



The Implementation of Peer Tutoring as a Teaching Method in Banten to Enhance Students' Reading Comprehension of Narrative Text

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Abstract

Detecting objects, text structures, important concepts, vocabulary errors, and other reading-related challenges are all improved by this instruction for Banten students. The researchers decided to use this topic in order to demonstrate the success of a strategy used to counteract pupils who were careful about reading while still achieving the goal of the study was to check out some Banten students' narratives and to verify the expectations outlined in the earlier research. researchers employed research methodologies with quantitative methods within the test project. In the first session, the test group consisted of 16 out of the 32 social studies students in the sample and 16 were in the control group. The data was collected by pre-checking and post-testing, and Independent-Sample T-test while being subjected to the selection test known as the test. It was clear from the inquiry that the peer tutoring technique improved learners' reading concepts or comprehension of narrative texts. This is supported by the Independent Sample T-Test post-test findings. According to the results, H^0 is rejected while H_a is approved since the quantity of Sig (2-tailed) is 0.045, which indicates that the quantity is less than 0.05. This illustrates that employing peer tutoring has both a major impact and a substantial result.

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INTRODUCTION

Reading is a crucial ability for the teaching and learning process. In particular, while studying English, reading might be the key to accomplishing teaching and learning goals. Obtaining information is a separate action. Some individuals believe that reading it will help them learn a lot and leave them with no knowledge (Aminah Adelini, 2018).

Reading, also known as interpretation, involves more than just reading a text; rather, it has implications for a larger range of topics. Naturally, they have a precise interpretation of the author's intent because different books or articles will relate to distinct facts, goals, and functions. English is like a foreign language instruction for English language learners, an important skill is interpretation. For a lot of them, this is one of the skills that they

absolutely must have in order to succeed in their studies of both English and other English-related subjects. For courses, reading comprehension in English is a must. Strong reading comprehension skills will enable learners to comprehend the text's content and purpose, enabling them to improve and develop as learners across all subject areas.

Reading comprehension among students is poor. The core concept, topic, and overall organization of a variety of text forms are difficult for students to identify. Students also lack terminology that is pertinent to the subject of the material they are reading (Sari, 2022). In the online discussion on how teachers' boring teaching methods discourage students from learning to read, it was mentioned that these students lack self-respect when they choose to ignore the teacher's statement in front of them. From the instructor, the students require something different. Encouraging and helping them, may be yet another way to teach them learning skills (Maulana, 2022). The teacher in the classroom solely employed speaking techniques, which were dull ones. Additionally, teachers frequently instruct kids on reading without really teaching them how to read. Apart, the teacher does not do any additional exercises or improvise; they merely refer to the written instructions in the module. Of course, a good teacher has to be intelligent and skilled. Teachers must therefore devise fresh strategies for retaining pupils' interest and motivation (Martiani, 2022).

The scenario discovers that English teachers motionless need more techniques to

get students involved in teaching interpretation by looking at the challenges beyond. There are many different reading tactics, including preview tactics, contextualization tactics, questioning tactics, outline tactics, summary tactics, and peer tutoring tactics. The researcher wishes to discuss peer mentoring as a tactic or strategy in this case.

Peer tutors are students who have been designated by a teacher to assist other students who are struggling academically. According to Greenwood, peer tutors in the classroom have created instructional ways to help teachers tailor their instruction, and motionless offers lots of opportunities for students to actively engage in the learning process. Importantly, he believed that peer tutors who work with students outside of the classroom are no different from peer tutors (Charles, 1997). Peer tutors, according to Paul, greatly assist pupils in reading, spelling, math, and writing (G.J., 1998). Even if they are still disorganized, students may raise questions and be bold ahead of the class. In peer instruction, someone can provide you with response clarifications, explain why they are correct or incorrect, and provide you with emotional support and motivation to do your task. Therefore, this tactic can aid students in learning to read.

Studying in pairs is another form of teaching method where pupils are trained by their peers, who have been instructed and watched over by the instructor in the classroom. Students collaborate in groups with other classmates in their class while receiving peer tutoring, grade, or level. This tactic has proven

to be a highly effective way to improve behavioral and academic reading comprehension in students (Frank Gresham, 2010).

Students have the possibility to become tutors and tutors, thus this strategy is helpful for that reason. Role justice may help create a welcoming atmosphere. Peer tutors provide students the option to pick their path through the learning process. With assembly, students acquire control over their learning and collaboration with others while also developing their self-discipline and decision-making abilities. In addition, students are expected to pay attention to and consider how their peers are acting. Overall, students exhibit a high level of excitement for the teaching and learning process and might be more animated in class. As a result, peer tutors are thought to be capable of improving students' reading abilities.

In order to determine how applying tutoring techniques affected students' reading comprehension of narrative texts in Banten, this training had one main objective.

METHOD

This research study employs quantitative or numerical methods. According to Theo (Leedy, 2001), research technique is a crucial stage in effectively presenting and utilizing one's results in a research report. In order to produce results, the qualitative approach analyzes and computes the variables. It entails the process of investigation of numerical records using statistical methods to discover outcomes regarding who, how much, where it

is, how many, and how much. According to Agree with that (Aliaga, 2002), quantitative research techniques are used to provide answers for a problem or an event by gathering data in statistical form and evaluating it with measurable procedures, mostly statistics. According to the concept given above, a problem's description is the first item that is processed or resolved by searching.

The third characteristic mentioned in the previous explanation is that statistical methods are used to gather and evaluate numerical data in quantitative research. According to (Leedy, 2001) and (Williams, 2011), quantitative research starts with a description of issues that includes theories or questions related to the literature review and then employs quantitative analysis of the data. Similarly, quantifiable research "utilizes exploratory strategies, including control groups and trials, surveys, and data collection on tools, including statistical data (Creswell, 2003).

32 students between the ages of 17 and 18 who took part in the research project in the first year of 2022 during the rainy season served as the population and sample for this study. Boys and girls alike that participate are all in high school. In Banten, the second IPS Class at the second session is the main emphasis of the IPS class for English as a foreign language (during a pandemic, timing class was divided into 2 sessions, the first session in the morning and second session after that). Two groups control and experimental are separated by the researcher when it comes to obsession. The control group is enrolled in the first session

class, whereas the investigational or experimental group is enrolled in the second session. Indonesian and Sundanese are their native tongues.

The researcher created reading comprehension questions for the comprehension exam in this study to gauge how well students understood narrative texts. The student divided the class into two clutches. The experimental group will get peer tutoring, which will be evaluated using testing before and after, both post- and pre-test will only be administered to the control group.

Students from the second social class at Banten Senior High School took part in this study. Their numbers and abilities are comparable. Each group received a pre-test during the first session. Following the narration of the narrative story to all participants, the researcher questioned them on their comprehension of the text. Answers to questions are requested from participants. Students in the experimental group got therapy during the learning session, whereas those in the control group received a place. Tests were also done to determine how well the patients were doing during therapy.

RESULT

Pre-Test Result

For this Pre-Test, that both control and experimental sample collection, the researcher did not use the Treatment (Peer Tutoring Strategy). Students are therefore given a page of narrative text content to read before tackling the researcher's suggested homework assignments. To help the pupils learn new or challenging words, the researcher also scribbled them on the whiteboard. Following that, The Pre-Test was used to conduct this Independent Sample T-Test test findings to check for normality and homogeneity. These are the outcomes:

Table 1: Results Test of Normality (Pre-Test)

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelompok Belajar		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Experim Class	.128	16	.200*	.943	16	.387
Pre-test	Control Class	.123	16	.200*	.953	16	.542

*, This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 2: Results Test of Homogeneity (Pre-Test)

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	3.732	1	30	.063
Pre-test	Based on Median	3.130	1	30	.087
	Based on Median and with adjusted df	3.130	1	28.292	.088
	Based on trimmed mean	3.725	1	30	.063

According to the results of the above-noted similarity (Table 2) and normalcy test (Table 1), it can be observed that the normality test's Sig value is 0.387, which is more than 0.05 in accordance with fundamental decision-making statistics. The data is regarded as normal if indeed the $\text{Sig} > 0.05$. If the Significance level is less than 0.05, however, the data is not usual. According to the results of the which were before Normality for the Control and Experiment groups, the data are normal. Additionally, the homogeneity test relies on the conclusion that the data is homogeneous if the Sig on the Based-on Median > 0.05 . Meanwhile, the data is not

homogeneous if the Sig the Based on a Median of 0.05. With Sig Based on a Median of 0.063, we can examine the outcomes of the homogeneity test from the aforementioned Pre-Test Experiment and Control Group. indicates that the amount is greater than 0.05. Data on homogeneity in Table 2 can thus be interpreted as homogeneous.

The two Pre-test findings from the Experimental and Control groups may be inferred to be homogeneous and normal based on the aforementioned homogeneity and normality checks. This Independent Sample T-test can be utilized to examine both outcomes further.

Table 3: Uji Independent Sample T-Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of Pre-Test	Equal variances assumed	3.732	.063	.258	30	.798	.86625	3.35686	-5.98936	7.72186
	Equal variances not assumed			.258	26.589	.798	.86625	3.35686	-6.02643	7.75893

H^0 is disregarded while H_a is accepted inside the Independent Sample Test, If the result of Sig. (2-tailed) 0.05, then there was a strong connection. or effect among the two variables. If Sig.(2-tailed) > 0.05 , H^0 is approved and H_a is denied, indicating that there is no significant impact or association. It is clear from the independent test findings above that if Sig.(2-tailed) = $0.798 > 0.05$, H^0 is thus approved but H_a is denied. On the basis of the aforementioned experimental and control groups, it may be said, there is no strong connection between the two Pre-Test findings.

Post-Test Result

During this test, the experimental study group received the therapy (Peer Tutor

Strategy). While the researcher withheld all therapy from the control group. In the post-test, pupils were given a narrative text table to read before tackling the researcher's inquiries. The query relates to searching for mental images, organizing general structures, and other things. Students from the Experimental group work with a team of older students to solve the problem after being paired with low-probability pairs by the researcher (Peer Tutor Strategy). The researcher will then post any unfamiliar or challenging terms on the board for the students to learn during this time. The post-test results have then checked for both normality and homogeneity before the independent sample T-test was performed. These are the outcomes:

Table 4: Result Test of Normality

Tests of Normality							
	Kolmogorov-Smirnov ^a				Shapiro-Wilk		
	Kelas Belajar Siswa	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Post-Test	Experimental Group	.216	16	.044	.933	16	.272
	Control Group	.133	16	.200*	.947	16	.445

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 5: Result Test of Homogeneity

Test of Homogeneity of Variance						
		Levene Statistic	df1	df2	Sig.	
Hasil Post-Test	Based on Mean	2.059	1	30	.162	
	Based on Median	.991	1	30	.327	
	Based on Median and with adjusted df	.991	1	22.608	.330	
	Based on trimmed mean	1.947	1	30	.173	

As determined by the results of the above homogeneity and normalcy checks (Tables 4 and 5). The Sig value for the normalcy test is

0.272, which is larger than 0.05. Consequently, it may be said that the data is normal.

Additionally, the number is larger than 0.05 according to the Sig value of the homogeneity test based on the Median, which is 0.162. The homogeneity data in Table 5 can be interpreted as being homogenous.

The two post-test findings from the experimental and control groups can be inferred to be homogenous and normal based on the homogeneity and normality test results. Next, both of these may be investigated with an Independent Sample T-test.

Table 6: Result from Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Result of Post-Test	Equal variances assumed	2.059	.162	2.09	30	.045	6.91938	3.30273	.17431	13.6644
				5						4
t-Test	Equal variances not assumed			2.09	25.1	.046	6.91938	3.30273	.11979	13.7189
				5	83					6

Recognizing that the post-test results were normal and homogenous for both the experimental classes with the control class. To support the theory, the data will be evaluated. Independent Samples T-test is employed. In this study, it is hypothesized that peer tutoring significantly improves readers' understanding of narrative texts in Banten.

Given that the result of Sig (2-tailed) is 0.045, H_0 is refused while H_a is authorized, as is evident by the test results above, which indicates that the value is less than 0.05. This

demonstrates that the two variables differ significantly.

It was noteworthy to highlight that there are still areas in which experimental group members greatly outperformed control group members. According to the findings, peer tutors assisted students in learning a variety of reading and narrative text-reading skills, including how to recognize plot points, character motivations, primary ideas, phrases, conclusions, designs, and more.

DISCUSSION

Does Banten pupils' reading comprehension of narrative material increase as a result of the method of peer tutoring, results such that the Independent Sample T-test on the Post-Test revealed a significant variation among the treatment and control groups. This demonstrates that the researcher used peer tutoring with the experimental group, which improved the students' reading abilities and comprehension of the readings themselves. In order for pupils to successfully complete the researcher's test and receive high marks. In contrast to the outcomes of the prior pre-test, the average scores of the two groups did not show any apparent differences. Additionally, the experimental group students acknowledged that using peer learning techniques helped them grasp literature and study better. Similar to how people locate the major concepts quickly after discussing them with friends, or how they quickly identify the tension in a tale after debating it with their peers, etc. The benefits of putting peer tutoring concepts into reality include, according to Gordon (2005) acquiring learning abilities. Students learn more effectively when they assist one another during teacher-led courses, and they have a greater knowledge of the study topic.

Pupils could become more motivated to improve their reading comprehension if they receive peer tutoring, therefore, 60% of the Senior High School in Banten's pupils recognized the researcher and the results of the interviews revealed that they greatly like the peer-based learning method. because peer

tutoring techniques will employ straightforward language that can be comprehended by both parties. so that pupils with less cognitive ability can comprehend what other students are saying. Peer-to-peer communication is also simpler to grasp and friends who are unfamiliar with the subject are more likely to query or respond. A side note: Discussions with pupils in this experimental group revealed the following findings, they felt inspired to work more in class and that it was not boring. Low-ability students are driven to rigorously converse with their colleagues in a laid-back classroom setting in order to improve their performance. (Rahmasari, 2011) concur that using peer tutors rather than paid professors or consultants helps students feel more at ease and concentrate on their studies. While intelligent pupils are driven to teach others what they know in order to sharpen their memory and teaching skills. According to (Rahmasari, 2011) tutors have the benefit of actively instructing pupils, which helps students improve their grasp of the subject matter. This boosts self-assurance and can encourage students to enjoy learning and requesting information from others.

CONCLUSION

The results of the Pre-Test on the independent sample T-test with a score of $\text{Sig. (2-tailed)} = 0.798$ may be used to understand the students' capacity to comprehend narrative texts before utilizing the tutoring approach in Banten. Since $0.798 > 0.05$, H_0 is accepted and H_a is overturned. We

may thus conclude that there is no significant outcome. The results of something like these Independent Sample T-Test used as the post-test show that learners' reading comprehension or conception in narrative texts enhanced after utilizing the peer tutoring technique. The findings suggest that the value was less than 0.05 since the result of Sig (2-tailed) is 0.045. As a result, H^0 is rejected and H_a is approved because of this. This illustrates that employing peer tutoring has both a big effect and a significant influence. According to the interview findings, kids genuinely enjoyed the peer-to-peer learning environment. mainly because the language used in peer tutoring tactics will be simple to grasp and understand one other. so that pupils with low cognitive capacities could comprehend what other students are explaining. Discussions with pupils within the experimental group revealed the following findings, they reported being encouraged to work more on their studies and not feeling bored while they were studying. Low performers are encouraged to do even better by putting in a lot of effort during class discussions with their peers in a welcoming environment. Students that are academically talented and driven impart their information to others in order to sharpen their memory and instructive skills.

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