

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### Conclusion

Based on the explanation before, the researcher concluded that Class Wide Peer Tutoring is one of technique in listening teaching that helps the students with paired them with the other students as a tutor and a tutee, and they more understand and enjoy to learn if they learn with their friends. Because they can ask if they have problem to their pairs as a tutor.

Based on the result of pre-test and post-test, the researcher concluded that Class Wide Peer Tutoring could increase the students' listening comprehension. The researcher found the mean score of pre test is **15.67** and posttest is **24.61**, the score of posttest is high than pre -test. It means that the score of the students can increase after the researcher gave Class Wide Peer Tutoring as the treatment to the students.

In addition, this research showed that  $H_0$  was rejecting. It was stating by t-test that  $t_{count} = 10,35 > t_{list} = 1,67$ . it means that the hypothesis of this research  $H_1$  was accepting.

Therefore, it can be conclude that class wide peer tutoring can increase the students' listening comprehension . On the other side, every technique has the weakness. Class Wide Peer Tutoring also has the weakness that was found in this research is Class Wide Peer Tutoring has a few difficult to measure the students' ability when there were the students who cannot listen well and not concentration what they tutor read the text, so they were cannot fill the blank on the descriptive text. The other weakness of this technique according Suryono and Amin (in Djamarah, 2006:35) stated that the students as the tutor and have achievement is not certainly

have good relation with the students as tutee and the students as tutor not certainly can convey the good material. Because Class Wide Peer Tutoring who apply in listening teaching is new technique, it make the researcher recommended to the teacher do not use one technique in the teaching and learning process. The teacher will be better if she use some kinds of method in teaching and learning process or try the Class Wide Peer Tutoring technique in speaking, reading, and writing skill to increase their ability in English class.

### **Suggestions**

The researcher has some suggestion that were recommended to be applied. The English teacher is suggested applying Class Wide Peer Tutoring technique in listening teaching process, especially in descriptive text. On the other hand, besides to try their listening comprehension, the students can explore their skill in reading the test and writing also spelling with use Class Wide Peer Tutoring technique. The English teacher have to pay attention to the students' condition in class, it will help the teacher to find the appropriate technique in teaching and learning process, Class Wide Peer Tutoring technique not only can be applied in listening, but in other skill such as speaking ,reading, writing skill, spelling and every content area.

### **BIBLIOGRAPHY**

- Arnold, W. (2011). Listening for young learners. Retrieved April 11, 2014, from <http://www.teachingenglish.org.uk/articles/listening-young-learners>
- Arikunto, S. (2012). *Procedure penelitian: suatu pendekatan pratek*. Jakarta : Rineka Cipta.

Boud, D., Cohen, R., and Sampson, J. (2001). *Peer learning in higher education: Learning from and with each other*. London:Kogan Press

Carini, M. (2009). What is the difeference between listening and hearing?. Retrieved August 11, 2014, from <http://www.helium.com/items/1561681-listening-and-hearing-active-conversation-family-communication-skills-language-marriage>

Djalil Aria dkk.. *pembelajaran Kelas Rangkap*, hml.38

DuPaul, G. J., Ervin, R. A., Hook, C. L., dan McGoey, K. E. (1998). “Peer Tutoring for Children with Attention Deficit Hyperactivity Disorder: Effects on Clsroom Behavior and Academic Performance”.

Greenwood, Meyer, & Terry. (2011). “Class Wide Peer Tutoring Learning Management System”. *Journal of Remedial an Special Education*. Vol. 22, No. 1, pp. 34-47

Greenwood, C., Arreaga-Mayer, C., Uteley, C., Gavin, K., & Terry, B. (2001).

Classwide Peer Tutoring Learning Management System : Application with Elementary-Level English Language Learners. *Remedial and Special Education*, 22(1), 34-47.

Guo, N.,& Wills, R. (2012). An. Invesgation of Influencing English Listening Comprehension and possible Measures Improvement. Retrieved January 16, 2011, from <http://www.aare.edu.au/05pap/gou05088.pdf>

Howatt, A. & J. Dakin. (1974). *Language Laboratory materials*, ed. J. P. B. Allen, S. P.B. Allen, and S. P. Corder

Hall, Tracey. 1999. *peerMediatedIntrctionAndIntervention*.

[http://www.cast.org/publications/ncac\\_peerpii.html](http://www.cast.org/publications/ncac_peerpii.html), diakses 9 mei 2013

Jarvis, P. (2001). *Learning in later life : An Introduction for educators and careers*. London : Kogan Page.

Kane, Thomas. S. 2000. *The Oxford Essential Guide to Writing*. New York: Barkley Books.

Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12

Kamps, D., Greenwood., C., Arreaga-Meyer, C. Veerkamp, M., Utley, C., Tapia, Y., et al. (2008). The Efficacy of Class Wide Peer Tutoring in Middle Schools. *Education and Treatment of Children*, 31(2), 119-152.

Miller, D., Topping, K., & Thurston, A. (2010). *Peer Tutoring in Reading: The Effects of Role and Organization on Two Dimensions of Self Esteem*. *British Journal of Educational Psychology*. (80). 417-433

Miller, J. C. (2007). *Listening and Speaking Activities for Adult ESL Learners*. Regional Assessment Training.

Nurhidayati Isnaini, 2013, the Influence of a Picture Dictation toward the Students' Listening Ability.

Paul Suparno, 2007, *Metodologi Pembelajaran Fisika*, Yogyakarta: Universitas Sanata Darma Press

Ricard, J.C., (2008). *Teaching Listening and Speaking from Theory to Practice*.

Ratno Harsanto, *Pengelolaan Kelas yang dinamis*, (Yogyakarta: Kanisius, 2007), hml.43

Ronald, K. & Roskelly, H. (1985). Listening as an act of composing, Paper presented at the 36<sup>th</sup> Conference on College Composition and Communication

Sheila Steinberg.(2007). *An Introduction to Communication Studies*. Juta and Company Ltd.,

Saha, M., & Talukda, A.R 2008. *Teaching listening as an English Language Skill*. Retrieved April 11, 2013, from <http://www.articlesbase.com/languages-articles/taeching-listening-as-anenglish-language-skill-367095.html>

Sudjana. (2005). *Metode Statistika* . Bandung : TARSITO Bandung.

Thomlison, T. Dean. "Relational listening: theoretical and practical considerations." Paper presented at the Annual Meeting of the 5th International Listening Association, 1984. 30pp.[ED 257 165]

Thompson, I.,& Rubin, J. (1996). Can strategy instruction improve listening comprehension? *Foreign Language Annals*, 29,331-342.

Vandergrift, L. *Listening: theory and practice in modern foreign language competence*. Retrieved January 16, 2011, from <http://www.llas.ac.uk/resources/gpg/67>

Yount, R. (2006). *Research Design and Statistical Analysis in Christian Ministry* (4<sup>th</sup> ed.). Retrieved januari 13, 2011, from

[https://www.geogle.com/search?biw=1024&bih=459q+quasi+exprimental+research+d  
esign+pdf&oq=PDF%3B+experimental+desi&gs\\_l=serp.1.2.0i22i314.5527.5652.1.94  
96.2.1.1.0.0.0.248.248.2-1.1.0...0.0...1c.1.9.serp.jnl-U-6EchU](https://www.geogle.com/search?biw=1024&bih=459q+quasi+exprimental+research+d<br/>esign+pdf&oq=PDF%3B+experimental+desi&gs_l=serp.1.2.0i22i314.5527.5652.1.94<br/>96.2.1.1.0.0.0.248.248.2-1.1.0...0.0...1c.1.9.serp.jnl-U-6EchU)

Zaini H. (2009). Strategi Pembelajaran Aktif