

**APPLYING CLASSWIDE PEER TUTORING (CWPT) STRATEGY  
IN TEACHING SPEAKING TO SENIOR HIGH SCHOOL STUDENTS**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1) Degree*



**By:**

**Wahyuni Fitri  
72169/2006**

**Advisor:**

**Havid Ardi, S.Pd., M.Hum.**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ART  
STATE UNIVERSITY OF PADANG  
2012**

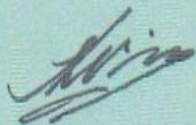
## HALAMAN PERSETUJUAN MAKALAH

**Judul** : Applying Classwide Peer Tutoring (CWPT) Strategy in  
Teaching Speaking to Senior High School Students.  
**Nama** : Wahyuni Fitri  
**TM/NIM** : 2006/ 72169  
**Program Studi** : Pendidikan Bahasa dan Sastra Inggris  
**Jurusan** : Bahasa dan Sastra Inggris  
**Fakultas** : Bahasa dan Seni

Padang, Januari 2012

Disetujui oleh :

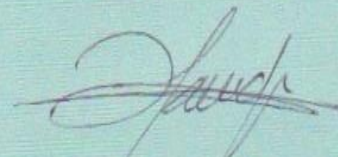
Ketua Jurusan,



Dr. Kurnia Ningsih, MA.

NIP.19540626 198203 2 001

Pembimbing,



Havid Ardi, S.Pd., M.Hum.

NIP. 19790103 200312 1 002

## **HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

**Nama : Wahyuni Fitri**

**NIM : 2006/ 72169**

**Dinyatakan Lulus Setelah Mempertahankan Makalah Di Depan Tim Penguji**

**Program Studi Pendidikan Bahasa dan Sastra Inggris**

**Jurusan Bahasa dan Sastra Inggris**

**Fakultas Bahasa dan Seni**

**Universitas Negeri Padang**

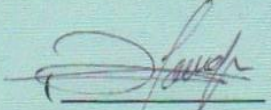
### **APPLYING CLASSWIDE PEER TUTORING (CWPT) STRATEGY IN TEACHING SPEAKING TO SENIOR HIGH SCHOOL STUDENTS**

**Padang, Januari 2012**

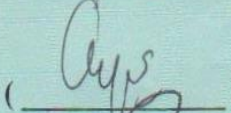
**Tim Penguji**

**Tanda Tangan**

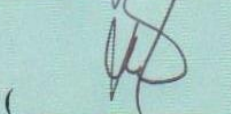
**1. Ketua : Havid Ardi, S.Pd., M.Hum.**

()

**2. Anggota : Dra. Aryuliva Adnan, M.Pd.**

()

**3. Anggota : Mohd. Al Hafizh, SS. MA.**

()



## ABSTRAK

Fitri, Wahyuni. 2012. "Applying Classwide Peer Tutoring Strategy in Teaching Speaking to Senior High School Students". Unpublished Paper. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Dalam proses pembelajaran *speaking* selama ini, kebanyakan siswa cenderung pasif dan tidak mau bertanya langsung kepada guru tentang aspek-aspek yang terkait dengan *speaking*, seperti *content*, *pronunciation*, dll. Selain itu, guru juga tidak mampu memberikan perhatian yang merata pada tiap siswa dalam 1 kali pertemuan. Padahal, dalam kelas *speaking* tiap siswa perlu mendapatkan perhatian individual sehingga guru dapat mengetahui aspek-aspek apa saja yang perlu diperbaiki masing-masing individu tersebut.

*Classwide Peer Tutoring (CWPT)* merupakan suatu strategi pembelajaran yang cocok diterapkan di kelas *speaking* guna mengatasi permasalahan tersebut. Dalam hal ini, siswa bekerja secara berpasangan dan masing-masingnya akan berperan sebagai *tutor* dan *tutee*. Siswa bisa menjadi *tutor* kalau nilai *speaking* sebelumnya sudah mencapai Kriteria Ketuntasan Minimal (KKM). Guru harus memberikan semacam panduan mengenai aspek-aspek berbicara yang harus diperhatikan oleh *tutor* seperti *content*, *pronunciation*, *grammar*, *fluency*, dan *diction*. *Tutor* bertanggung jawab untuk mengoreksi serta memberikan penilaian terhadap kemampuan berbicara *tutee*. Agar siswa dapat menjalankannya dengan baik, guru harus memberikan contoh kegiatan tutoring terlebih dahulu. Selain itu, guru juga harus mampu mengontrol proses tutoring yang dilakukan siswa agar kegiatan tersebut dapat berlangsung secara efektif dan efisien.

*CWPT* akan diterapkan pada tahap elaborasi. Setelah siswa diperkenalkan dengan teks monolog yang akan dipelajari dan mereka memahami isi dan struktur teks tersebut, barulah dilakukan kegiatan tutor sebaya selama 10 menit. Kemudian, masing-masing pasangan diminta untuk berganti peran. Dalam hal ini, siswa yang sebelumnya menjadi *tutor* berganti peran menjadi *tutee*. Sebaliknya, siswa yang sebelumnya berperan sebagai *tutee*, akan berganti peran menjadi *tutor*. Kemudian, siswa diminta lagi melakukan tutor sebaya selama 10 menit. Pada tahap konfirmasi, guru meminta masing-masing siswa untuk berbicara di depan kelas selama 1-2 menit. Strategi ini diharapkan bisa menjadi suatu alternatif bagi guru dalam pembelajaran *speaking*, sehingga kegiatan belajar mengajar bisa berjalan efektif. Pada akhirnya, diharapkan tujuan pembelajaran dapat tercapai secara maksimal.

## ACKNOWLEDGEMENTS



Praise be upon to Allah SWT, The Lord of the Universe, that under his blessing and guidance, I am eventually able to complete this paper as one of the requirements of achieving the Strata One (S1) degree at English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this paper, I have worked with some people who are deserved to get special thankful. It is a pleasure to convey my deepest appreciation to them in my acknowledgment.

First, I would like to record my gratitude to Havid Ardi, S.Pd., M.Hum., as my advisor who has given his charm ideas, suggestion, guidance and advices from the earliest stage of this paper accomplishment. Then, it is a pleasure to pay tribute also to my examiners in my paper comprehension test, Dra. Aryuliva Adnan, M.Pd and Muh. Al Hafizh, S.S. M.A. I'd like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this paper. Next, my sincere thanks and appreciation also goes to Drs. Jufri, M.Pd, as my academic advisor whose guidance has been beneficial for me during my study in English Department. After that, I would also like to express my deepest gratitude for Dr. Kurnia Ningsih, M.A. and Dra. An. Fauzia R. Syafei, M.A. as the chairman and the secretary of English Department. Furthermore, collective and individual acknowledgments are also owed to all of English Department lecturers who had taught me during my study in English Department and had shared their inspirational experience to me. I was extraordinarily fortunate in having them as my lecturers. Finally, I would also like to thank my friends in English Department and everybody who was important to the successful realization of this paper such as English Department librarians and officers for lending me the important sources and materials for my paper accomplishment. I would like to express my apology that I could not mention personally one by one.

Padang, December 2011

Wahyuni Fitri

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Limitation of the Problem .....	3
C. Formulation of the Problem .....	4
D. Purpose of the Paper .....	4
<b>CHAPTER II REVIEW OF THE RELATED LITERATURE</b>	
A. The Nature of Speaking.....	5
B The Nature of Teaching Speaking .....	6
C. Teaching Speaking In EFL Classes.....	9
D. Teaching Speaking at Senior High Schools .....	11
E. Indicators of Speaking .....	14
F. Hortatory Exposition Text .....	15
G. Classwide Peer Tutoring (CWPT) .....	16
1. Concept .....	16
2. Procedures .....	17
<b>CHAPTER III APPLYING CLASSWIDE PEER TUTORING (CWPT) STRATEGY IN TEACHING SPEAKING TO SENIOR HIGH SCHOOL STUDENTS.</b>	
A. Consideration and Preparation for Classroom Activity .....	20
B. Teacher's Roles .....	24
C. Students' Roles .....	24

D. Teaching Procedures .....	25
E. Advantages of Classwide peer Tutoring (CWPT) .....	30

#### **CHAPTER IV CONCLUSION AND SUGGESTIONS**

A. Conclusion .....	32
B. Suggestions .....	33

#### **BIBLIOGRAPHY**

#### **APPENDICES**

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

Communication is a crucial thing in human life. In communication, especially in two ways communication, spoken language is very dominant compared with the written form. Spoken language consists of speaking and listening. Both of the skills are almost always interrelated in communication process. Among the two skills, speaking is very crucial aspect because it is used to express ideas and to inform something. Furthermore, the speaker tends to be more active than listener during the process of communication.

In teaching English, speaking places higher cognitive level compared with listening. It does not only demand students' comprehension, but also students' ability in producing spoken language. Meanwhile, listening is normally aimed to lead students to comprehend and get the point about what they listen to. Considering the fact, it is important to pay attention on speaking in teaching English, especially at Senior High School. However, based on the writer's teaching experience, most of students tend to worry to speak and prefer being passive to being active during speaking class.

Related to this, there are some factors that influence students' speaking ability including internal and external factors. Internal factors are related to students themselves. First, students face difficulties in mastering components of speaking, such as pronunciation, fluency, vocabulary, grammar, etc. Consequently, they are not confident to speak up and tend to be passive in the



class. Second, students are bored and stressful when teacher asks them to memorize the text and then each student is asked to give a speech in front of class. It means that they do not like memorizing. Third, students are not brave to ask teachers about aspects they do not understand, such as pronunciation of certain words and appropriate utterance in English. They tend to keep silent even though they have something in their mind to be asked to teacher. In fact, such kind of students may feel more comfortable to ask for help from a peer than raise a hand in class. Thus, they need tutor per each in order that they can improve their speaking ability.

In spite of internal factors, there are also external factors that influence students' speaking ability. Most of external factors come from teacher. First, teacher cannot help each student individually during speaking class. In other words, teacher cannot individualize attention to each student since limited time for one meeting. In fact, teacher has to pay attention on each student's pronunciation, fluency, ideas, and others indicators of speaking. Second, some teachers cannot apply an appropriate strategy in teaching speaking. They tend to ask students to memorize the written text and then ask students to speak in front of class. In fact, most of students do not like to memorize. They are going to be bored and stress. Consequently, students are not interested in speaking English and tend to be unmotivated to speak English.

Although students' factors influence their ability in speaking, teachers should be able to overcome such kind of problems. Teachers have to encourage students to speak English. Terry (2008) states that during communicative

interaction, teachers need to communicate to each student encouraging the pronunciation, vocabulary, and grammar. Furthermore, teacher needs to give feedback on students' pronunciation, grammar, and vocabulary then ask them to repeat the task to encourage their fluency.

Considering the fact that teacher's technique and strategy is one aspect encouraging students' capability in speaking, it is important to apply appropriate techniques and strategies in teaching speaking. Hence, teachers have to apply the appropriate strategy in order that students are involved and fully participated in speaking class. In this case, teacher may use a strategy involving peer as tutor for each student. Moreover, the current curriculum demands students to be the center of teaching and learning process; meanwhile teachers just become facilitator

In order to solve the problem, one appropriate strategy suggested in this paper is Classwide Peer Tutoring (CWPT). It is a comprehensive instructional procedure or teaching strategy based on reciprocal peer tutoring and group reinforcement where in an entire classroom of students is actively engaged in the process of learning and practicing basic academic skills in a systematic way. It is hoped that students will have more opportunities to act and interact with their peers to develop their speaking ability.

## **B. Limitation of the Problem**

Based on the background of the problem above, the problem is limited on teacher's inability to individualize help for each student in speaking class. Furthermore, students tend to feel more comfortable asking for help from a peer

than raising a hand in class. Thus, it is important to involve peer tutoring during teaching and learning process.

### **C. Formulation of the Problem**

This paper is guided through the following question: “How can a teacher apply Classwide Peer Tutoring (CWPT) as a strategy in teaching speaking to Senior High School students?”

### **D. Purpose of the Paper**

This paper is aimed to give an alternative strategy which help teachers in teaching English, especially speaking skill to Senior High School students. It is expected that through CWPT strategy, each student will get individual attention to improve their ability in practicing speaking English. As the result, the process of teaching and learning can run effectively and efficiently and the goals and objectives of learning can be accomplished.

Beside that, this paper is also recommended to another writer to do a research about the effect of applying the strategy in teaching speaking of monologue text to Senior High School students.