Chapter One

Introduction

Background of the Problem

 English is acknowledged as a foreign language in Indonesia. This means that not all Indonesian people use English as a daily language. In education, Indonesian Education ministry has decided English is a compulsory subject which consists of four skills: listening, speaking, reading and writing. The ministry of education (2014) emphasizes that it is good for students to have abilities of a graduate in terms of attitudes, knowledge and skills.

 Reading, one of the four skills, is important for students to learn English to develop their reading skill and vocabulary. Through reading, students can get all information to support their learning process at high school level. Casper, Catton and Westfall (1998) say that the main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless.

 In the implementation of teaching learning activities, the writer found out that the students at SMA Kristen Petra 3 Surabaya, who are taught English as a foreign language always show difficulties to comprehend the reading passages. The writer has also found out that the students can read aloud with

good pronunciation but they still cannot comprehend the reading passage well. The gist of the reading passage is difficult to be understood by the students though it is important for students to develop their reading comprehension skill and vocabulary. The writer intentionally conducted some interviews with some students to know why students could not answer the reading comprehension questions correctly. The students admitted that they understood the passage but they could not answer with their own sentences. The writer noticed and witnessed this case. The writer found students are capable of reading the words, but they have much difficulty in understanding the main ideas or the information of the passages. Therefore, they give wrong answers to the reading text. The writer assumed that most of students lack the understanding of the reading passages. Armbuster, Anderson, Armstrong, Wise, Janish and Meyer (1991) have mentioned the two reasons why so many students have trouble with informational text. The first reason is that students do not read much informational text, so they are unfamiliar with the genre. And the second reason is that the instruction does not foster the development of a conceptual understanding and meaningful learning.

Based on the fact of SMA Kristen Petra 3 students' reading ability, the writer introduced a new method in teaching reading, peer tutoring with QUICK method, which was applied in the

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writer's thesis. This thesis involved the eleventh grade students who learn English as a foreign language. This thesis is not only focussing on peer tutoring with QUICK method but also focussing on task based. Task based is a teaching reading comprehension method which is usually used in the reading class. This task based is used to be compared to the new method in teaching reading.This thesis was conducted in the environment where English is spoken as a foreign language (EFL).The writer has a main purpose namely to give the variation in teacher's teaching reading method and to find out which method helps students increase their reading skill. The main concern of the writer is the teaching strategies which originate from learning theories which are practicable and useful in reading class. Lo (2012) mentions there are similarities between the teaching strategies suggested by various learning theories if those strategies are useful in actual classroom situation.

Peer tutoring with QUICK is a method which involves similar social groups helping each other by teaching and learning by themselves (Gardner, Tiwari, Davies, & O'Donoghue, 2002). Through peer tutoring with QUICK method, the writer analyzed how students of grade 11 improve their reading achievement. Topping and Hill (1996) say that peer tutoring has a high focus on curriculum content. Peer

tutoring projects usually also outline quite specific procedures for interaction, in which the participants are likely to have training which is specific or generic or both. Peer tutoring with QUICK method has not been implemented in reading class before. Through this new method, the writer expected that students are more successful to read more independently, and more widely than they had previously.

Task-based method is a language teaching which focuses on doing meaningful tasks using the target language (Jing & MingJun, Studies in Second Language Acquisition: Task Based Approach in Chinese EFL Teaching, 2013). Jing and MingJun add that assessment is primarily based on task outcome rather than on accuracy of language forms. This made Task Based (TB) popular especially for developing target language fluency and students' confidence. The writer, as their teacher, often uses task-based method to teach reading. This task-based method was as a comparison of the new teaching reading method, peer tutoring with QUICK method.

According to Alan Pitchard (2007), reading effectively is a skill to be developed much as learning to think and to write effectively. He also adds that the ability to read that is to decode the text on a page into understandable language and that need to be accomplished. Duke and Pearson (2002) say that good readers always deal with about what they do when

they read. Based on the references above, the writer intended to analyze a new method for grade 11 students to obtain the intended goal that is to understand reading passages and to increase the students' comprehension.

Statements of the Problems

The writer carried out a research by applying two methods of teaching reading comprehension in order to determine which reading method helps the eleventh grade students to improve their reading comprehension skill better. The writer determined a research problem which was formulated in the research question below:

Do peer tutoring with QUICK method and task based method show a significant difference in students' reading comprehension achievement of the eleventh grade?

Purposes of the Study

The main purpose of this thesis was to analyze the effects of peer tutoring with QUICK method and task based method on the reading achievement of the eleventh grade students. The minor objective of the thesis was to analyze which teaching reading method gives better effects on students' reading achievement.

Theoretical Framework

The theoretical framework of this thesis concerned the theories related to this thesis and concerned the comparison of reading methods to increase reading comprehension achievement.

Koda (2005) mentions reading comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known. Chard (2008) supports the Koda's theory. He says that strategic processing involves using strategies to understand text, knowing when to use the various strategies, actively thinking about understanding and engaging the text during the discussions in the classroom. While Baker and Brown (1980) mention that the goal of reading is to achieve understanding of the text. They put some skills for reaching the reading understanding. The skills include: (1) understanding the idea of the reading text; (2) using prior knowledge to interpret new information; (3) identifying the important points of the reading text; (4) dealing with failures to comprehend.

Besides the theories of reading comprehension, the theory of peer tutoring is mentioned by Topping and Hill (1996). Topping and Hill mention that the basic theory of peer tutoring; can be defined as unprofessional people from similar groupings (could be the students from the same class) helping each other

to learn and learning themselves by teaching. They add that Peer tutoring has high focus on curriculum content. While a theory of task-based, as proposed by Jing and MingJun (2013), task-based focuses on the use of authentic language and on asking students to do the meaningful tasks using the target language. This task-based is popular for developing target language fluency and students' confidence and the outcome tasks rather than the accuracy of language forms.

The Hypotheses

Derived from the statements of the problems, the writer made the hypotheses from the research questions. These hypotheses were based on the purposes of the thesis and were supported by some theories in the theoretical framework. The questions of the present study could be tentatively answered. Here are the hypotheses formulated.

Alternative Hypothesis:

There is a significant difference between the reading achievement of grade 11 students who are taught using peer tutoring with QUICK method and the students who are taught using task based.

Null Hypothesis:

There is no significant difference between the reading achievement of grade 11 students who are taught using peer

tutoring with QUICK method and the students who are taught using task based.

Assumptions:

This thesis was based on the following assumptions.

1. Peer tutoring with QUICK method is a new teaching reading method for the students

2. The English teachers in SMA Kristen Petra 3 always use task based method when the teachers teach reading in the class.

3. This thesis involved an English teacher who is capable to teach English in four skills. The teacher has been teaching in senior high school since 2007.

4. The writer only observed the experiments. The writer did not teach the students.

5. The reading materials were taken from the students' textbook.

6. In the application of the treatments, the teacher followed the writer's instructions which were written in the lesson plans.

7. In the application of peer tutoring, the tutors received some courses from their teacher. The courses helped and guided the tutors to do the instructions from the teacher.

8. The reading tests were conducted before and after the treatments

Scopes and Limitations

This thesis was delimited to the intensive reading focusing on reading comprehension skill. Reading comprehension is focusing on the ability of students to comprehend the reading passage and on the ability of students to comprehend the reading comprehension passage and the reading comprehension questions correctly. This thesis was also delimited to the students' levels of knowledge (metacognitive). Metacognitive includes four levels of knowledge: *Factual knowledge* which is the basic elements students must know to be acquainted with a discipline or solve problems; *Conceptual knowledge* which is the interrelationships among the basic elements within a larger structure that enable them to function together; *Procedural knowledge* which states how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods, and *Metacognitive knowledge* which is knowledge of cognition in general, as well as awareness and knowledge of one's own cognition (Anderson & Krathwohl, Teaching and assessing: A revision of Bloom's taxonomy of education objectives, 2001).

This thesis is a quasi experimental research within a delimited scope of samples using two classes of Eleventh grade of SMA Kristen Petra 3 Surabaya in academic year of 2015-2016. The genres of the reading passages were based on the

materials for the eleventh graders. As the scopes and the limitations mentioned above, the writer concluded that the scopes and the limitations delimited on students' reading progress by using peer-tutoring with QUICK method and task based method.

Significance of the Study

The significance of this thesis was to find the differences in students' reading achievement between peer tutoring with QUICK method and task based method. This thesis was expected to be the variation of teaching reading comprehension method to enhance students' reading comprehension skill. The peer tutoring with QUICK method and the task based method were expected to understand the reading texts in recount and exposition. Besides finding the differences in reading achievement, this thesis was able to give the effects for the students to students' reading comprehension and to increase students' reading achievement. This thesis was able to give the effects on students to comprehend the reading texts more successfully and more independently.

This thesis was expected to contribute to teachers who need a new variation in teaching reading method. And this thesis can be as guidelines for subsequent researches

Definition of Key Terms:

To avoid misunderstanding and misinterpreting of this thesis, it is needed to clarify the terms that may occur in this study. Some definitions are put forward.

Reading comprehension

Woolley (2011) defines reading comprehension is the process of making meaning from text which has a goal to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Woolley emphasizes in understanding read text information which the readers develop their mental models, or representations of meaning if the text ideas during the reading process.

Peer tutoring

Hott and Walker (2012) build a definition of peer tutoring stating that peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. They mention the typical of peer tutoring is a higher performing student is paired with a lower performing student to review critical academic or behavioral concepts. Hott and Walker build the definition based on Gardner, Tiwari, Davies and O'Donoghue (2002). According to Gardner, Tiwari, Davies and O'Donoghue, peer tutoring is a method which

involves similar social groups helping each other by teaching and learning by themselves. According to Topping and Hill (1996), peer tutoring has a high focus on curriculum content. Peer tutoring projects usually also outline quite specific procedures for interaction, in which the participants are likely to have training which is specific or generic or both. Peer tutoring with QUICK method has not been implemented in reading class before. Through this new method, the writer expected that students are more successful to read more independently, and more widely than they had previously.

Peer tutoring with QUICK method

One of peer tutoring utilizes the QUICK method. QUICK method is a comprehension strategy consisting five elements: Questioning, Understanding new words, Imaging, Connecting and Keep it all together. This method is a reading strategy which focuses on the tutors and tutees focus on to improve the ways that the tutors and the tutees practice reading. The goal of this method is to help bridge the achievement gap. The key of this method is discussion. This method was designed to provide multiple exposures to scaffold students in comprehension activities at their instructional reading levels. This method highlights the need for teachers to create an environment where students can interact with text and one another in a social,

culture text (Lague & Wilson, Peer Tutors Improve Reading Comprehension, 2010).

Task based

Nunan (2004) defines a definition of a pedagogical task. He defines a task is an activity or action which is carried out as the result of processing or understanding language. Jing and Mingjun (2013) mention the definition of task bask is an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome. They mention task-based focuses on the use of authentic language and on asking students to do the meaningful tasks using the target language. Task base focuses on the developing target language fluency and students' confidence and the outcome tasks rather than the accuracy of language forms.

Thesis Organization:

The first part of this chapter is background of the study, statement of the problem, the purpose, and the hypotheses of this thesis. The second chapter of this thesis provides the related literatures and the previous studies which were conducted by the previous researchers. The third chapter describes the methodology of this thesis. Chapter four elaborates the findings of the treatments in t-test and the discussions of the findings. Chapter five discusses the

conclusion of this thesis and offers some recommendations for improvements in the future researches