Chapter Five

Conclusion and Recommendations

This chapter presents the writer's reports about the effects of peer tutoring with QUICK method and task based method to the eleventh graders in SMA Kristen Petra 3 Surabaya. This chapter presents the conclusion and the recommendations that the writer gets from the research.

Conclusion

The objective of this study was to compare the significant difference of peer tutoring with QUICK method and task based method on students' reading comprehension. The minor objective of this study was to analyze which teaching reading comprehension method gives the students better effects on the students reading comprehension achievement. The writer used peer tutoring with QUICK method which was applied to the experimental group. The writer used task based method which is used by English teachers in SMA Kristen Petra 3. This study showed that task based method gave the eleven graders improvement in reading comprehension achievement. Indeed peer tutoring with QUICK method is quite effective to give the students to scaffold their reading comprehension. The peer tutoring with QUICK method was able to give the experimental

students to be critical in reading and more critical in thinking (Paul & Elder, 2006).

From the independent samples t-test, the test proved that task based method constantly gave better effects on the students reading comprehension achievement than peer tutoring with QUICK method. The independent samples t-test proved that the mean difference of the t-test for equality was in – 2.750 which meant that the difference between peer tutoring with QUICK method and task based method were around - 2.750. The finding of independent t-test presented that the alternative hypothesis was -2.75 < .05 and this value showed a negative relationship between peer tutoring with QUICK method and task based method. The findings proved that task based method gave better effects than peer tutoring with QUICK method. Based on the findings of independent samples t-test, the reason of peer tutoring with QUICK method showed less progress than task based method; it was because the peer tutoring with QUICK method was conducted for the first time. Both of the teacher and the students need more improvement in the each step of peer tutoring with QUICK method. However in the paired samples t-test showed a good significant difference on the students' reading comprehension achievement in before and after the treatments.

The reason why task based method showed better effects on students' reading achievement is because the creative tasks developed the students' attention and the students' language development. Through creative tasks, students are supported to scaffold their cognitive and their affective since the students focus on the teacher's instructions. The creative tasks help the students focus on the instructions so they do the tasks easily. Task based method helps the students understand the reading passage by instructions from the teacher (Pools-m, 2014). During the process of teaching reading, the students follow the instructions from the teacher in order to focus on the form of language use and to do the tasks easily. While in peer tutoring with QUICK method, students are demanded to have critical reading and critical thinking to comprehend the reading text. Those need time for the students to comprehend the reading text even the quality and the effectiveness of teaching and learning are increasing (Topping & Hill, 1996).

Recommendations

This study needs more improvement in peer tutoring with QUICK method and task based method. Therefore, the writer has some recommendations for future researches and for teachers concerning the field of teaching reading.

Recommendations for Future Researches

1. It is recommended to have further research concerning peer tutoring with QUICK method and task based method. There are some internal and external validity that have influenced the treatments in the experimental research.

2. It is more valid and more accurate if the treatments should be implemented longer to show the significant differences of using peer tutoring with QUICK method and task based method because the treatments were conducted only for four times.

3. The findings of the calculations of t-test need to be improved in this research if this experimental research will be applied in more than four time treatments.

4. The research should have more populations to improve the accuracy of the research findings.

Recommendations for Teachers

1. It is recommended that peer tutoring with QUICK method and task based method are used as the teachers' teaching variation in their reading classes in order to avoid the students to feel bored in the reading class.

2. It is recommended for teachers who develop peer tutoring with QUICK method and task based method in their reading classes in order to increase students' reading

achievement in their critical reading and their critical thinking.

3. It is recommended for teachers that using peer tutoring with QUICK method in reading classes to develop students' cognitive interaction and social interaction between tutors and tutees to help bridge the achievement gap (Lague & Wilson, Peer Tutors Improve Reading Comprehension, 2011).

Bibliography

Anderson, L., & Krathwohl, D. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* (A. &. Bacon, Ed.) Boston, MA: Pearson Education Group.

Anderson, L., & Krathwohl, D. (2001). Teaching and assessing: A revision of Bloom's taxonomy of education objectives. In L. Anderson, & D. Krathwohl, *A taxonomy for learning* (p. 29). New York: Longman.

Armbuster, B., Anderson, T., Armstrong, J., Wise, M., & Janisch, C. L. (1991). *Reading and Questioning in Content Area Lessons.* Retrieved from www.jlr.sagepub.com

Baker, L., & Brown, A. L. (1980). *Metacognitive Skills and Reading.* Illonois: University of Illonois.

Becker, L. (2000, April 10). Analysis of Pretest and Posttest Scores with Gain Scores and Repeated Measures. Retrieved from www.uccs.edu/becker/gainscore.html

Becker, L. A. (2000, March 21). *Analysis of Pretest and Posttest Scores with Gain Scores and Repeated Measures.* Retrieved from Effect Size Calculator Lee Becker: http://www.uccs.edu/lbecker/gainscore.html

Bellini, J., & Rumrill, P. (2009). *Research in Rehabilitation Couseling a Guide to Design, Methodology and Utilization.* Springfield Illinois: Charles C Thomas Publisher.

Berg, R. G. (2014, September 16). *Association Tests: Two Variables*. Retrieved from SPSS Tutorials: http://www.spss-tutorials.com/spss-independent-samples-t-test/

Berman, H. (2016). *Hypothesis Test: Difference Between Means*. Retrieved from Stat Trek: http://stattrek.com/m/hypothesis-test/difference-in-means.aspx

Biddix, J. P. (2009). How To Determine T-test. *Research Rundowns*. Retrieved from https:researchrundowns.wordpress

Casper, M., Catton, J., & Westfall, S. (1998, October 2). *Comprehension: Theories and Strategies.* Retrieved October 2, 1998, from Dominican University of California: http://www.dominician.edu

Chard, D. (2008). What is Reading Comprehension and Why is it Important? *Building Community of Reading Expert*, 1-12.

Chia, T. H. (2007). *A Cooperative Task Based Learning Approach To Motivating Low Achieving Readers of English in Taiwanese University.* Durham University.

Cooper, T., Pittman, A., & Womack, S. (2014). Using Reliability, Validity, and Item Analysis to Evaluate a Teacher-Developed

Test in International Business. *Evaluation and Testing Research Article*, 1-11.

Cummins, J. (2008). *Reading Instruction and Reading Achievement Among EL Students*. Retrieved from www.assest.pearsonglobalschool.com/assest_mgr/current

Duke, N. K., & Pearson, P. D. (2002). *Effective Practices for Developing Reading Comprehension.* PBS Teacherline.

Eaves, S., & Erford, B. (2009, December 23). *Item Analysis*. Retrieved from Education.com: www.education.com/reference/article/item-analysis

Ellis, R. (2006, September). The Methodology of Task Based Teaching. *The Asian EFL Journal Quarterly, 8*(3), 79-99.

Finch, A. (2014). *Supplementing Secondary EFL Textbooks: A Practical, Task-Based Methodology.* Retrieved from www.finchpark.com

Gardner, A., Tiwari, A., Davies, H., & O'Donoghue, M. (2002). Peer Tutoring. Retrieved from www.ltrc.edc.polyu.edu.hk

Goodlad, S., & Hirst, B. (1989). *Peer Tutoring: A Guide to Learning by Teaching.* Kogan .

Heaton, J. B. (1988). *Writing English Language Tests.* London: Longman.

Hole, G. (2009, February). Research Skills. *T-tests*. Retrieved from http://users.sussex.ac.uk/~grahamh/RM1web/t-testHandout2009.pdf

Hoover, W., & Gough, P. (1990). Reading and Writing: An Interdisciplinary. *The Simple View of Reading, 2*, 127-160.

Horn, R. A. (2016, May 18). *Understanding the Independent Sample T-test.* Retrieved from Introduction to Statistics: http://oak.ucc.nau.edu/rh232/courses/EPS525/Handouts/Understanding Independent Test.pdf

Hott, B., & Walker, J. (2012, April). *Peer Tutoring*. Retrieved from Council for Learing Disabilities: http://www.council-for-learning-disabilities.org

Hughes, A. (1998). *Testing for Language Teachers.* Cambridge: Cambridge University Press.

Human Resources and Social Development. (2003). *Reading the Future: A Portrait of Literacy in Canada.* Retrieved from Highlights from the Canada Report: http://www.hrsdc.gc.ca

Jing, W., & MingJun, L. (2013). Studies in Second Language Acquisition : Task Based Approach in Chinese EFL Teaching. *ICT for Language Learning*(6).

Kementerian Pendidikan dan Kebudayaan. (2014). *Materi Pelatihan Guru Implementasi Kurikulum 2013.* Jakarta: Badan

Pengembangan Sumber Daya Manusia Pendidikan dan
Kebudayaan dan Penjaminan Mutu Pendidikan.

Kintsch, W. (1998). *A Paradigm for Cognition* . New York:
Cambridge University Press.

Koda, K. (2005). *Insights into Second Language Reading.* New York:
Cambridge University Press.

Kurland, D. J. (2000). *Critical Reading vs Critical Thinking.*
Retrieved from www.criticalreading.com:
www.criticalreading.com

Lague, K. M., & Wilson, K. (2010). *Peer Tutors Improve Reading
Comprehension.* Kappa Delta Pi Record. Retrieved from
Kappa Delta Pi Record: www.eddigest.com

Lague, K. M., & Wilson, K. (2011, March). Peer Tutors Improve
Reading Comprehension. *Education Digest*, 56-58. Retrieved
from Kappa Delta Pi Record: www.eddigest.com

Lane, D. M. (2016). *Difference Between Two Means (Independent
Groups).* (Rice University) Retrieved from Online Statistics
Education: An Interactive Multimedia Course of Study:
http://onlinestatbook.com/2/tests_of_means/difference_means
.html

Lo, M. L. (2012). *Variation Theory and The Improvement of
Teaching and Learning.* Gothaburgensis: Acta Universitatis.

Matlock-Hetzel, S. (1997, January). Basic Concepts in Item and Test Analysis. *The Annual Meeting od The Southwest Education Research Association*.

McMillan, J. H. (2008). *Educational Research: Fundamentals for the Consumers.* Virginia: Pearson Education,Inc.

Miller, M. J. (2000). Reliability and Validity. *Graduate Research Methods*, 1-3.

Mueller, D. (1992). *An Interactive Guide to Educational Research.* Allyn and Bacon.

Nunan, D. (2004). *Task-Based Language Teaching*. Hongkok: Cambridge University Press.

Ovwigho, B. (2013, December). Empirical Demonstration of Techniques for Computing the Discrimination Power of a Dichotomous Item Response Test. *IOSR Journal of Research and Met, 3*(2), 12-17.

Oxford, R. (2006, September). Task-Based Language Teaching and Learning: An Overview. *The Asian EFL Journal Quarterly, 8*(3), 94-121.

Paul, R., & Elder, L. (2006). *Critical Thinking Concepts and Tools.* Retrieved from www.criticalthinking.org

Perfetti, C., Landi, N., & J.Oakhill. (2007). The Acquisition of Reading Comprehension Skill. *The Science of Reading: A Handbook*.

Pitchard, A. (2007). *Studying and Learning at University: Reading for Academic Purposes.*

Pools-m. (2014). *Task Based Learning*. (E. Commission, Producer) Retrieved from Education and Culture DG Lifelong Learning Education Programme: www.languages.dk/archieve/pools-m/manuals/final/taskuk.pdf

Puchta, H., Stranks, J., & Lewis-Jones, P. (2011). *English in Mind Student's Book 4.* Cambridge: Cambridge University Press.

Rosenberger, J. (2016). *Hypothesis Testing: Critical Value Approach*. (T. P. University, Producer) Retrieved from Statistics: https://onlinecourses.science.psu.edu/statprogram/node/137

Sabri, S. (2013, Dec). Item Analysis of Students Comprehensive Test for Research in Teaching Beginner String Ensemble Using Model Based Teaching Among Music Students in Public University. *International Journal of Education and Research, 1*, 6.

Salaberry, R. (2001). Task-Sequencing in L2 Acquisition. *Texas Papers in Foreign Language Education, 6*(1), 101-112.

Salisbury University. (2009, September 9). *7 Critical Reading Strategies*. Retrieved from A Maryland University of National Distiction: http://www.salisbury.edu/counseling/New/7_critical_reading_strategies.html

Salisbury University. (2009). *Seven Critical Reading Strategies*.
Retrieved from Salisbury University: www.salisbury.edu

Scruggs, T., Mastropieri, M., & Berkeley, S. (2010, December 9).
Peer Tutoring Strategies. Retrieved from education.com:
http://www.education.com/article/peer-tutoring/

Smith, N. (2016). *What Are Some Advantages and Disadvantages of Peer Tutoring?* Retrieved from our everyday life:
http://oureverydaylife.com/advantages-disadvantages-peer-tutoring-30102.html

Teijligen, E. R., & Hundley, V. (2001). The Importance of Pilot
Study. *Social Research Update*(35).

Topping, K., & Hill, S. (1996). *The Effectiveness of Peer Tutoring in Further and Higher Education: A Typology and Review of the Literature.* Springer Publisher.

Tse, Y. C. (2014, September 16). *Child Mentor's Perception on Developing in Primary School Peer Mentoring Programme of Underprivileged Context.* The University of Hong Kong,
Faculty of Education. Hong Kong: The University of Hong
Kong (Pokfulam, Hong Kong). Retrieved from
http://hdl.handle.net/10722/202334

Vieitas, J. C. (2015, October 13). *Student-Student Interaction and Task Based Learning.* Retrieved from Linked In :

https://www.linkedin.com/student-student-interaction-task-based-learning

Walker, M. (2011). Task-Based Language Teaching: A Classroom Framework. *Research into Practice Conference*, 1-13.

Willis, J. (1996). *A Framework for Task-Based Learning.* London: Longman.

Woolley, G. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties.* Springer Science and Business Media.

Autobiography

Sri Indrawati was born in Surabaya, June 5th, 1974 as the second daughter from Drs. Haryono Kosasih, B.A. and Wong See Joen. After she had graduated from St. Hendrikus Senior High School in 1994, she continued her study in English Education Department of Widya Mandala Catholic University in 1994.

After graduating her Bachelor degree, she started her career in teaching English for Senior High School students in YPPI School for seven years. During her teaching career in YPPI School, she had been nominated as the winner in instructional media competition conducted by Microsoft Indonesia in 2004. In 2008, she moved to Petra 3 Senior High School and she has been teaching students in English Regular program and in English Conversation program.

In 2012, she decided to continue her study by joining the English Education Department of Graduate School in Widya Mandala Catholic University, Surabaya. In her final exam, she wrote a thesis entitled "A Comparison Study between Peer Tutoring with QUICK Method and Task Based Method on Reading Comprehension Achievement for Eleventh Graders" as the requirement to pass her Master's degree.