are divided into two teams, and they earn points for their respective teams by answering questions correctly, correcting their incorrect

answers, and tutoring appropriately. At the end of a week, the team that has earned the most points is recognized as the winning team. CWPT has been used to help students learn spelling, math facts, basic word reading, reading fluency, vocabulary, and facts related to an area of study.

Hott, Brittany et al (2012:24) Class Wide Peer Tutoring (CWPT) Class Wide Peer Tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. Typically, CWPT involves highly structured procedures, direct rehearsal, competitive teams, and posting of scores. The entire class participates in structured peer tutoring activities two or more times per week for approximately 30 minutes. While the procedures and routines in CWPT remain the same, student pairings or groups may change weekly or biweekly In CWPT, student pairings are fluid and may be based on achievement levels or student compatibility.

Review of Related Theories

There were three theories of Reading Comprehension that guided the researcher in this study. Johnston in Schumm viewed Rading Comprehension as a process of using ones' own prior knowledge and the readers' cues to infer the intended message. It means that the

reader tries to transfer knowledge to the author based on what he/she reads. The familiarity of topic provides the reader the opportunity to understand better the text. The readers' background knowledge influences his/her comprehension.

The Theory of Klingner, Vaughn, et al, Reading Comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge) as well as variables related to the text itself (interest in text and understanding each other from the text types). Comprehension is achieved because both have similar background knowledge and experience. The interaction involves the readers' acting or interpreting the text, and the interpretation is influenced by the readers' past experiences, language background, and cultural framework as well as the purpose for reading.

Woolley posits Reading Comprehension as the process of making meaning from the text. The reader has to understand about the meaning of the text as intended by the author. The structure of knowledge which is an understanding of

how texts are organized and how information is put together in a context.

This emphasizes the meaning of the entire text from the point of view of the author.

With the above mentioned theories, the researcher came up with Peer Tutoring Theory. The theory asserts that reading comprehension is achieved when students are motivated to learn and enjoy the task. The reading texts are written with exactly the right combination of vocabulary, structures and skill practice determine optimal learning at each level of ability. Depending on their level of ability and needs, the students engage in various activities noteworthy for reading comprehension.

It implies that though students can be taught a variety of reading strategies however, with the use of Class Wide Peer Tutoring (CWPT) strategy, the students can actively engage in the process of learning. The students can become both teacher and learner in a learning environment with motivation and pleasure. This strategy helps the students to understand the meaning of the text and improve eventually students' comprehension level.

Research Methodology

In this research, the researcher used experimental research. According to Gay and Airasian (2000) experimental research

is study to find cause-effect relationship. It is observed that groups are different on some variables and the attempts to identify

the main factor that has led to this difference. This research is expected to know the impact of Class Wide Peer Tutoring (CWPT) Strategy on Students' Reading Comprehension.This Research used Quasi Experimental Research. Creswell (2008) states that Quasi Experimental Research can be randomly assigned to two groups. In this study the group were randomly assigned and not individually. The groups were matched based on the students that have same background of knowledge. Then, the groups were divided into control and experimental groups.

Furthermore, the research used pre-test and post-test, control and experimental group design. According to McMillan (2001) this research design has a pre-test to know students' background Knowledge before the treatment in the classroom. This study aimed to determine the impact of using Class wide Peer Tutoring (CWPT) Strategy after the treatment has been evaluated. And also the researcher used a research subject from a similar characteristic of population, and has similar mean score of students' reading compreh

ension.In this case, the participants were randomly assigned to groups. The researcher took two classes with two equal qualification of sample group. According to Gay and Airasian (2000) experimental research typically involves two groups: an experimental group and control group. Only the experimental group was given the treatment but both classes were given equal posttest. One group was experimental group using Class Wide Peer Tutoring (CWPT) Strategy on students' reading comprehension. Another group was control group using Questioning Strategy, a teachers strategy in the teaching process. Then, scores were evaluated from both classes.

Respondents are the total number of the students in the research that have same characteristic. According to Creswell (2008) defines the population is a group of individual who have the same characteristic. In this research, the population were the grade eight students of SMP 1 Sungai Rumbai Dharmasraya on Academic 2016/2017.

Table 1

No	Class	The number of the students	Mean score of Reading test
1	VIII A	24	68

2	VIII B	23	67.7
3	VIII C	23	67.2
4	VIII D	24	67.8
	TOTAL	94	

Respondents and their mean score

(The sources: SMP 1 Sungai Rumbai Dharmasraya 2016/2017)

Sample is part of population which is researched. The population is classified into several classes, the researcher selected the sample by cluster sampling technique. According to Gay and Airasian (2000) state that cluster sampling is the process of selecting group randomly, it means this research is not take class individually. So, there are two classes take as a sample that have same characteristic and have same background knowledge. One class for control and experimental group.

In this study the researcher also selected the sample based on students' mean score of reading test from first semester, in which the classes have the same characteristics and similar students' mean score.After getting the mean score, the researcher determined the experimental class by flipping coin. VIII A as the control group and VIII B as the experimental group, because they have similar mean scores and knowledge in the daily activity.The experimental class was taught by using Class Wide Peer Tutoring and Control class was taught by using Questioning Strategy. The researcher also selected one class which has the closest mean score in both classes, in order to determine whether the test is valid and reliable before giving the test to the experimental and control classes

The data of the research were collected in three steps as stated below:

a. Pre-test. The researcher gave pret-test to the control and experimental groups in order to know students reading comprehension level and to cover students score in mastering reading comprehension.

b. Treatment. The researcher prepared materials by giving treatment using CWPT in teaching narrative text for experimental group focused on reading comprehension and Questioning strategy for control group in order to compare both of the strategy given.

c. Post-test. The researcher gave post-test to experimental group and control group after giving the treatment.

After gathering the data, the researcher analyzed the students' result by using a statistical formula which is called t-test. The researcher calculated the significant differences for Class Wide Peer Tutoring (CWPT) and Questioning Strategy in teaching narrative text as follows:

a. The researcher computed the mean of each group in the pre-test and post-test using the following formula of (Antonina, 1998)

b. The researcher checked both the pre-test and post-test mean scores using the verbal interpretation below:

Table 2

Scores and Descriptive Equivalents

Scores	Verbal Interpretation
80-100	Excellent
60-79	Very Good
40-59	Good
20-39	Fair
0-19	Poor

c. The t-test Antonio (2001). The researcher computed t-test to know the significant difference of pre-test and post-test between the control and experimental groups.

Findings and Discussions

Performance of the students in the Pre-Test and Post-Test Results

This section reveals the findings of the result of pre-test and post-test between

control and experimental groups. Both have indicators such as mean score and verbal interpretation.

In this table, it shows the mean performance of the pre-test and post-test of the control and experimental groups. In the pre-test the control group got a mean performance of 58.75 verbally interpreted as good while the experimental group is 57.82 also verbally interpreted as good.

Table 3

Mean performance in the Pre-Test and Post-Test
of the Control and Experimental groups

Group	Pre-Test		Post-Test	
	Mean	VI	Mean	VI
Control	58.75	Good	66.04	Very Good
Experimental	57.82	Good	80.00	Excellent

Legend: 0-9 Poor; 20-39; Fair: 40-59; Good; 60-79; Very Good; 80-100 Excellent

The data in the pre-test of the control group has higher mean performance than the experimental group. While in the post-test the mean performance of the control group is 66.04 verbally interpreted as very good while the experimental group is 80.00 verbally interpreted as excellent. This fact is a proof on the research by Dancer Anthony p (2005) which that the evaluation of class wide peer tutoring in teaching promote the growth and development of the teachers and students by means of analysis on the criteria of good teaching. This clearly implies that using class wide peer tutoring strategy is effective and give good impact to the students in reading comprehension through narrative text, especially in SMP 1 Sungai Rumbai Dharmasraya. It helps the teachers in the teaching learning process of reading narrative text. The Class wide peer tutoring (CWPT) strategy is the best strategy to help students in active learning and comprehending the text.

Based from the gathered data, it can be deduced that CWPT strategy in experimental group was excellent, it means that students learning particularly in understanding narrative text has been improved. And can be attributed to the wide repertoire of the teachers' instructional strategy and activities by undergoing professional upkeep and growth.

Significant difference in the Pre-Test and Post-Test results of the Control and Experimental groups

Using the t-test the control group computed t-value is 5.717 while the experimental group is 12.96 both higher than the tabular value at 0.05 level of significance as shown in table 4. The null hypothesis is rejected. Hence, significant difference exists.

Table 4

t-Test Computation of the Pre-Test and Post-Test

Between Control and Experimental groups

Group	Computed Value	Tabular Value	Conclusion	Interpretation
Contol	5.717	1.711	Reject H_0	Significant
Experimental	12.96	1.714	Reject H_0	Significant

This can be deduced that Class Wide Peer Tutoring (CWPT) strategy can improve students' reading comprehension, where students work in pair, help each other to accomplish individual and pair task. Furthermore, in CWPT strategy the teacher guides the students in pair activities, provides feedback on pair fuctioning and intervenes when necessary.

Implication of the results of Class Wide Peer Tutoring (CWPT) Activities in students' Reading Comprehension on Narrative text.

The result of the pre-test and post-test of the control and experimental groups revealed that the pre-test of the control group has higher mean performance than the experimental group. While in the post-test the mean performance of the control group is 66.04 verbally interpreted as very good while the experimental group is 80.00 verbally interpreted as excellent.

This clearly implies that the use of Class Wide Peer Tutoring (CWPT) strategy was effective and gave good impact to the students in reading comprehension through narrative text.

The result of the research implies also that the teacher has to choose the appropriate strategy in teaching reading for comprehension. The use of CWPT strategy in the classroom the teacher is able to supervise and monitor more the students when they work in pair.

Class Wide Peer Tutoring (CWPT) Strategy as used in this study gave good Impact to students' Reading Comprehension, especially in narrative text grade eight students of SMP 1 Sungai Rumbai Dharmasraya. The use of this strategy helped the students comprehend the text, made the students participate actively in the learning process, gave good response during pairing activity, and provided fun which facilitated more learning.

Conclusion

Based from the foregoing findings of the research, the following conclusions were drawn:

a. Both the control group and experimental group had good performance in the pre-test while in the post-test, the performance of experimental group was excellent higher than the control group with only very good.

b. There was a significant difference in the performance of the students in the pre-test and post-test result.

c. There were implications of the results to students' reading comprehension.

d. The designed supplemantal tutoring activities improved the reading comprehension level of the students.

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