THE EFFECTIVENESS OF PEER TUTORING TO TEACH READING VIEWED FROM STUDENTS' SELF-ESTEEM

(An Experimental Research in the Second Semester Students of English Department of UNISKA Kediri in the Academic Year of 2011/2012)

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ABSTRACT

This research aims at finding out whether: (1) Peer Tutoring technique is more effective than Direct Instruction in teaching reading to the second semester students of English department of UNISKA in the Academic Year of 2011/2012; (2) the second semester students of English department of UNISKA who have high self-esteem have better reading skill than those having low self-esteem; and (3) there is interaction between teaching techniques and students' self-esteem in teaching reading. The method which was applied in this research was an experimental study.

The research was conducted at UNISKA Kediri in the academic year of 2011/2012. The population of the research was the second semester students of UNISKA Kediri. Two samples were taken by using cluster random sampling technique. Class B1 was used as the experimental class and class B2 as the control class. Each class consists of 22 students. The steps for the research were: (1) distributing self-esteem questionnaire to know students' self-esteem; (2) applying teaching techniques to the students; (3) distributing post test; and (4) analyzing the students' reading ability. The data were obtained from self-esteem questionnaire and reading test. Furthermore, to analyze the data, the researcher applied descriptive and inferential statistics using ANOVA and Tukey's test.

The result of the study leads to the conclusions that: (1) Peer Tutoring is more effective than Direct Instruction to teach reading for the second semester students of UNISKA Kediri in the Academic Year of 2011/2012; (2) The students who have high self-esteem have better reading ability than those who have low self-esteem; and (3) There is an interaction between teaching techniques and students' self-esteem to teach reading at the second semester students of UNISKA Kediri. Finally, the results of this research imply that Peer Tutoring is more effective than Direct Instruction to teach reading.

Keywords: reading, peer tutoring, direct instruction, self-esteem

Reading is one of four skills that must be mastered by students of English Education program. Reading taught in university becomes a demanded skill which students have to master. Through reading, they are able to comprehend the content of the subject matters and catch the information. Thus, it is very important for advanced level students to master reading skill, because reading would give them knowledge, information, and indirect experience.

Therefore, students must have an ability to comprehend texts. The understanding of the text varies according to both one's knowledge of the word and the purpose one has in reading. It also varies according to one's knowledge of

language and of text types. A reader has several possible purposes for reading, and each purpose emphasizes a different combination of skills and strategies. Reading emphasizes many criteria that define the nature of fluent reading abilities, it also reveals the many skills, processes, and knowledge bases that act in combination, and often in parallel, to create the overall reading comprehension abilities. It is necessary to have adequate understanding to suit a purpose since it is central to reading.

However, many students have low reading skill which can be seen from their achievement. They have difficulties to know the words in the text and they have low understanding of the message from the text. The students probably know the words but they do not know the meaning of the text. Some students may know the meaning of the words or vocabularies of the text but they cannot get the message of the text. Even, there are some students who do not know the meaning of the text at all.

There are many factors influence teaching learning. The first factor is the technique of teaching. Technique of teaching is one of the important factors in the teaching learning process. There are many kinds of techniques. One of them is Peer Tutoring technique. Peer tutoring technique can be applied in teaching reading. Peer tutoring is a collaborative learning strategy in which students alternate between the role of tutor and tutee in pairs or groups.

Peer tutoring refers to students working in pairs to help one another learn material or practice an academic task. Peer tutoring works best when students of different ability levels work together (Kunsh, Jitendra & Sood, 2010). During a peer tutoring assignment, it is common for the teacher to have students switch roles partway through, so the tutor becomes the tutee. Since explaining a concept to another person helps extend one's own learning, this practice gives both students the opportunity to better understand the material being studied.

In addition, peer tutoring is a type of instructional strategy in which students are taught by their peers, who have been trained and supervised by the teacher. Peer tutoring involves having students work in pairs, with another student of the same age or grade. Peer

tutoring is an extremely powerful way to improve students' academic, social, and behaviors (Gresham, 2010).

However, many teachers still apply direct instruction technique in teaching reading. The activity in direct instruction technique is teacher-centered. Direct instruction technique encourages one-way communication. Students just become the followers and depend on the teacher during the teaching-learning process. It makes the students passively participate the teaching learning process. The students just receive the materials from the teacher without any discussion or sharing with other students

The second factor that influences the learning process is the affective domain. Affective as stated by Brown (2000: 143) refers to emotion and feelings. It is considered as the emotional side of human behavior. Affective factors in reading include attitude, motivation, self-esteem, and self-actualization (Davies, 1995: 73). Brown in Aebersold and Field (2000: 8) details several individual factors that influence language learning, including self-esteem, inhibition, risk-taking, anxiety, and motivation. They can be positive or negative factors. All of these factors operate in reading classroom as well. For this reason, researchers call upon reducing anxiety and inhibition and enhancing students' motivation and self-esteem in the classroom context.

Self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy (Coopersmith in Brown, 2000: 103). Such evaluation is built up through repeated experiences of success and failure, other people's impressions, and the self-appraisals in relation to ideal selves.

Self-esteem plays a crucial role in learning since it is the best predictors of academic success. It appears that high self-esteem is both a cause and a consequence of better academic grades (Biggs and Watkins, 1995: 75). Educators have long realized that self-esteem plays a crucial role in learning. Students with high esteem forge ahead academically while those with low esteem fall behind (Atwater, 1990: 155).

To make the students achieve adequate skill in reading, the writer applies Peer Tutoring technique on the consideration that it can improve the students' reading skill and encourage students' active role in the teaching learning process. It also to know whether peer tutoring technique is suitable for students who have high self-esteem or those who have low self-esteem, and to know whether expository technique is suitable for students who have high self-esteem or those who have low self-esteem. Since students' self esteem and the method of teaching applied by the teachers are important factors in teaching reading, the writers were interested in conducting a research entitled: THE EFFECTIVENESS OF PEER TUTORING TO TEACH READING VIEWED FROM STUDENTS' SELF-ESTEEM (An Experimental Research in the Second Semester Students of English Department of UNISKA Kediri in the Academic Year of 2011/2012).

RESEARCH OBJECTIVE

This research is find out whether:

1. Peer tutoring technique is more effective than direct instruction to teach reading in the second semester students of English Department of UNISKA Kediri in the academic year of 2011/2012
2. The students who have high self-esteem have better reading skill than those who have low self-esteem in the second semester students of English Department of UNISKA Kediri in the academic year of 2011/2012
3. There is an interaction between teaching techniques and self-esteem to teach reading in the second semester students of English Department of UNISKA Kediri in the academic year of 2011/2012

RESEARCH DESIGN

Experimental study is chosen in conducting this research. The purpose of experimental study is to determine cause-and-effect relationship. Through experimentations, cause and effect relationship can be identified. Because of this ability to identify caution, the experimental approach has come to represent the prototype of scientific method for solving problems (Johnson and Cristensen, 2000: 23).

The experimental research in this study involves three kinds of variable. They are two independent variables and one dependent variable. The two independent variables are teaching techniques and the students's self-esteem, and the dependent variable is reading skill.

RESEARCH SETTING

This research was conducted in Universitas Islam Kadiri (UNISKA), Kediri which is located on Jl. Sersan Suharmaji no. 38 Kediri.

RESEARCH SUBJECTS

The population of this research was all second semester students of English Department, UNISKA Kediri in the academic year of 2011/2012. The total number of the population in this research was 75 students who were divided into 3 classes, B1, B2, and B3.

RESEARCH PROCEDURE

This research was conducted from January 2012 to July 2012. The factorial design was used in this experiment study because it allows the researchers to study the interaction of an independent variable with one or more variables. The factorial design is as follows:

Table 1.1. Factorial Design

Teaching Technique / Self-esteem	Peer Tutoring A_1	Direct Instruction A_2	Result
High B_1	A_1B_1	$A_2 B_1$	$\bar{X} =$
Low B_2	$A_1 B_2$	$A_2 B_2$	$\bar{X} =$
Result	$\bar{X} =$	$\bar{X} =$	$\bar{\bar{X}} =$

RESEARCH INSTRUMENTS

1. Questionnaire

Fraennkel and Wallen (1993: 79) say that questionnaire is an instrument that can be used for collecting data in a research. In a questionnaire, the subjects respond to the questions by writing or, more commonly, marking an answer sheet. The researchers gave a sheet of questionnaire dealing with students' self-esteem. It is a cloze questionnaire, where the students must answer some statements by choosing alternative answer given by the researcher. The questionnaire consists of 50 statements with four-point rating scale measuring their self-esteem.

The questionnaire must be valid and reliable before it is administered in the experimental and control class. To check the validity and the reliability of the questionnaire, firstly, the researchers tried it out to the students of the class which does not belong to the experimental and control class.

a. Validity

The validity of the questionnaire is analyzed by using the following formula (Biserial Point Correlation):

$$r_{it} = \frac{\sum x_i \, x_t}{\sqrt{\left(\sum x_i^2\right)\left(\sum x_t^2\right)}}$$

(Ary in Ngadiso, 2006: 2)

If r_o is higher than r_t, the item is valid.

b. Reliability

O'Malley(1996: 19) states that reliability is the consistency of the assessment in producing the same score on different testing occasions or with different raters. Brown (2004: 20) states that a reliable test is consistent and dependable.

Then, to know the reliability of the questionnaire, the following Alpha Formula is used:

$$r_{kk} = \frac{k}{k-1}\left(1 - \frac{\sum s_i^2}{s_t^2}\right) where \; s_i^2 = \frac{\sum x_i^2}{n}, s_t^2 = \frac{\sum x_t^2}{n}$$

(Ary in Ngadiso, 2006: 2)

If r_{kk} is higher than r_t, the instrument is reliable.

The research uses a Likert scale using four points instead of five points, in which the interval between each point on the scale is assumed to be equal. The undecided point is omitted to avoid neutral answers, since mostly students tend to choose the neutral answers. It is used to register the extent of agreement and disagreement to a particular statement.

The items of the questionnaire are in the positive and negative direction. The score is as follows:

Table 1.2. Likert Scale

Answer	Positive Item	Negative Items
SA	4	1
A	3	2
D	2	3
SD	1	4

Note: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree)

2. Reading Test

Arikunto (2010: 139) defines that test is a set of questions or exercises or other means used to measure skill, knowledge, intelligence, ability, or talent of an individuals or group of people. Based on the definition above, a test is a profile of the study results in the written form. This profile is then used to know standard of students' achievement. For educators, this profile will be used to determine the next learning process. In administering a test, it is important to set and determine an understandable instruction.

The reading test is used to know the students' ability in reading. The reading test is in form of objective test with four options. Instruments, questionnaire and reading test must be valid and reliable. Therefore, the questionnaire and reading test are tried out to know the validity and reliability at the first step. It is done before the treatment. The try out is done to the other class which doesn't belong to experimental and the control one. At the end the valid and reliable items are used to get the data. The reading test is conducted after treatment.

The formula that is used to know the validity of reading test is:

$$s_t = \sqrt{\frac{\sum x_t^2}{n}}$$

$$r = \frac{\overline{X}_i - \overline{X}_t}{s_t} \sqrt{\frac{p_i}{q_i}}$$

If r_o is higher than r_t the item is valid.

Then, the reliability of the test is analyzed using the following formula:

$$r_{kk} = \frac{k}{k-1}\left(1 - \frac{\sum pq}{s_t^2}\right)$$

If r_{kk} is higher than r_t, the instrument is reliable.

After all instruments are valid and reliable, they can be used to get the data. The reading test was conducted after treatment as the post test.

TECHNIQUES OF ANALYZING THE DATA

The writers use a descriptive analysis and inferential analysis in this research. The descriptive analysis is used to know the mean, median, mode, and standard deviation of the score of reading. Meanwhile, the normality and homogeneity of the data should also be known, they must be done before testing the hypothesis.

Then, multifactor analysis of variance 2x2 (ANOVA 2x2) was used to test the hypothesis. H_o is rejected if $F_o > F_t$ and if H_o is rejected the analysis is continued to know the difference of the groups by using Tukey Test. The design of multifactor analysis of variance is as follows:

Table 1.3. The Design of Multifactor Analysis of Variance or 2X2 ANOVA

Teaching Technique / Self-esteem	Peer Tutoring A_1	Direct Instruction A_2	Result
High B_1	A_1B_1	$A_2 B_1$	
Low B_2	$A_1 B_2$	$A_2 B_2$	
Result			

Note:
A_1B_1 : the mean score of reading test of students having high self-esteem who are taught by using peer tutoring

A_2B_1 : the mean score of reading test of students having high self-esteem who are taught by Direct Instruction technique

A_1B_2 : the mean score of reading test of students having low self-esteem who are taught by using peer tutoring

A_2B_2 : the mean score of reading test of students having low self-esteem who are taught by using Direct Instruction technique

A_1 : the mean score of reading test of experimental class which is taught by using peer tutoring

A_2 : the mean score of reading test of control class which is taught by Direct Instruction technique

B_1 : the mean score of reading test of students having high self-esteem

B_2 : the mean score of reading test of students having low self-esteem

After analyzing the data by ANOVA 2x2, the writer uses Tukey test to find the level of mean difference. The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

STATISTICAL HYPOTHESIS

The statistical hypotheses for this research were as follow:
a. The difference between Peer tutoring technique and Direct Instruction technique to teach reading to the second semester students of UNISKA Kediri
Ho: $\mu A_1 = \mu A_2$
H_1: $\mu A_1 > \mu A_2$

Note:
Ho : There is no significant difference in reading ability between the students who are taught by using Peer tutoring technique and students who are taught by using Direct Instruction technique.
H_1 : The students who are taught by using Peer tutoring technique have better reading ability than students who are taught by using Direct Instruction technique.

b. The difference in reading ability between students who have low level of self-esteem

with the students who have high level of self-esteem in reading.

Ho: $\mu B_1 = \mu B_2$

H_1: $\mu B_1 > \mu B_2$

Note:

Ho : There is no significant difference in reading ability between the students who have low level of self-esteem and students who have high level of self-esteem

H_1 : The students who have high level of self-esteem have better reading than the students who have low level of self-esteem

c. The interaction between teaching techniques and students' self-esteem in teaching reading.

Ho: $\mu A \times \mu B = O$

H_1 : $\mu A \times \mu B > O$

Note:

Ho: There is no interaction between teaching techniques and students' self-esteem in reading. It means that the effect of self-esteem level on writing ability does not depend on teaching technique.

H_1: There is an interaction effect between teaching techniques and students' self-esteem in teaching writing. It means that the effect of self-esteem level on reading depends on teaching techniques.

RESULT AND DISCUSSION

The data collected in this research were analyzed using ANOVA followed by Tukey Test. The hypothesis testing is to know whether the null hypotheses (H_o) will be rejected or accepted. The data analysis by using ANOVA can be summed up as follows:

1. $F_{observation}$ (F_o) between columns, the comparative analysis between the effect of teaching reading using peer tutoring and direct instruction, shows the value of 6.86. The F $_{table}$ (F_t) at the level of significant α = 0.05 ($F_{t(.05)}$) is 4.08. F_o (6.86) is higher than $F_{t(.05)}$ (4.08). H_o stating that there is no significant difference between Peer Tutoring and Direct Instruction is rejected. Then, a conclusion can be drawn that there is a significant difference between Peer tutoring and Direct Instruction to teach reading. The mean score of the students taught peer tutoring technique (62.09) is higher than the mean score of the students who are taught by using direct instruction (56.90). *It means that peer tutoring technique is more effective than direct instruction to teach reading.*

2. The value of F_o between rows, the comparative analysis of the learning achievement between the students having high self esteem and those having low self esteem, is 123.77. F_o (123.77) is higher than F_t at the significance level α = 0.05 ($F_{t(.05)}$(4.08)). H_o stating that there is no significant difference between students' high and low self-esteem upon the students' reading skill is rejected. It means that there is a significant difference between students' high and low self-esteem upon the students' reading ability. The mean of reading scores of students who have high self-esteem (70.05) is higher than the mean scores of students who have low self-esteem (48.05). It can be concluded that students who have high self-esteem have better reading competence than those having low self-esteem.

3. The value of F_o interaction, the interaction between teaching techniques and self esteem, is 42.61. So, F_o interaction (42.61) is higher than F_t at the significance level α = 0.05 ($F_{t(.05)}$(4.08)). H_o stating that there is no interaction between teaching technique and the self-esteem upon the students' reading ability is rejected. It means that there is an interaction between the teaching techniques and self-esteem. It can be concluded that the effect of teaching techniques on the students' ability in reading depends on students' self-esteem.

From the findings above, it can be concluded that:

Peer tutoring is more effective than direct instruction to teach reading.

Peer tutoring is a type of collaborative learning strategy in which students support each other's learning rather than relying solely on an adult teacher, it is one of the types of collaborative approaches where pairs of students interact to assist each other's academic achievement by one student adopting the role of a tutor and the other has the role of a tutee. Peer tutoring has also been well validated for promoting the development of low-level skills, such as reading.

Peer tutoring can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings, and reformulating knowledge into new conceptual frameworks. in either co-peer or near peer situations, both learners are likely to understand the material better by applying it in the peer tutoring setting.

When peer tutoring is used, the instructional environment usually becomes more learner (as opposed to the teacher) directed, and the learners have a more significant role in helping model of the learning. The teacher becomes a co-learner and facilitator, acting as a guide and a coach. The teacher is no longer the person with all answers; instead, the teacher talks with learners and offers opinions, explores strategies, and helps set goals.

In conclusion, peer tutoring gives teacher specific instructional techniques to helps students improve their skill and critical thinking abilities. It can become an important learning element that assist the students in learning how to solve problems, collaborate with others, and think creatively.

On the other hand, direct instruction is the oldest teaching technique. The activity in direct instruction technique is teacher-centered. Direct instruction technique encourages one-way communication. Students just become the followers and depend on the teacher during the teaching-learning process. It makes the students passively participate the teaching learning process. The students just receive the materials from the teacher without any discussion or sharing with other students. Since reading process requires the students for being active and not depending to the teacher, it will not gain best result if direct instruction is applied in the teaching reading because it does not give enough challenge for the students to develop their achievement. Finally, the result of this study shows that peer tutoring technique is more effective than direct instruction to teach reading.

The students who have high self-esteem have better reading ability than the students who have low self-esteem.

Self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy (Coopersmith in Brown, 2000: 103). Such evaluation is built up through repeated experiences of success and failure, other people's impressions, and the self-appraisals in relation to ideal selves.

Self-esteem plays a crucial role in learning since it is the best predictors of academic success. It appears that high self-esteem is both a cause and a consequence of better academic grades (Biggs and Watkins, 1995: 75). Educators have long realized that self-esteem plays a crucial role in learning. Students with high esteem forge ahead academically while those with low esteem fall behind (Atwater, 1990: 155).

In addition, self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. The students who have high self esteem will be encouraged if the teacher gives them a chance to involve in teaching learning process. They have better attitude in joining the teaching and learning process. They have high interest to pay attention to the teacher and all of the activities in the class and always do the reading task well. They are not bored in joining the class because they are more active than the students who have low self esteem. It means that the students who have high self esteem will have high ability in understanding the text.

The students who have low level of self esteem don't have any interest in joining the learning process and they do so since they don't have desire to learn more. They have little

attention to the teacher and the material that is given. They are passive in the class and tend to listen the teacher's explanation during the lesson rather than express the opinion and ask the question. Their low self esteem makes them unable to express their ideas better. This can be seen from the results of their reading ability in which the scores of both control and experimental groups are lower than those having high level of self esteem from both groups given treatment.

There is an interaction between teaching techniques and self-esteem in teaching reading.

In reading process, the teacher also needs to use suitable technique that motivates the students to join the class. Direct instruction can't motivate the students because this technique just focuses on the academic content. The students are passive in learning. On the other hand, peer tutoring technique requires the students to be active in learning process.

In addition, peer tutoring is a type of instructional strategy in which students are taught by their peers, who have been trained and supervised by the teacher. Peer tutoring involves having students work in pairs, with another student of the same age or grade. Peer tutoring is an extremely powerful way to improve students' academic, social, and behaviors.

The fact shows that the students having high self esteem perform very well in the class when they are taught by using peer tutoring, they attempt to be active in teaching learning process and do the task better. The students will not depend on the teacher and they try to find the meaning and messages from the text by themselves. This technique makes the students develop their social relation with other students. The students who have high level of self esteem will have high ability in reading many texts. They can read anything that the teacher gives to them. They will be active in joining the teaching learning process especially in reading because they have high level of self esteem. So, peer tutoring technique is more effective for the students having high self esteem in reading skill.

On the contrary, the students taught by using direct instruction learn reading material as usual. They don't need to be more active, and just wait for their teacher's translation and explanation to know the message of the text. They are passive in joining reading class and they are slower in doing the task. The students having low self esteem, therefore, will be suitable when they are taught using direct instruction in their classroom activity.

Finally, the result of this research shows that teaching techniques and self esteem play an important role to the students' reading ability. This can be seen from the finding that the students who have high self esteem and who are taught by peer tutoring technique are able to get a better reading ability than those having low self esteem and taught by using direct instruction.

CONCLUSION

Referring to the result of this research, in general, Peer Tutoring is an effective technique to teach reading. Therefore, it is good to be applied in teaching reading for some reasons. First, Peer tutoring is very good way to get students involved in learning so that they are not just passive learners receiving the information. Second, students receive feedback and error correction immediately and more frequently. Third, students are able to work together in equal position and gain better understanding of the materials by learning from each other.

Self esteem determines the success of learning. Students with high self esteem perform better learning than those with low self esteem. This is because students with high self esteem perform harder effort to gain the goal of learning than those with low self esteem. Teachers, therefore, should always promote and stimulate students' self esteem through various activities in which they can interact and share ideas with peer students.

Viewed from students' self esteem, Peer tutoring is an effective technique of teaching reading for students with high self esteem. The students having high self esteem who are taught by using peer tutoring have higher score than the students having high self esteem who are taught by using direct instruction, while the students having low level of self esteem that are taught by using peer tutoring have lower score

than the students having low self esteem who are taught by using direct instruction. It means that peer tutoring is well used for high self esteem and direct instruction is effective for low self esteem.

SUGGESTIONS

This research is expected to be useful for teachers, students, and future researchers, therefore, some suggestions are listed as follows:

1. For the teachers
Referring to the result of study, Peer Tutoring is effective for students' reading skill. Teacher should use this model to improve the students' reading skill. In choosing the technique of teaching, the teacher should consider some factors. One of the factors is students' psychological condition including students' self esteem. Self esteem influence the students in teaching learning process. The teacher has to know the students' self esteem, so he/she can choose the appropriate technique for their students.

2. For the students
Students have to be more active in teaching learning process in order to improve their reading skill. For low self esteem student, they must be aware of the importance of active involvement in teaching learning process and their teacher is not only source in learning, then they have to encourage themselves. They also need to find other learning resources out of the given material in the classroom, such as from internet. This can be done by reading books related to the lesson or learning from electronic media such as TV, cassette, or CDs.

3. For the future researchers
   a. A replication of this research design using Peer Tutoring can be done with some revisions.
   b. A similar research with different population characteristics is also possible.
   c. It may be worthwhile to have another research with different attributive variables such as students' habit or interest.

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