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).
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**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.