CHAPTER II

CLASSWIDE PEER TUTORING METHOD IN TEACHING READING

COMPREHENSION

A. The Nature of Classwide Peer Tutoring

For the students, comprehending the reading text is not easy. The teacher should improve or create her/his method in teaching reading comprehension because students need a kind of learning method in their learning process. This method is Classwide Peer Tutoring (CWPT). CWPT method as one of cooperative learning type is a method in which the students work in the group. 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.

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 fulfils the role of tutor while another or others 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: 15) Classwide Peer Tutoring (CWPT) is an instructional method designed to effectively teach specific information to students with a variety of skill levels.

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.

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 student 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 taught 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 means that Classwide Peer Tutoring is a strategy that can improve the students background knowledge and the students become 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.

Based 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 the 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.

According to Rico (2003: 15) there are 3 major characteristics of CWPT. Firstly, students are actively involved in making academic responses not merely passively paying attention in order to benefit maximally from instruction. CWPT provide each student with many opportunities to respond, because each student responds to each item in the role of tutee (initial responses to tutor's prompts, repeating missed items) and tutor (prompting

responses, discriminating between correct and incorrect responses, and providing feedback).

Secondly, instructional antecedents in the form of schedules, materials, classroom management, activities, and classroom grouping for lessons are arranged to maximize the amount of active academic responding that occurs in the classroom. The instructional antecedent control of CWPT is comprised of three major elements include in reading. The second element involves all students in a classroom and they are working in pairs. The third element required immediate and corrective feedback provided by the tutoring student when the student tutee makes an error.

Finally, individual and team reinforcement provide a consequence control on the opportunity of academic response. Individual reinforcement occurs when the tutee earns points and praise for correct responses. Group reinforcement occurs when the team receiving the highest point total is verbally recognized by the teacher and is applauded by their classmates.

B. The Central Components of Classwide Peer Tutoring

In this case, Classwide Peer Tutoring method has some central components. According to Greenwood in Zubov (1999: 56) there are some components of Classwide Peer Tutoring as follow:

a. Units and materials adapted for use within peer tutoring.

b. Peers working together in pairs, this strategy is based on instructional strategies in which students are taught by their peers who are trained and

this is very effective for students in integrated classrooms because they will be able work with all the different types of learners in the class and benefit from each other's academic, behavioral, and social skills.

c. Tutoring procedures that follow a structured format where students are involved in asking questions, error correction, point earning, feedback, and positive reinforcement.

d. Scheduled tutoring sessions, CWPT took place three to four days a week for 25 to 30 minutes each day as a supplement to baseline reading instruction, depending on the content. Ideally, students will smoothly proceed into assigned pairs with all necessary materials.

e. Frequent evaluations, in this method often frequent evaluations because materials used during CWPT sessions generally match evaluation tasks.

f. Monitoring of tutees' activities by both the teacher and tutors, it mean that the classroom teacher afforded freedom to move around the classroom and assist student pairs in need of additional help.

C. Procedure of Classwide Peer Tutoring in Teaching Reading Comprehension

In classwide peer tutoring (CWPT), students are paired and as signed the roles of tutor and tutee. Students provide each other with instruction, often via rapid response trials or paired reading practice, and give each other immediate error corrections. The classroom teacher afforded freedom to move around the classroom and assist student pairs in need of additional help. According to

Martel (2009) Classwide Peer Tutoring (CWPT) enables students to learn from their peers and requires 30-45 minutes of class time. It means that 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. According to Rico (2003: 16) procedures of Classwide Peer Tutoring as follow:

1. Teacher and students' training

   Before the implementation of CWPT, both teachers and students have to be familiarized with the procedures. students may be taught tutoring procedures in two to four 20-minute lessons. The training sessions are conducted and covered the following topics: rationale for and overview of peer tutoring, practice of tutoring procedures, and methods to determine progress.

2. Pairing

   One student in each pair serves as tutor for 10-l5 minutes while the other is the tutee. After the established time limit has expired, the tutoring pair reverses roles for the same amount of time The tutor and tutee are seated at separate. adjacent desks during tutorial sessions.

3. Role of student tutors

   The tutor is provided with an instructional item of academic material (e.g., reading comprehension problems with question and answer) related

to the current content of instruction in the classroom. Items are presented to the tutee one at a time from the material. tutee then responds orally to the presented item, using a blank piece of paper when necessary (e.g., to work Out the reading comprehension problem). Two points are given by the tutor for each correct response. Alternatively, the tutor provides the correct answer in case of error and offers the tutee the opportunity to practice the correct response.

4. Role of teacher

While peer tutoring is in effect the teacher moves about the classroom and awards bonus points for good tutor and tutee behavior. Behaviors that may be reinforced include, clear and concise presentation of materials, appropriate use of points, use of the error correction procedure, and supportive comments and assistance.

D. Strength and Weakness of Classwide Peer Tutoring

In each method that used in teaching learning process has some strength and weaknesses as important components. According to Nobel (2005) Classwide Peer Tutoring 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 settings and subject areas asthese 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 performance 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

CWPT provides individualized instruction for all students no matter how large or small the class size.

4. Increased academic achievement

CWPT 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.

According to Rico (2003: 24) here are the weaknesses of Classwide Peer Tutoring methodthat will be explained below:

1. Specific start-up costs are most noticeable

They include additional planning time, material development demands, initial teacher and student training, and monitoring of program effects. Although the overall advantages outweigh the initial costs, teachers should be aware of the initial costs and prepare the necessary materials prior to the implementation of CWPT.

2. Teachers should maintain the quality control of CWPT

Teachers should move about the classroom and observe peer interactions, collect ongoing academic performance of students, and review students work products such as class work, daily point earning in ordering to ensure high quality implementation of CWPT. If teachers fail to monitor student use of instructional procedures, then critical components of CWPT may be omitted. Incorrect student responding may go undetected. Classroom may go undetected and students cheating may arise.

3. Some practitioners have argued that peer tutoring methods slow down the pace at which new content can be introduced and covered.

finds that some teachers have more difficulty with instructional pacing during peer tutoring time but not in teacher presentation. The time for peer learning dictates the instructional pace. suggests that perhaps by focusing student learning on mastery of critical curricular concepts and principles as opposed to isolated facts, many pacing concerns can be reconciled.

E. The Nature of Teaching Reading Comprehension

Teaching is a set of transferring information or knowledge to the students in the classroom. Teaching is a process to help the students to respond their environment in an effective way. Teaching is an activity from the teacher in the classroom to give the students knowledge or information. According to Brown (2007: 8) teaching is a means of showing or helping someone to learn

how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. It means that teaching is an activity to help and asses someone in learning somethingin order that they can understand what they are learning better and teacher plays an important role in controlling the student during the learning process.In teaching learning process the teacher have to optimal effective conditions.

There are some factor influence the condition of teaching learning process that are: the students is motivated, the main thing in teaching reading is to develop students who do read, that means motivating them to read, the students has self confidence and good self image and the students of anxiety is low, that is, the teacher have to find out a good method in teaching learning process to increase the students confidence and students be more active in learning process.

One of the best method that can help the teacher in teaching reading comprehension is Classwide Peer tutoring. According to Greenwood, Carta and Hall in Rico (2003: 12) CWPT is an instructional system in which all students work together in tutor-tutee pairs on a classwide basis. It was developed as an alternative to traditional forms of teaching to increase opportunities for active academic responding by disadvantaged and low-achieving students. It means that Classwide Peer tutoring strategy is effectiveness in increasing the students perform in the class, because all

students be more active and work together in learning process and CWPT also effective to improve the students ability in reading comprehension.

Burns and Sinfield (2004: 25) stated that teaching and learning practice that facilitates students' active engagement with ideas is another key facet of an embedded approach to learning development. It is supported by Willis (2008:139) Teacher used teaching method of comprehension strategies helps students learn how to identify which strategies are most useful for different comprehension tasks and types of text. Although some strategies are acquired informally, explicit instruction in strategy application can make their use more clear and increase the likelihood that students will use them correctly and independently.

There are some important condition aspects in teaching reading comprehension. According to Duffy (2009: 9) these conditions are important because they send students messages about important aspects of reading, as follow:

1. Fill the class environment with text

    If exciting and interesting texts are available in the classroom, students are more likely to be enticed to read. Consequently, students should have access to a wide range of high-quality trade books, both narrative and expository.

2. Organize the classroom so that students have lots of time to read

   The general guideline is that students should do 45−60 minutes of easy reading every school day. The time can be broken up, with 15 minutes during a designated free reading time, 7 minutes during a break in activities, and so on. But students do not learn to read unless they read a lot. And they cannot get better by reading difficult material. This is especially so for struggling readers.

3. Build rich oral and written vocabulary

   Reading is language, and language is made up of words. Words reflect experiences. new words come from new experiences, literate classroom environments are characterized by rich experiences with content areas.These translate into new vocabulary. The richer the vocabulary, the more likely it is that students will become readers.

4. Make writing an integral part of the classroom context

   Writing and reading are mutually supportive. The more students read, the better they write, the more they write, the better they read.

5. Include multiple opportunities for students to read under teacher guidance

   Teacher should allocate some instructional time to guiding students through selections in basal textbooks, literature selections, and content-area texts. it is opportunities for teacher to reinforce important learning and to engage students in rich language experiences while also providing a social occasion for sharing together.

6. Emphasize conversational talk in the classroom

   Teacher and students discuss topics together in the class and the teacher give students chance to speak in the class, because their role in classroom talk should be more collaborative and more active, more conversational.

   Teaching reading comprehension is an important educational goal for both teacher and students. In teaching reading comprehension, the teacher plays the important roles. The teacher should do some strategies to improve students' reading comprehension. Moreillon (2007: 10) states that reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts.

   To comprehend the content of the text, students should not only have good mastery of English but also reading strategy. This research was conducted by applying an appropriate reading strategy, in this research the researcher used Classwide Peer Tutoring.

F. **The Nature of Reading Comprehension**

   Comprehension is the 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 ongoing 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 comprehension 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 through written text.

1. Components of Reading Comprehension

As state in the earlier passage, there are many skills that can be used in reading comprehension. In this case, the researcher used five components of reading comprehension as follow:

a) Understanding the main idea

Main idea is the main topic that is being discussed in a paragraph. Morellon (2014: 3) explains that, the readers are supposed to define and to understand the main idea from the text. Understanding main idea is a

skill that the reader can find what the reading text tells in inductive process, deductive process, and beyond the line. The way to find out the main idea of the text can be searched by connecting to other information in the text that related to support the idea.

b) **Understanding detail of information**

Identifying detail information is important for the reader because the reader needs to find the facts in reading text. According to Litian (2005:7) beside to understanding the main idea, the readers are supposed to define information from the text. Information in a text is necessary because the result of reading comprehension is the readers can get information from the text given.

c) **Understanding vocabulary**

Reading comprehension and vocabulary are inextricably linked. Vocabulary is important for reading to learn as well as learning to read. Children need to understand the meanings of the words they read if they are to learn from what they read. Perfetti and Adlof (2012:7) consider that, there are numerous studies that demonstrate a strong relationship between vocabulary knowledge and reading comprehension in both children and adults. a reader needs to know the meanings of 90 percent of the individual words contained within a text in order to comprehend it.

d) **Understanding inference**

In drawing inference, the students should be able to make conclusion of the words, phrases or sentences they are reading. Perfetti and Adlof (2012:7) states that, to make sense of a text, skilled readers make inferences that bridge elements in the text or otherwise support the coherence necessary for comprehension. Most important for routine comprehension are inferences that help the reader build a coherent mental representation of the text. It is means that Inference is drawing conclusions based on information that has been implied rather than directly stated and is an essential skill in reading comprehension. Making an inference in reading is the process of combining the current text information with one's own experience in order to create meaning that is not directly stated in the text.

e) **Understanding reference**

One of the skill to comprehends the reading text is mastering the word. It is important to master reference word which includes pronouns in comprehension. According to Kral (2004:13) the term pronoun reference describes the relationship between the pronoun and its antecedent. It is important to note that the antecedent may precede or follow the pronoun. Writers and speakers usually refer to a person, place, thing or idea more than once. Reference words are usually short

and very frequently pronouns such as, she, he, it, they, this, her/him and many other.