

# USING COOPERATIVE LEARNING MODEL WITH PEER TUTORS TO IMPROVE UNDERGRADUATE STUDENTS' READING ACHIEVEMENT

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## ABSTRACT

This research is aimed to improve students' reading achievement by implementing cooperative learning with peer tutors in the learning process. The subjects of this research were the students of XI MIPA 1 of SMA Negeri 1 Pupuan studying reading in the English subject in academic year 2022/2023. The data of this research were collected using a reading test. The result of this research was analyzed by using descriptive analysis. The study found that students achieved improvement in reading achievement after being taught using cooperative learning with peer tutor method. The improvement was signified by the increase of the students' mean scores from the preliminary study to the end of the second cycle. Students' initial mean score was 69 with 30,77% of completion in preliminary study. Students' mean score increased to 74 with the total number of mastery learning of 61,54% after the first cycle. In the second cycle it had increased into 76,81 with 88,64% of mastery learning. The data analysis implies that the implementation of cooperative learning model with peer tutor has been able to increase the reading achievement of the students in XI MIPA 1 of SMA Negeri 1 Pupuan.

**Keywords:** Cooperative Learning Model, Peer Tutor, Learning Achievement.

## INTRODUCTION

One of the most important skills for language learners to master is reading. Reading helps English language learners improve their vocabulary, persevere in their studies, and improve their L2 learning skills. It is essential to use reading abilities to encourage effective text communication, which can reduce instances of misunderstanding or miscommunication of expectations. Reading competency includes important elements such as comprehension, fluency, vocabulary, and methods used by readers to comprehend and decipher texts. Each of these abilities helps to enhance general reading ability. Successful lifelong learning is crucial for students' meaningful participation in the classroom and in daily life (Day, 2015).

Unfortunately, reading comprehension is still a difficult skill to be mastered by language learners including English as a Foreign Language learners. A number of studies have highlighted the difficulties faced by students in reading skill. Septiyana (2021), for example, reported that students face difficulties to understand a text due to their lack of prior knowledge about the topic of the reading.

Similar problem was also faced by the students in class XI MIPA 1 of SMA Negeri 1 Pupuan. Preliminary study was conducted through reading test, classroom observation of the students' learning process, and interview with the students and teacher. The result of the reading test showed that students only managed to obtain a mean score of 69, still quite far from the score of 75 as the Minimum Completion Criteria (KKM) set by the school. This means that students' achievement was far below the minimum standard. Based on the interview with the students and teacher, the researcher managed to isolate students problem in reading, namely 1) Students have a limited number of vocabulary which made it difficult

for the students to comprehend the content of the reading text; 2) Students considered the reading text to be too long and hard to read, 3) Students do not feel comfortable or relaxed in reading due to the limited time allocated for the reading; and 4) The teacher used conventional method in teaching reading which do not encourage students to read and comprehend the content of the reading text.

Classroom observation indicated that teacher taught reading simply by asking students to read a certain text in a certain page of their textbook. During the reading activity, the teacher was busy in his desk, writing on his notebook instead of roaming among the students to elicit students' problem with their reading. During the reading activity every single student opened their book, but only some were reading, while the rest were just flipping the pages. After around 15 minutes, the teacher asked the students if they had any difficult vocabulary. Students rarely admit that they have problems with vocabulary. When they do, the teacher simply provide the translation in bahasa Indonesia and continue to the next question, if any. After there were no question left, the teacher asked students to answer the question supplied with the reading text.

The reading learning process observed in the classroom seemed to be monotonous and rigidly set, in which the teacher is the tutor and the students are the passive recipient. This monotonous process must be changed into a learning process that prompts and fosters students' creativity. Thus, the students become the learning subject that makes the teachers have to be more professional in doing their task in educational field in order to make the learning process become conducive so that the students can understand the material faster.

The weakness that happens during the learning process cause the students' low achievement. This can be caused from the inside and outside of the teachers' factor. The inside factor from the teacher can be from the willingness and the readiness of the teacher which is not maximal in preparing the better material, including the teacher's willingness in applying the suitable learning methods that has been achieved in the college period. Besides, teacher is also unable to develop and use teaching methods that can attract students' attention and stimulate the students to study. A teacher must master skills such as asking question skill, reinforcement skill, conducting variation skill, explaining skill, opening and closing the lesson skill, guiding discussion skill, and classroom management skill (Wardani and Julaha, 2021 ).

The use of the learning models is very important to advance a particular field. Model is related to a theory. Model is a conceptual analogue that is used to propose on how to continuing an empirical study about a particular issue. Thus, model is a conceptual structure that is successfully being developed on one field and being applied, especially to lead the research and consider about another field, this use to be a field that has not been developed (Dahar, 1989: 5). Based on the above explanation, the present study would like to know whether or not the cooperative learning model with peer tutor can improve the students' learning achievement in reading.

## **REVIEW OF RELATED LITERATURE**

According to Slavin (1995: 2), cooperative learning model is leading to various learning models in which the students work in a small group to help each other, to discuss and give arguments, to examine the recent knowledge of each other, and filling the

understanding gap between them. Hilke (1998: 3), stated that the main purposes of cooperative learning are: to help the development of academic cooperation between the students, to propose a positive group relationship, to develop the students' self conception, and to improve the learning achievement.

Tutor peer is one of cooperative learning models. A learning that uses cooperative models has several characteristics such as: the students work in group cooperatively to complete the learning material, the group is formed based from the students skills from high, middle, and low, and if it is possible the group member could be from different race, culture, and gender, the appreciation is more oriented to a group rather than individual (Azizah, 2010: 20). Language that is used between friends who have the same age is easier to understand, besides there is no way for them to feel shy and low esteem. Thus, it is expected for the students to be courage to convey the problems that they face (Suherman, 2003: 277). According to Hamalik (1998: 163) the preparation steps to the peer tutor can be seen as follows, such as: (1) teacher make one subject as lesson plan that is designed in the form of fragments of the subject. Every fragment in one meeting cope with the title and learning purpose, especially instruction from the tasks must be done. (2) decide for how many students fulfill the criteria as peer tutor. The number of peer tutor is based on the number of the group that has been formed. (3) conducting rehearsal for the tutor. In this tutor, the students who become the tutor act as teacher. Therefore, the practice that is conducting by the teacher become the teacher training for the students. The practice is done in two ways such as, the first one is through small group practice where in this case, the ones who get the practice is the students who will be the tutor. The second way is through classical training in which the whole students in the class are trained on how to conducting the tutor process. (4) The classification in forming the small groups consist of 4-6 students. This groups is organized based on the students' intelligence levels.

Sutratinah Tirtonagoro (2001: 43) stated that learning achievement is the result of assessment from the learning outcomes in the form of symbols, numbers, letters, or sentences that can reflect the learning outcomes that has been achieved by the students in a particular period. Learning achievement is a result of educational assessment about the improvement of the students' achievement after completing learning activity. This means that learning achievement will not be able to be known without conducting assessment on the students' learning activity.

A good planning will help the researcher to solve the problem, as the researcher conducted cooperative learning model with peer tutor in learning English. Based on the previous explanation, this can be used as a reference in order to formulate hypothesis such as: if the steps of cooperative learning models with peer tutor is capable of being maximally implemented based on the theory as a result the students' learning achievement in English from XI MIPA 1 SMA Negeri 1 Pupuan can be increased.

## **METHODOLOGY**

This research belonged to classroom action research that has been conducted in SMA Negeri 1 Pupuan. The design of this research used classroom action spiral that was stated by Hopkins.

The subject of this research was XI MIPA 1 students of SMA Negeri 1 Pupuan in 1st semester academic year 2022/2023. Meanwhile, the object of this research was the learning achievement in reading. This classroom action research was conducted started from July until October 2022. The data for the students' learning achievement in reading were collected by using a reading test. The data obtained were analyzed using descriptive analysis. The indicators of success proposed in this study in the first cycle reach the average score of 75 with the 75% of mastery learning and on the second cycle reach the average score of 75 or more with at least 85% of mastery learning.

## **FINDINGS AND DISCUSSIONS**

The researcher obtained the students' average scores on the first activity was 69. This showed that the students of XI MIPA 1's ability in English subject during the first semester in academic year 2022/2023 was still very low due to the criteria of the learning achievement for this subject in SMA Negeri 1 Pupuan is 75. From this score, there were only 6 students who earned the score more than the minimum completeness criteria (KKM), there were 2 students who got the average score of the minimum completion criteria and there were a lot of students who got the scores under the minimum completeness of criteria which were 18 students who got the lower score. Along with the low scores that obtained by the students, therefore, the researcher tried to increase the students' learning achievement by using cooperative learning model with peer tutor. In the first cycle, the teacher as the researcher planned to do the research started from July until October on the first semester. The teacher planned to fix the reading achievement learning of the students who still got low scores which was under the minimum completion score. This was done by using cooperative learning model with peer tutor. In order to get more deep into the understanding of the model and method that will be applied, teacher as the researcher conducted some of review literatures. Developed a research schedule, materials, lesson plan, and questions as the instrument for collecting the data as research result. Implementation of action I. Before entered the classroom to start the first implementation of action, the teacher as the researcher has prepared every tools and materials that will be brought to the classroom. In the classroom, the teacher conducted the first learning of introduction such as: greeting, checked the students' attendance, motivated the students to study, did apperception, stated the learning goals along with the materials that will be discussed. Conducted the main learning of exploration by: dividing the students into groups in peer, giving the materials for the students to be read, arranged in turn, one as the speaker, one as the listener and vice versa. Conducted an elaboration of main learning by: the students who were the speaker stated for what has been understood about the material given by conveying the main idea. The listener paid attention, did a correction, pointed the main ideas that were not complete yet when she or he was given a chance to do so, also reminded about the unfinished main ideas. The students as the listener analyzed well about what has been presented by their friends and related the material that was received with the material that was obtained in the previous lesson; conducted the main confirmation of learning by: the students gave conclusion in general; Evaluation; ended the learning by saying goodbye as closing. Here are the results of cycle I under the observation:

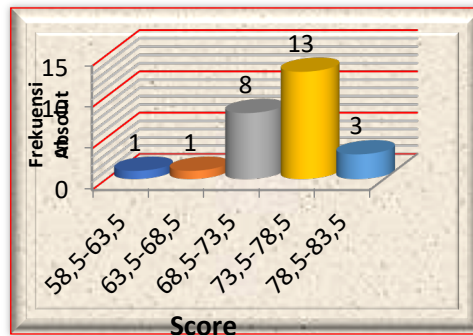
Number of Subject Research	Score	Explanation
1.	78	C
2.	70	FTC
3.	72	FTC
4.	70	FTC
5.	82	C
6.	80	C
7.	70	FTC
8.	78	C
9.	70	FTC
10.	77	C
11.	75	C
12.	60	FTC
13.	77	C
14.	78	C
15.	80	C
16.	75	C
17.	75	C
18.	76	C
19.	70	FTC
20.	70	FTC
21.	75	C
22.	70	FTC
23.	78	C
24.	75	C
25.	75	C
26.	68	FTC
Minimum Completion Criteria	1924	
Number of Students requiring Remedial	74	
Number of Students requiring Enrichment	75	
Learning Completion Percentage	10	
Minimum Completion Criteria	16	
Number of Students requiring Remedial	61,54%	

*C = Complete; FTC = Failed to Complete*

Reflection of cycle I was conducted based on the data that has been obtained, then it was evaluated in order to complete the action. The quantitative analysis of the students' achievement in cycle I can be seen as follows: average (mean). Median (midpoint) was: 75. Modus (the most appeared number) was 70. For the presentation preparation in graphic form therefore, it was calculated as the class number (K) which was  $1 + 3.3 \times \text{Log}(N) = 1 + 3.3 \times \text{Log} 26 = 1 + 3.3 \times 1.415 = 1 + 4.670 = 5.670$  5. Class range (r) = Maximum score – Minimum Score =  $82 - 60 = 22$ . Interval length =  $r/K = 22/5 = 4.4$ . Interval = 4.

Table Data of Class Interval Cycle I

No	Interval	Median	Absolute Frequency	Relative Frequency
1	67-70	68.5	1	3.846
2	71-74	72.5	2	7.692
3	75-78	76.5	18	69.231
4	79-82	80.5	4	15.385
5	83-86	84.5	1	3.846
Total			26	100



Picture 02. Histogram of Reading Learning Achievement Cycle I

The weaknesses/ the lack of the implementation from the action in cycle I was because of the teacher was not fully comprehend the teaching skills, learning approach that was not fully made the students to be actively learned. Maximum ability that led the students to actively learn was hard to apply due to the students' habits who still liked to chill and the environment of the students that was not supported for them to actively learn. Meanwhile, the advantages that can be found in conducting the action in cycle I was that this model was capable to enrich the teachers' knowledge as researcher along with broaden the ideas that the certain models could be able to increase the students's learning achievement only if it was maximally and fully done. The students began to actively do their assignments with the steps that has been applied. Also, there was new model that can be done by other teachers who want to try it.

In cycle II, teacher planned to fix the learning achievement in reading that was still under the KKM (Minimum Completion Score) by using cooperative learning model with peer tutor. In order to get deeper into understanding the model and method that will be applied, teacher as researcher implemented a literature review. Arranged the research schedule, material, RPP(Lesson Plan), and questions as the instruments in order to collect the data as the result of the research. Implementation of action in cycle II. Before entered the classroom to start the implementation of the action, in this cycle II the teacher as the researcher prepared every tools and materials that will be brought to the classroom. In the classroom, teacher as the researcher conducted introduction of the lesson, such as: greeting, checking the students' attendance, motivating the students to keep studying, implementing perception, stating the learning goal as well as the material that is being taught. Implemented the main learning of exploration by: dividing the students into small groups in peer, giving the materials to be read by each student, arranging in turn, one student as the

speaker, one student as listener, and vice versa. Implemented main learning of elaboration: the student who act as speaker stated what has been understood about the given material by stating main ideas. When the time had given to the listener, the listener paid attention, gave correction, and pointed the main ideas that were not complete, reminded the main ideas that was not finished yet. The students who acted as listener were actively analyzed what was the friend had been explained and related the material that had been received to the material that had been obtained previously; Implemented main learning of confirmation: student gave conclusion in general; Evaluation; ended the lesson by saying goodbye as closing.

Here are the results of observation in cycle II:

Subject	Score	Remarks
1.	78	C
2.	75	C
3.	76	C
4.	75	C
5.	85	C
6.	82	C
7.	75	C
8.	80	C
9.	75	C
10.	78	C
11.	76	C
12.	68	FTC
13.	78	C
14.	80	C
15.	81	C
16.	77	C
17.	77	C
18.	78	C
19.	75	C
20.	72	FTC
21.	77	C
22.	72	FTC
23.	78	C
24.	77	C
25.	77	C
26.	75	C
Sum	1997	
Mean	76.81	
Minimum Completion Criteria	75	
Number of Students requiring Remedial	3	
Number of Students requiring Enrichment	23	

Learning Completion Percentage	88.46%	
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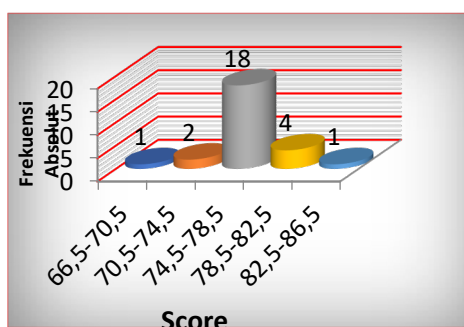
Note: *C = Completed; FTC = Fail to complete*

Reflection from cycle II was based on the data that had been collected, then the evaluation was done in order to complete the action. Quantitative analysis of students' learning achievement in cycle II can be seen as: Average (mean) of the data was 76,81. Median (mid point) was: 77. Modus (the most number that appeared) was 75. In order to prepare the presentation in graphic it can be calculated as the number of the class (K) which was  $1 + 3.3 \times \text{Log}(N) = 1 + 3.3 \times \text{Log} 26 = 1 + 3.3 \times 1.415 = 1 + 4.670 = 5.670 \approx 5$ . Class range ( $r$ ) = maximum score – minimum score =  $85 - 68 = 17$ . Interval length =  $r/K = 17/5 = 3.4$ . Interval = 3.

Here is the table, as follows:

Data of Interval Class in Cycle II.

No	Interval	Median	Absolute Frequency	Relative Frequency
1	67-70	68.5	1	3.846
2	71-74	72.5	2	7.692
3	75-78	76.5	18	69.231
4	79-82	80.5	4	15.385
5	83-86	84.5	1	3.846
Total			26	100



Picture 03. Histogram of Reading Learning Achievement Cycle II

The lack or weakness that were found in the implementation of action in cycle II can be seen as: the students still think that the subject that was being taught was a difficult and boring subject to learn. The changing situation such as grouping the students to during the learning process still make them feel not used to it. The use of new method in the implementation was still the same with the method that was often used previously. Even though the planning was made properly, yet still the implementation was quite challenging to be conducted regarding to the new method that just being used. The teacher's ability in conducting the lesson that has been planned properly was disrupted by the limited time that was given. Additionally, it was influenced by the variety of the students' willingness in study. Meanwhile, the advantages that can be found in implementing the action in cycle II were: the new model was able to develop the students' ability in a discussion, sharing opinion,



teacher would be able to develop a new effective model in order to help increasing the students' in thinking rationally. The students seem likely to have open minded or knowledge, meanwhile, in the previous they were afraid to tell their opinion, scared to be different from others. Finally, by using the new model they started to have various ability, along with the students would be having experience with the new learning model so that they would be able to compare their previous activity with the latest learning model that they used.

## DISCUSSION

The discussion of cycle II is really important to be done after conducting a research. It started with a failure that happened in the first lesson in which made the students' scores were low. This was because of the implementation that was still conventional that was used to be done daily by ignoring the experts' opinion, gave zero point from the initial average of 69. From the score, there were only 6 students who achieved the score above the KKM (Minimum Completion Score), there were 2 students who achieved the score on the average score of KKM (Minimum Completeness Score), and there were 18 of students who achieved the scores under the KKM (Minimum Completion Criteria). From this result, this can be seen that the total number of learning achievement was 30,77%. The result of learning achievement test in which part of reading test in English forced the students to be truly understand for what has been learned. The students' score in average from the cycle I was 74 which showed that the students have mastered the material that has been taught even though it was not perfectly mastered. This result has shown the increase of the students' ability in mastering English subject.

Comparing to the students' first score that has been explained in the previous analysis, this can be seen that the result of the learning achievement in cycle I has found the main effect that the use of a particular model/method would influence the students' learning achievement, in this term was about the cooperative learning model with peer tutor. This was based on the result of the meta analysis learning method that was done by Soedomo, 1990 (in Puger, 2004) who stated that learning model/method that is implemented by a teacher impacts to the learning achievement. As what has been known that English subject focus on the cognitive aspect, psychomotor, and affective aspect as the guidelines behaviour of the students' daily life. In line with the solving of the difficulties that has been found, the used of this model/method can help the students to be active, creative, innovative, and imaginative in doing their actions during solving the problems together with their groups member by having a discussion together. This will make the students to think critically and creatively so that they would be able to solve complex problems given to them. The next effect was that the students would be able to understand and absorb the lesson further in term of English subject. The challenge that has still left in which needs to be discussed was the learning achievement in cycle I that has not yet fulfilled the expectation of the KKM (Minimum Completeness Score) of 75 in English subject. Therefore, the further improvement efforts still need to be done. Thus, this will need a better plan for the next cycle.

The discussion of the result that was found in cycle II. The result that was found in the learning achievement test in the cycle II have shown that the students ability in came up with the lesson was good enough. This can be proven by the students' average scores which

was 76.81. This result showed that the cooperative learning model with peer tutor has succeeded in increasing the students' achievement in English subject. This result proved that the model/method that was implemented in the learning process was significantly affected to the students' learning achievements. The achievement that earned by the students has shown that the teacher has appropriately chose the model/method used to implement the learning process. After conducting the action in two cycles, this can be seen that the comparison of the average scores that was obtained from the first score was 69 increased to 74 in the cycle I and in the cycle II increased into 76.81. this increase was the maximum effort that the researcher has done in order to increase the students' learning achievement especially in the learning quality in SMA Negeri 1 Pupuan.

## **CONCLUSION**

Based on the result obtained in this research, this comes up with several conclusions that can be seen as follows:

The cause of the students' low learning achievement came from the factor in using the model/method by teacher in the learning process. Thus, the use of the constructivist model/method is crucially needed. In this case, the researcher implemented the cooperative learning model with peer tutor as a solution to solve problems. Based on the reflection result that has been discussed in chapter IV and by viewing the whole data that has been shown, this can be seen that the achievement goal of this research can be proven by such arguments: a) from the first data, there were 18 students who obtained the scores under the KKM (Minimum Completion Criteria) and then in cycle I decreased became 10 students and in cycle II there were only 3 students who got the scores under the KKM (Minimum Completion Criteria). b) the first average score was 69 increased into 74 in cycle I and in cycle II increased into 76.81. c) from the first data, the students who complete the score were only 8 of them, meanwhile in cycle I this got much more into 16 student and in cycle II become quite enough into 23 students. The explanation above proved that the cooperative learning model with peer tutor can serve the answer based on the purpose of this research. All of this was able to be obtained because of the used of the cooperative learning model with peer tutor was very effective to be implemented in the learning process that could make the students became active, anthusiastic, and became able to understand the material given so that their learning achievement was increased.

Based on the findings that have been concluded from the result of this research, in the effort of achieving the learning goals in English subject, the researcher suggests the teacher to conduct the learning process by using this learning model that has been implemented as this model has proved to be able to increase the students' learning achievements. The researcher is also suggests for the other researcher, even though this research has proved the main effect of the cooperative learning model with peer tutor in improving the students' learning achievement, there must be something that has not been done perfectly. Therefore, it is suggested to the other reseachers who are going to conduct the same topic to study the parts that have not been studied yet.

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