CHAPTER I

INTRODUCTION

In this chapters the researcher presents some points related to this research including background of the study, formulation of research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the study and definition of key term.

A. Background

Teachers have always been concerned with their teaching strategies to improve the student's reading achievement. According to McCarron (2011), teaching and learning activities have to be modified to facilitate both cognitive and social gains in both high performing and low-performing students in an individualized or positive way. One of the recognized as an effective method of instruction to help students increase their achievement compared of traditional classroom environments is the use of peer tutoring (O'Shea, 2010). Peer tutoring consist of students teaching other students of the same or different age, on one-on-one basis or one tutor working with one tutee (Eric Digest, 2002).

From the literature review conducted by Henderson (2002) say that peer tutoring has a positive effect on student performance, retention and positive attitude towards tutoring. From these great advantages and benefits that can be derived, the use of peer tutoring is one of the best selection strategy for teachers used.

Peer Tutoring Strategy is one form of cooperative learning method that can be used improve students in reading that can be applied in teaching reading comprehension. Peer tutoring is a strategy where the students play the roles of a tutor and a tutee. This technique helps students to focus on the terms of the most important in the text. By arouses questions and answering them, the students review their knowledge about the text so that it provides students opportunity to enhance their understanding toward the text. The students be able to understanding about the materials by learning from each other.

There are three reasons, why the researcher choose peer tutoring for teaching reading comprehension in vocational school. At the first, students have more opportunities to respond to academic material. Second, students receive feedback and error correction. Third, students are engaged in active learning, not passive learning. Some of the experts mentioned that children could learn easily from their peers or their partner. They learn through discussions and interactions and it is proven that both ways are more effective than working individually (Yuk Fai, 1996).

Therefore, this technique is beneficial because students have a chance to be both the tutor and tutee. The roles are equitable, which can promote an environment of acceptance. Peer Tutoring gives students the opportunity to make choices throughout the learning process. By making choices, students enhance their self-management skills, and enhance control over learning and cooperation with others. Furthermore, students are accountable for monitoring and evaluating peer

performance. In addition, student can be more active during lecturing and has high motivation in teaching learning process. Thus, it is believed that Peer tutoring can improve students' ability in reading. According to Adekoya (2011) says that Peer Tutoring Strategy in teaching learning process not much given the influence on students' achievement, but Peer Tutoring Strategy more effective for student interaction with each other and students independence in teaching reading comprehension. These include the academic like it positively affects to improves reading achievement for students of all levels. Especially, in this research the level of the students in tenth grade of SMK NU Tulungagung. With this strategy available various kinds of students within a classroom and promotes higher order thinking. In social and behavioral gains, its benefits include results in positive effects on social, self-concept and behavioral outcomes, and increase students' sense of control and responsibility for their academic achievement. So, the researcher wants to try this strategy in SMK NU Tulungagung.

The previous studies prove that peer tutoring strategy is effective to motivate students reading comprehension at elementary school, junior high school and senior high school (Rohrbeck, 2006). Yet, this strategy has never been implemented to teach reading comprehension for vocational school. The research was proposed to know the effectivity of Peer Tutoring Strategy by experiment in the vocational school whether peer tutoring strategy effective or not to conducting in vocational school. The result of this study would improve the studies of services for students' achievement in

reading comprehension in low level classes especially if it is applied in a class with no special teacher supports. The purpose of the researcher wants to know the effectiveness of peer tutoring strategy in teaching reading comprehension achievement at the tenth grade students of SMK NU TULUNGAGUNG.

Moreover, to realize the differences this strategy for students reading achievement peer tutoring and conventional teaching. It also investigated if there is significant difference between the achievements of students' scores with the different strategies. In this research is guided by indicate that the student's score mean (82,28) after taught by using Peer Tutoring Strategy is effective than taught without Peer Tutoring Strategy (76,33). In other words, peer tutoring strategy can be used as an alternative strategy to teach reading comprehension to the students at vocational level.

B. Formulation of Research Problem

Based on the background of the study, there are some question of the problem as follow:

1. How is the effectiveness of using Peer Tutoring strategy on students' achievement of reading comprehension in the tenth grade students at SMK NU Tulungagung?

C. Objectives of the Research

According to the statements of the problem, the objectives of the research as follows:

1. To analyze the effectiveness of using Peer Tutoring Strategy on students' achievement of reading comprehension in the tenth grade students at SMK NU Tulungagung.

D. Significances of the Research

The writer hopes that it can gives advantages for:

1. For teacher

The result of the research is expected to the teacher be able to improve motivation students learning, especially in reading skill. By creating joyful class and relaxed atmosphere, teachers could be easier to apply peer tutoring for reading comprehension and expected to improve the teacher's professionalism in teaching learning process about peer tutoring strategy. In addition, teacher find out guidance about how to use this strategy start from the preparation, implementation, and evaluation.

2. For students

Peer tutoring strategy should make students feel that they have their own classroom. So, they have more braveness in expressing their knowledge and give their opinion during learning process freely. Moreover, Students ought to use peer tutoring in their daily learning activity as one of the strategies that can help their difficulties in learning process and explore their English proficiency further.

E. Scope and Limitation of the Research.

This research studies about strategy in reading descriptive text. In order to make focus in this research, the researcher focuses on learning of Peer Tutoring strategy at SMK NU Tulungagung, especially on reading comprehension about descriptive text.

F. Definition of Key Terms

The writer wants to explain the meaning of key terms in the study in order to make easy and understandable by the readers. They are as follows:

1. Peer Tutoring Strategy

Peer teaching is a strategy that aims to more simplify the students in process of understanding some materials, especially in process of reading comprehension. According to Gordon (2005) says that peer tutoring is an independent activity that lets students "do their own thing" within the rules of tutoring program.

2. Descriptive Text

According to Stanley (1988) mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In Library of Congress (2008) it is stated that we use descriptive text to describe a person, place or thing. For example, we might want to describe what a crab looks like, or how he moves.