

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES**

In this chapter the researcher present some point related to this research include, reading comprehension learning strategy, definition peer tutoring strategy, and descriptive text.

#### **A. Reading Comprehension**

Before the researcher discuss about details of reading comprehension, it is essential to know exactly the meaning of reading first. Reading is a process in conducting meaning. In reading, readers want to get information. Joseph Bennette also stated that reading is a visual process vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Reading comprehension is an activity in searching information and thinking process in the same time. According to Elizabeth stated that comprehension is the process of deriving meaning from connected text.

Dechant (1982: 312) notes that “underlying comprehension are two general mental abilities: the ability to remember word meanings (work knowledge) and the ability to reason with verbal concepts, and hence with words”. Dechant also defines comprehension as a thinking process: it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skill; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In addition,

he informed that reading comprehension is function to understand a text that is read as the process of constructing meaning from a text.

Based on experts' opinions, researcher can have concluded that reading is a process in which students create a meaning from the text and combine it with the knowledge that was previously owned so that the reader can comprehend the contents of the existing literature. It is not an easy thing to be taught by teacher, so that they have to understand the nature of reading comprehension well and they have to create the new strategy for teaching reading comprehension. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able to combine sequential units of meaning into a coherent message.

There are two kinds of reading:

a. Intensive Reading

Intensive reading is a strategy in which the reader understands the reading in more detail to obtain more specific information from the text.

b. Extensive reading is fast reading, just focuses on the meaning of literature in general. It aims at obtaining information from a reading of the text.

In reading, the readers try to construct meaning of the text. According to Westwood cited in Blanton (2008), say that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text

## **B. Peer Tutoring Strategy**

### 1. The Definition of “Peer Tutoring” Strategy

Peer teaching refers to the process of having learners help each other on a one to one basis. Two types of this kind of peer teaching are found in adult literacy and basic education: (1) “near peer” in whom one learner is more advanced than the other and (2) “co-peer” in which the learner share fairly well matched in skill level. Examples of near peer pairings include more academically capable learners working with those experiencing difficulty. When co-peer share pair, learner share able to work together as equals and gain a better understanding of the materials by learning from each other. Although peer tutoring is done with pairs of learners, sometimes having learners work in groups of three better meets the needs of both the learners and the learning task.

In this research, Peer Tutoring strategy is applied to improve student reading comprehension. On the whole, students have worked well together to develop interesting and interactive classes for their classmates in this program. There have, however, been a number of problems.

The major challenge continues to be the timing of the initial planning class. Once students have been divided into teaching groups and the task explained to them, they have just over an hour to finish planning their lesson. Planning goes more quickly if students realize that they can only choose their teaching date once their

plan has been approved by the teacher. However, it is important for the teacher to monitor the ongoing planning of all groups in order to adjust activities, etc. As soon as possible, giving the students a chance to complete the task within the class period. Another problem arises if a significant number of students do not attend.

Bruffee (1999) argues along similar lines, attributing the failure of some collaborative learning experiences to the instructional use of “mere group work”, defined by him as “uninformed, ineffectively organized group work”. He believes that in such situations, students tend not to abstract and extrapolate knowledge, but rather, remain within the zone of their current knowledge. Thus learning situations need to be carefully planned, structured and managed so that the value of learning in groups can be realized by the students.

## 2. Procedure of Peer Tutoring Strategy by Gordon

In this research, researcher using model by Gordon (2005) to improve students reading comprehension. With this in mind, the following are some ideas for implementing peer tutoring that is described by Gordon there are:

- 1) The students are paired
- 2) The first student is stronger and the second students is weaker
- 3) Each of students has opportunity to be a tutor
- 4) The students read the story together
- 5) The students sight the word (vocabulary practice)
- 6) Find the meaning of unfamiliar word together

- 7) The students complete reading comprehension task together
- 8) The students discuss assigned reading
- 9) Each session is ended with a debriefing time when tutors and tutees provide positive feedback to each other. This is also a time when the supervising teachers provide specific feedback to the tutors and tutees.

### 3. The Advantages of using Peer Tutoring Strategy

- Can help students understand the contents of the text?
- Can develop the students' reading skill
- Can increase students' motivation and self-confidence
- Can reduce teacher dominance
- Can make students active

### 4. The Disadvantages of using Peer Tutoring Strategy

Tenth, the students are still confused to predict what will happen in the next story, especially in unfamiliar story, the students are difficult to catch the content of the story. "one important aspect of prediction a difference is recognizing that whether readers' logical predictions or inferences match the authors' and illustrators' intentions is not as significant as the readers' active interaction with the text" (Moreillon, 2007: 76).

Second, the students' need a long time to predict the meaning of difficult words and also to infer their answers based on the questions, it was very difficult for

the students who have no ideas and lack of vocabulary. friends. By sharing their unique responses to what they read, students who discuss their reading with partners or within

literature circles learn that there are multiple perspectives that can mirror and enrich, or contradictor contrast with, their own interpretations of a work. Its spent much time in teaching and learning process” (Moreillon, 2007: 77).

On the other hand, there were also negative results in application peer teaching technique. They were (1) students were not brave enough to raise their hands if they got stuck on making questions. As a result, they did not get help for a question. So they were slow to move on to the next questions. (2) The researcher could not assist the students equally because some pairs needed longer assistance. When the researcher walked around the class, she was restrained into the pair that asked her help about making questions. Consequently, the other pairs did not have the proportion for the guidance. Also, the researcher could not monitor them one by one since there were 20 pairs in the class. Only a half of them could be controlled by the researcher.

### **C. Procedures of Implementing PTS to teach Reading Comprehension**

The researcher was divides the students into some of group or some of peer in the class. The procedures of implementing Peer Tutoring Strategy to teach reading comprehension about descriptive text as follow:

<b>Descriptive text</b>	<b>Peer Tutoring Strategy</b>
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<p><b>Yogyakarta</b></p> <p><b>Identification</b></p> <p>Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.</p> <p><b>Description</b></p> <p>Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from</p>	<ol style="list-style-type: none"> <li>1. Students are paired in their own class <ul style="list-style-type: none"> <li>- Ananta &gt;&lt; Ayubi</li> </ul> </li> <li>2. Students are paired with the stronger (tutor) and weaker (tutee). <ul style="list-style-type: none"> <li>- Ananta's score is 93</li> <li>- Ayubi's score is 60</li> </ul> </li> <li>3. Each student has chance to be tutor</li> <li>4. The stronger students are the first one that will be the tutor <ul style="list-style-type: none"> <li>- Ananta is the first tutor</li> </ul> </li> <li>5. The weaker students will listen <ul style="list-style-type: none"> <li>- Ayubi will listen Ananta's explanation about descriptive text</li> </ul> </li> <li>6. Each of student has opportunity to be a tutor</li> <li>7. The student read the story together <ul style="list-style-type: none"> <li>- Ananta and Ayubi read the text</li> </ul> </li> <li>8. The students sight or see the word (vocabulary practice)</li> <li>9. Find the meaning of unfamiliar word <ul style="list-style-type: none"> <li>- might, empire, captivate, vendors etc.</li> </ul> </li> <li>10. The students complete reading comprehension task <ul style="list-style-type: none"> <li>- In the third paragraph the writer describes about?</li> <li>-Words "it" in line 2 paragraph 3 refer to?</li> <li>-The text mainly focuses on....</li> <li>-What is the purpose of the text?</li> <li>- The city itself has a special charm...</li> </ul> </li> </ol>
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<p>Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.</p> <p>The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the center of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only</p>	<p>(Paragraph 1). The antonym of “charm” is...</p> <p>11. The students discuss assigned reading</p> <ul style="list-style-type: none"> <li>- Ananta and Ayubi answer the question above</li> </ul> <p>12. The tutor and tutees provide positive feedback to each other</p> <ul style="list-style-type: none"> <li>- “I understand what you explained before”</li> <li>- “Do you have another question or difficulties?”</li> <li>- “Sorry, can you explain one more time about this part?”</li> <li>- “I don’t get it”</li> <li>- Etc.</li> </ul>
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major city, which still has traditional 'Becak' (rickshaw-style) transport.	
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#### **D. Descriptive Text**

Descriptive Text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

If we talk about descriptive text, we know about:

- Identification, in this part introduces to the subject of the description.
- Description, in this part gives details of the subject. It may describe parts, qualities, size, habit, color, daily live etc.

By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. 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. Be sure to include details that describe sounds, color, smells, setting and so on. In addition, it

allows students to share interesting impressions of a person, a place, or an object surrounding them (Troyka, 1987).

The purpose of description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (KangGuru in the Classroom: Teacher's Guide SMA Package, 2005). According to Stanley (1988) asserts that the aim of description is to convey to the reader what something looks like.

#### **E. Previous Studies**

First, Wahidah Fitriani (2016) has conducted a with the title Implementation of Peer Tutoring to Improve Students Learning Outcome. Based on her research, with peer tutoring students can get more attention from the tutor and have many time to talk and listen during the lessons. And she says that with peer tutoring students gain more understanding about the materials, because every student was given the opportunity to express their opinions, so that they are gain new information from their friends. The reason which why the researcher chooses this title because that research gives the important sources such as peer tutoring give many benefit for students learning outcome.

Second, Yanuar Irakas Prihatno (2014) has conducted a with the title Improving Grade X Students' Reading Comprehension by Using Peer Tutoring at MAN III Yogyakarta. Based on his research, he explains about the ways to improving reading comprehension using Peer Tutoring, the instruments for this research are interview guidelines, observation checklist, and reading comprehension tests. The

reason why the researcher chooses this title because this research discusses about how peer tutoring can improve the students' achievement in reading comprehension.