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THE ENHANCING OF STUDENTS' READING COMPREHENSION THROUGH PEER TEACHING AT TENTH GRADE OF SMAN 1 MUARA BATANG GADIS

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ABSTRACT - *The aim of this research is to know the students' reading by applied Peer Teaching technique. The number of sample of this research was 32 students by aplied random sampling technique from one class. This research used quantitative research method to know the increasing of students reading before and after applied peer teaching. The instrument of the research were 20 item of multiple choice in written test. Test in multiple choice from in 20 items. Ater collected the data the writer analyzed and get the conclusion as a the result of this research. The result of the research showed that ; first is students pre test of reading is 45 where 7 students passed KKM and 25 students have not passed KKM or 15,62%. Then in Post test cycle one, the students mean score of reading is 69.21 where 18 students passed KKM and 14 Students have not passed. Then in Post test cycle 2 the students mean score is 81.71 where 29 Students passed the KKM and 3 students have not passed. In conclussion, there is a significan increasing of students reading comprehension through peer teaching technique. Then, the hypothesis is accepted*

Keywords : *Peer Teaching, Reading Comprehension, Teaching Technique*

ABSTRAK – Tujuan dari penelitian ini adalah untuk mengetahui kemampuan membaca siswa dengan menerapkan teknik Peer Teaching. Jumlah sampel penelitian ini adalah 32 siswa dengan teknikapplied random sampling dari satu kelas. Penelitian ini menggunakan metode penelitian kuantitatif untuk mengetahui peningkatan kemampuan membaca siswa sebelum dan sesudah penerapan peer teaching. Instrumen penelitian ini adalah 20 soal pilihan ganda dalam tes tertulis. Tes dalam pilihan ganda dari 20 item. Setelah mengumpulkan data, penulis menganalisis dan mendapatkan kesimpulan sebagai hasil penelitian ini. Hasil penelitian menunjukkan bahwa ; pertama pre test siswa dalam membaca berjumlah 45 dimana 7 siswa lulus KKM dan 25 siswa belum lulus KKM atau 15,62%. Kemudian pada Post test siklus satu, nilai rata-rata membaca siswa adalah 69,21 dimana 18 siswa lulus KKM dan 14 siswa belum

lulus. Kemudian pada Post test siklus 2 nilai rata-rata siswa adalah 81,71 dimana 29 Siswa lulus KKM dan 3 siswa belum tuntas. Kesimpulannya, terdapat peningkatan signifikan dalam pemahaman membaca siswa melalui teknik peer teaching. Kemudian hipotesis diterima.

Kata kunci : *Pengjaran Rekan, Pemahaman membaca, Teknik Belajar*

I. PENDAHULUAN (*INTRODUCTION*)

Reading comprehension is a multifaceted process that involves a variety ofcognitive strategies including rereading, summarizing, and predicting (Pressleyand Newman, 1999). The goal for students is to understand of text by interacting and becoming engaged with text. It can be assumed that a focus on reading process as a pedagogical instrument is only for EFL learners if attention and supporting environment are given to linguistic development, if the learners are able to get sufficient and effective feedback with regards to their errors in reading.

Unfortunately, based on the writer observation during PLP 2 in SMAN 1 Muara Batang Gadis there are many teachers do not know what the other strategy to improve reading skille specially reading comprehension. The Criterion Minimum Standard or KKM in the school is 75 in class tenth. The conventional teaching method as one factor of students reading comprehension is still low. From the English teachers' average score, the students' reading comprehension is still under 70. This fact become a gap between what KKM expectation. The students feel difficult to improve their ability in reading.Most of students are lazy to readfull text

Several recommendations that are research-based for motivating students to read, including having opportunities to be successful with challenging texts, to engage in sustained reading, and to socially interact with others about text they are reading. The students with poor reading skills have lower self- esteem, pose greater discipline problems and are less likely to complete school more thanskilful reader). (Wardani, 2019) found that the result showed the use of Peer Teaching as a medium in teaching to improve students' reading skill in descriptive text was significant and effective.

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 through out 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. This is in line with research by (Rahmasari, 2017) that peer tutoring can improve students' reading comprehension significantly. Furthermore, the class situation also improves well.

In accordance to the above background the study, this research is done totest whether peer teaching is effective to improve reading comprehension for student of SMAN 1 Muara Batang Gadis.

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II. TINJAUAN PUSTAKA (*REVIEW OF LITEARTURE*)

Before the researcher discuss about details of reading comprehension,it is essential to know exactly the meaning of reading first. Readingis aprocess in conducting meaning. In reading, readers want to get information. According to (Elizabeth *et al.*, 2003) stated that comprehension is the process of deriving meaning from connected text.

Dechantin (Munjid and Astiyandha,2021) 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, andideas); and upon their language skills (knowledge of morphology, syntax, and grammar).

Grays in (Alderson, Alderson and Bachman, 2000) states that reading comprehension can be categorized as reading "the line", "between the lines", and "beyond the lines". The first refers to the literal meaning of the text, the second to inferred meanings, and the third to readers; critical evaluation of the text.

Peer teaching refers to the process of having learners help each other ona 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. Example sof 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 gaina better understanding of the materials by learning from each other. Although peer tutoring is done with pairs of learners, sometimes having learners work in group sof three better meets the needs of both the learner sand the learning task.

III. METODOLOGI PENELITIAN (*THE METHOD OF RESEARCH*)

In this research,the researcher decided to use Class Action Research (CAR) design to investigate whetheror not Peer Teaching strategies affected students' reading comprehension atSMAN 1 Muara Batang Gadis.

Arikunto (2009) states that CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Beside of solving diagnosed problems in conditional classroom activity, CAR helps the teacher through any new methods and skills and helps to build self- awareness especially through pair-teaching regarding as collaborative study between the researcher and the teacher.In this sense, classroom action research is used to diagnose the problems that arise in the classroom activities and to solve those problems in one time by using new methodologies or techniques or strategies.And for getting the needed data from the field the writer applies the written test to the students. The test is applied in order to get the data about the students' reading comprehension both before CAR (pre-test) and after CAR (post-test). Moreover, the writer also collects and analyzes data then reports the result of the research.

In conducting the classroom action research, the writer used Kurt Lewin's model of CAR. It consists of four components, they are; 1) *planning*, 2) *acting, 3)observing* and 4) *reflecting*.

According to (Ary *et al.*,2009), population is defined as all members of any well-defined class people,events, or objects. Hence, the population in this research was all of the seventh-grade students of SMAN 1 Muara Batang Gadis consisting of 112 students off our classes. Sample is a portion of a population (Ary *et al.*, 2009). It means that sample is a part of population that will be observed. The researcher used cluster sampling in the experiment. Cluster sampling is sampling which is not individual but a group of individuals who are naturally together (Ary*etal.*,2009).The researcher took only one class as the samples in this research. The first class was class XIPA-1 as In which theeach class consists of 32 students. Class XIPA-1 was chosen as the sample by cluster random sampling technique.

IV. **HASIL DAN PEMABAHSAN (***THE RESULT AND DISCUSSION***)**

4.1. Pre-Test

Before applying the CAR, the writer gave a pre-test to the students, the pre-test was held on May 2023 where the writer explained about the application of the peer teaching that the writer would carry out to examine the students' with a total of 20 multiple choice. A pre-test was provided beforetherapy to determine the students' prior knowledge of English vocabulary the value of 1 question is 0.5. was given to determine the students' progress following treatment.

The students' vocabulary mean score (M) of pre - test is as follows:

$$M = \frac{\sum Y}{N}$$

$$= \frac{1440}{32}$$

$$= 45$$

They are taught by using Peer Teaching Techniquecan be categorized into uncapable category. On the class and converted into percentages, it can be stated that 7 students or 15.62% of them who pass the minimum completeness criteria (KKM).

4.2. **Finding on Cycle 1**

In this phase, the writer makes a plan of action that will be carried out in class for the students to be studied. The writer also prepares materials that will be used in the implementation of the post test cycle one, as well as data to determine whether there is an increase in student scores from pretest to post test.

In this phase the researcher tought in the class in six days and four meeting for variative activities in teaching fairly tale. First, the reseracher lead the students into pair as small groups, then the teacher asked the students to participate active by her lead. Every pair of students read the text of fairly tale and discuss about the text together. Both of students try to read and understand the text. Then, in the last the students explane about the conclussion of the fairly tale text in font of the class. So, for the activity, in the first meeting the students was active for the beginning because this technique still new for them. In this cycle, the students seem tight and confused. After the question and answer session, the author began to distribute question papers containing 20 questions related to English text and were worth 0.5 in 1 question.

The students' vocabulary mean score (M) of post-test cycle one is as follows:

$$M = \frac{\sum Y}{N}$$

$$= \frac{2215}{32}$$

$$= 69.21$$

By using the collected data the writer can calculate the percentages of the students'reading comprehension score of post-test cycle one. In this phase, the writer concludes that in the pretest cycle 1, there are still many students who do not understand, so that on the answer sheet those who pass the minimum completeness criteria are only 18 students or 53.127% of students. However, in this activity, it can be said that students have a little more understanding and have begun to increase their reading.

4.3. **Finding on Cycle2**

Because in post-test cycle 1, the average score of students is still categorized as incomplete, the writer does post-test cycle 2 again. In this phase the author wants to create a good impression on the students who have been studied, so in this phase the researcher tries to give activity with various kinds of texts then together simultaneously inlearning English attrctively. The writer makes the post-test cycle 2 impression like someone who enjoys the learning process.The students was challenging to know read the teaxt correctly then gain the information from the text. In this cycle the students are read the text then discussed based on the generic structure and language features from the text and made a conclussion together. In this time, the pair of students not only read the text but also find out the difficult word to understand and then the researcher lead them. After being understand and finished all the steps in cycle 2 activities from post-test cycle 2 With the same questions, namely 20 questions where 1 question is worth 0.5.

The students' reading mean score (M) ofpost-test cycle one is as follows :

$$M = \frac{\Sigma Y}{N}$$

$$= \frac{2615}{32} = \mathbf{81.71}$$

By using the collected data the writer can calculate the percentages of the students'reading comprehension score of post-test cycle two

At this stage the writer concluded that in the pretest cycle 2 there were many students who understood very well, so that on the answer sheet that passed the KKM as many as 90.62% of the students. In this activity, it can be said that students have understood a lot.

So, the percentages of students' mean score improvement from pretest to post-test cycle 2 is **81.71**. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success more than 70%. So, the cycle of CAR is stopped.

V. KESIMPULAN (*CONCLUSSION*)

After following the statistical process in this study, it can be concluded that:
1. Before applying Peer- Teaching Technique in learning, students' reading comprehension scores can be categorized into the poor category. This can be seen from the averagevalue of the pre-test reading comprehension, which is 45.
2. After applying the Peer- Teaching Technique in cycles one and two, students' reading comprehension scores can be categorized into capable categories. This can be seen from the average scores of post- test students in cycles one and two, namely: 69.2 and 81.7.

3. There is a significant improving in the reading comprehension of students who are taught by using Peer-Teaching Technique", this can be seen from the percentage iincrease in students' reading comprehension test scores between pre-test and post-test 2is 81.5%.
4. Percentage of grade X-IPA 1 students of AMAN 1 Muara Batang Gadis for the academic year 2023 - 2024 who managed to achieve the Minimum Completeness Criteria (KKM) at the end of the cycle is 90.6%.
5. Then hypothesis of this research was aaccepted.

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