Effect of family and peer tutoring programs on reading comprehension skills

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Abstract

This study aims to study the effectiveness of peer tutoring programs through peers and families in improving reading comprehension skills. This study used a quasi-experimental method involving a sample of 450 elementary school students consisting of 250 and 200 students each to take part in a tutoring program with family members and friends. In addition, this study also involved 450 tutors, a combination of tutors from family members and peers. Students' reading comprehension skills were assessed through pretest and posttest. The pretest and posttest were conducted to see a comparison of the effectiveness of the two tutoring programs in improving reading comprehension skills. Family demographic data were generated through questionnaires and interviews. The results showed that peer tutoring programs conducted by peers and family members were equally effective in improving reading comprehension skills. This peer tutoring program is able to control reading skills intensively and evaluate reading comprehension skills compared to self-assessment. So, peer tutoring programs in general can improve students' reading comprehension skills. The implication of this research is that the role of the family is very vital in supporting student literacy activities. Families must actively participate in helping their child's cognitive abilities.

Keywords: Peer tutoring, reading comprehension ability, peer tutoring, family tutoring

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1. Introduction

The ability to read is the main literacy skill that becomes the foundation for students to acquire other knowledge. The ability to read comprehension is a language skill that is intensively taught at the elementary school level (Taboada Barber et al., 2020; Zhao et al., 2022). Students who have good reading skills are believed to have superior academic abilities. This reading ability can be improved not only by teachers who can play a role but also by family and peers. Families or friends can be placed as tutor pairs whose job is to check students' reading comprehension levels. The peer tutoring method has been widely used by teachers as an alternative to improve students' reading comprehension skills (Duran et al., 2019; Solis et al., 2018). However, tutor programs that involve family members as tutors for their children in improving reading comprehension skills are still rare. The tutor program conducted by the family is in line with the literacy program initiated by the Indonesian government, namely the family literacy program. This family literacy program places families to function optimally and participates in improving children's literacy, especially reading literacy.

Several previous studies have shown that the involvement of family members in assisting students' academic activities has a significant contribution to student academic achievement (Joseph et al., 2021; Kazemi et al., 2020). Families have a very important role in helping students' academic abilities because students have good emotional closeness with their families so that they are not awkward in learning (Maguet et al., 2021). There have been a number of previous studies examining peer tutors. However, studies involving families to improve students' reading skills are still few, so there is not much evidence of the role of families in improving reading comprehension skills. Based on the phenomenon and theory that family emotional closeness will be more optimal in improving reading skills, this study involved family members and peers to improve students' reading comprehension skills. This research is based on three main components, namely peer tutoring, family, and reading comprehension ability. This research has implications that schools must try to creatively involve parents to actively participate in every academic activity of their children at school. The school's creative efforts to attract student family participation will determine family involvement in supporting their child's academic achievement. In addition, learning through peer tutoring can be used by teachers to make students more optimally motivated in the learning process, especially in the process of learning to read.

2. Literature review

2.1. Peer tutor program

The diverse characteristics of students in the classroom and the provision of the same service for all students encourage teachers to use learning methods that encourage all students to be active so that their potential is optimally revealed. Teachers must be able to embrace all students to be actively involved in participating in the learning process (Hadianto et al., 2022; Martins & Capellini, 2021). So, teachers must use learning methods that are able to embrace the salty students. One of the learning methods that is able to facilitate diverse students to optimally participate actively in the learning process is the peer learning method. Interaction and communication with colleagues can promote learning activities that can optimally encourage students' academic abilities if they are designed in a structured manner. This method of peer learning is a collaborative learning method, where each student supports each other to achieve a common goal. This collaborative learning is a learning strategy that is not only able to accommodate differences in student characteristics, but also this diversity can be used as a learning opportunity for students (Connor et al., 2018; Justice et al., 2018). This collaborative learning method is able to promote psychosocial aspects and student interaction through collaboration between students.

This peer learning method in the process involves three important aspects, namely guidance, cooperation, and collaboration. This main component is contained in each activity designed in the peer learning method. Some of the components that must appear in this method, namely, the task of each individual in conducting peer learning must be clear, encourage active interaction, help each other to achieve common goals, encourage social skills, work in groups and correct each other's shortcomings with the aim of a better direction (Bezerra et al., 2022; Maguet et al., 2021). These components describe the

peer learning method is included in the cooperative learning method. Each pair of students must be arranged so that the division of roles is clear and structured. This tutoring method has been widely used in various countries and is considered an effective learning practice in improving students' academic abilities. Previous research has proven that this peer tutoring method is able to improve social-emotional abilities through roles, structured activities, and monitoring the progress of students' skills (Bishara, 2022; Hung & Loh, 2021). There are several techniques used to improve reading literacy in this tutor method, including reading in pairs, pause, prompt, and praise (PPP), and several other techniques. The paired reading method proved to be effective in improving students' reading ability. The PPP method is used for lower-grade students who are still learning to read.

2.2. The role of the family in improving student literacy

Involvement of families in order to improve literacy skills has been carried out in various countries such as US, Canada, and Spain. One of the literacy programs that involve families is the family literacy program. However, this program is limited to the early age group and to help students learn to read, it is not carried out in middle age or adulthood. The family is the main component that greatly determines the academic quality of students because the first education of children is obtained from the family (Kazemi et al., 2020; Mohammadi et al., 2020). Various studies have proven that harmonious families and have a high education contribute significantly to the behavior and academic achievement of students in their schools. Previous research found that family and school have a close relationship in supporting student academic achievement. Parents act as motivators, direct them in a positive direction, and support students so that they are able to do their homework well. However, in several previous studies, the involvement of families in this literacy program often encountered obstacles, including the limited teaching skills of parents and the insecurity of family members in helping students.

Based on this condition, schools or educational institutions must coordinate with parents in order to be able to encourage families to support student learning activities at home. Previous research has proven that the collaboration of family members has a significant impact on students' academic abilities (Geramipour, 2021; Ha, 2021; Tarchi, 2017). In addition, families who play an active role in guiding students in reading and writing have a big impact on students' early literacy skills. The family also has a very important role in increasing student motivation. Based on this phenomenon, schools must provide guidelines for parents to teach reading or writing to their children effectively. The effectiveness of family involvement in supporting student learning activities is not only seen in the increase in students' academic abilities, but also seen from the suitability of family support with school goals or curriculum (Hadianto et al., 2021; Wulfemeyer, 2019). To achieve common goals, schools often involve families to increase the active participation of family members in supporting formal education. In the field of reading literacy, teachers must know the characteristics of their students' family members so that teachers can help students provide reading training to their children effectively.

2.3. Reading comprehension

There is a shift in the concept of reading comprehension at this time. Reading comprehension ability is one of the language skills that focuses on decoding ability and literal understanding of the text (Hiebert & Daniel, 2019; Kotzer et al., 2021). The shift in the meaning of reading comprehension, namely reading comprehension is not only meant to understand the text but is understood more comprehensively. Reading comprehension is currently defined as skills, knowledge, and strategies to understand the meaning of a text created from experience or schemata that are already owned by placing the reader as the main character (Foorman et al., 2020; Lin et al., 2021). Reading comprehension involves cognitive abilities and is the main language skill for acquiring language skills and other academic abilities. In reading comprehension skills, cognitive abilities and other skills are involved, such as understanding vocabulary, grammar, syntax, semantics, and others. In addition, reading comprehension also involves metacognitive skills or the ability to process words and use reading skills for the main purpose of reading. With this basis, schools must make reading comprehension skills a skill that must be taught to students from the start to create educated citizens.

Based on several previous studies, reading requires appropriate teaching strategies so that reading skills can be carried out effectively (Duran et al., 2019; Solis et al., 2018). Several strategies are used in learning to read, namely understanding information, integrating information, constructing interpretation, reflecting, and evaluating the content and structure of the text. In addition, other researchers provide other strategies such as modeling, critical thinking, instruction, active participation, and automatic regulation. Researchers agree that reading comprehension skills are not good enough if only improved through traditional methods, but require innovative methods, encourage students to actively participate, encourage students' critical thinking, and provide opportunities for students to be involved in intensive reading activities (Hung & Loh, 2021; Joseph et al., 2021). Pedagogical support to improve reading comprehension skills can be done through peer tutoring methods. This method provides conditions in which the tutor and the mentored together make efforts to improve reading comprehension skills. Based on this explanation, in this study, researchers involved families as tutors to improve students' reading comprehension skills. This research lasted for one semester in order to support the activities of the family literacy program. Researchers formulate several research questions, namely:

1) What is the effective family profile in supporting the improvement of students' reading comprehension skills?

2) How is the effectiveness of the peer tutoring method with peers and family members in improving students' reading comprehension skills?

3) What are the strategies used by families in improving students' reading comprehension skills?

3. Method and Materials

3.1. Participant

The participants in this study were 250 elementary school students who took tutoring with family members and 200 students who attended peer tutoring. While the number of tutors from family members amounted to 250 people and tutors from peers amounted to 200 students. All participants involved in this study filled out a willingness to participate in the study voluntarily. This research has also received permission from the schools involved in this research. Overall, the total number of students participating in this peer tutoring program is 450 students and 450 tutors combined from family members and students. The age range of the sample is 8–12 years consisting of grades 3–6. There are three schools involved in this research. This study uses a sampling technique that is random sampling groups (Cluster Random Sampling) or randomising groups rather than individual subjects. The clusters used as a reference are school clusters which are represented, respectively, from the high, middle and low clusters.

Table 1
Research Participant

Tutor/grade	Grade 3	Grade 4	Grade 5	Grade 6	Total
Family tutor	63	62	63	62	250
Peer tutor	50	50	50	50	200
Total					450

The research method used is quasi-experimental with the aim of investigating the effectiveness of peer tutoring methods through friends and family in improving students' reading comprehension skills. Quasi-experimental research was used in this study because this study aimed to compare the effectiveness of the two tutoring programs through family members and colleagues in improving reading comprehension skills. For peer tutors, students who are in a higher grade level act as tutors for students with lower grades. In addition, for tutors involving family members, researchers involved family members of students who participated in this study, as many as 250 family members were involved in this study. The composition of the family members involved consisted of 60% tutors from mothers, 20% tutors from fathers, 10% tutors from both parents, 10% tutors from siblings. The family member acted as the tutor for the child who participated in the research. For peer tutors with friends, it is carried out in class with the guidance of 20

teachers. All participants involved in this peer tutoring program receive reading comprehension tutoring training. The training was carried out by the teacher for three sessions, each session was carried out for 2 hours. During the tutoring training session, all participants were given training on strategies for teaching reading comprehension that could be done at home and studying practice videos of reading teaching techniques.

3.2. Research instruments

The instrument used in the study was a question to check students' reading comprehension skills. This test uses multiple choice questions that measure information understanding, information integration, interpretation construction, reflection, and evaluating the content and structure of the text. Observation sheets to see the interaction of tutors with students, questionnaires and interview question sheets to investigate the level of satisfaction and get feedback from participants regarding the implementation of the peer tutoring and family tutoring program. The validity and reliability test of the instrument was carried out through empirical tests carried out on the research sample by obtaining the Cronbach value (0.90) and expert judgment. Expert judgment is carried out by involving three experts in reading comprehension skills with Ph.D. qualifications. From the results of empirical and reliability tests, the instruments made met the criteria for use in research.

3.3. Data collections

3.3.1. Reading test

The researcher used the standard reading test used in Europe, namely the evaluation of reading comprehension (Kazemi et al., 2020). This test was carried out at the pretest and posttest. The reading comprehension test consists of 5–8 texts with each text having 25–30 multiple choice questions with varying levels of difficulty. The reading comprehension test levels consist of textual, inferential, reorganised, and evaluative comprehension. During the tutoring session, each family member is required to make a recording of at least 30 minutes for investigation. Interactions during tutoring sessions conducted at home will be investigated to see the characteristics and types of strategies used by family members.

3.3.2. Peer tutoring program evaluation questionnaire

After conducting the research, the researcher gave a questionnaire to the participants involved to provide an assessment of this peer tutoring program. The questionnaire consists of 15 items with a combination of open and closed questions. Kesioner uses a Likert scale with a scale of 1–5 to assess the level of satisfaction of research participants after participating in the peer tutoring program. The level of satisfaction is focused on benefits, obstacles, accuracy of methods, achievements, and conformity of achievements with family expectations.

3.3.3. Interview

Interviews were conducted to see the level of satisfaction and to get feedback from participants regarding the implementation of the peer tutoring program in improving students' reading comprehension skills. Samples taken for interviews were 15 families or 5 families each from each school. In addition, interviews were also conducted with teachers involved in this peer tutoring program. Aspects that were asked through interviews included program organisation, reading learning process, strengths and weaknesses of peer tutoring programs in the reading process, peer tutoring, learning activities, and texts or reading materials. From the family aspect that was asked, namely the participation of family members, advantages and disadvantages, program evaluation.

3.4. Data analysis

The data analysed in this study is the increase in reading comprehension skills, interaction between tutors and those who are guided, the results of questionnaires and interviews. Data analysis in this study using Statistical Package for the Social Sciences software and MAXQDA applications. Multivariate analysis was used to determine the increase in reading comprehension ability, interaction of family members and

students, time, and combination of methods during tutoring. Tutoring activities were analysed through video involving three researchers. Coding is done to analyse and present the data. To maintain the reliability of qualitative data, the researcher used several data collection methods including video recording, distributing questionnaires, and conducting interviews and involving several parties in data collection such as teachers, students, parents, and researchers. This is done so that the data obtained is comprehensive and in-depth.

4. Results

The researcher presents the results of the multivariate analysis with categories that are adjusted to the formulation of the problem posed in the study. The presentation of the results is divided into three subsections according to the formulation of the problem proposed, namely the profile of families that support the program, the effectiveness of peer tutoring methods by involving families, and various strategies or techniques used by tutors during the intervention. Here's a further presentation.

4.1. Profile of families involved in peer tutoring programs

Data on the profile of families involved in the peer tutoring program were obtained through interviews and questionnaires. Based on the results of questionnaires and interviews, parents who participated in this peer tutoring program had characteristics including being active in school activities, having a high interest in being involved in supporting children's achievements, having middle to upper economic status, not having conflicts in their families, having a high level of secondary and higher education, experience participating in other school programs, having free time. From the results of observations, students whose family members rarely or never participate in school activities, on average the students have difficulty learning because on average such families are not very supportive and pay attention to their children's academic activities. On the other hand, parents who are actively involved in school activities on average have a lot of time to study together, including reading activities at home. From the results of interviews, families who actively participate in this peer tutoring program tend to do reading activities with their children more often. Here are some excerpts from interviews with his parents. 'I usually do reading activities with my children during my holidays. Besides, at night, I also like to read story books with my daughter'. Apart from doing reading activities with their mother, several other family members said that reading activities also like to be done with their father and brother. 'My son usually reads with his father after his father comes home from work around eight o'clock in the evening until nine o'clock'. The books that are read vary, there are stories and about school lessons.

Based on the results of interviews, there were participants who stated that previously they had often done reading activities with their children, but were not like a teacher. 'Before joining this program, we often did reading together at home with my child, but not like a teacher teaches it. This program provides guidance for me in teaching reading to my children and is more structured'. From the results of questionnaires and interviews, the role of teaching reading to their children is 80% dominated by mothers, 10% fathers, 10% brothers or sisters. So, in general, families who actively participate in peer tutoring programs in improving students' reading comprehension skills are already familiar with reading activities at home with their children. In addition, the family fully supports the improvement of their children's academic abilities at school. Before the next test is carried out, the following describes the results of the normality and hzmogeneity tests as prerequisite tests for further tests.

Table 2
Normality Test

	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Pre-test	0.435	450	0.312*
Post-test	0.657	450	0.312*

* This is a lower bound of the true significance.
[a] Lilliefors significance correction.

Table 3

Homogeneity Test

Kolmogorov-Smirnov[a]			
Levene statistic	df1	df2	Sig.
0.587	1	449	0.675

As a prerequisite test, the researcher conducted normality and homogeneity tests. Based on the results of the normality test, the sig. (0.312 > 0.05) can be seen in Table 2. This means that it can be concluded that the samples in this study were normally distributed. Next, the researcher conducted a homogeneity test to check the students involved in the homogeneous study which can be seen in Table 3. Based on the results of the homogeneity test, the sig value was obtained (0.675 > 0.05). From these data, it can be concluded that the research sample is also homogeneous. Based on the results of the two prerequisite test data, the research sample met the requirements for further testing.

4.2. The effectiveness of family peer tutoring program to improve students' reading comprehension ability

The level of students' reading comprehension skills and the participation of family members in supporting students' reading comprehension activities at home can be seen in Table 4. To see the effectiveness of the peer tutoring program in improving students' reading comprehension skills, the researchers used to divide into three groups, namely students who got scores with a range 50–75 is included in the group with high reading ability, while students who get a score below 50 are included in the group with low reading ability. This division also looks at the comparison of students who involve family as tutors and do not involve family or only peer tutors.

Table 4

The Level of Students' Reading Comprehension Skills With Family Tutors and Without Family Tutors

Pretest result of reading comprehension ability	Students		Family involvement			
	N	Total sample (%)	Yes		No	
		N:450	N	%	N	%
High-level category	270	60.0	270	100	0	0
Low-level category	180	40.0	20	20.0	160	80.0

Based on the results of the pretest, students who have a habit of reading books at home with their families on average get a better reading ability score than students who do not or rarely do reading activities with their families. Of the 250 student samples, 150 people were able to read quite well. The students who fall into this group all have the habit of doing reading activities with their families. There were 100 students who entered the group with low reading ability from the pretest results. Of these 100 students, 80 students rarely or never do reading activities with their parents or family. The results of this pre-test shows that the reading ability of students who receive support from the family tends to be better than the reading ability of students who do not receive support from the family. These results are consistent with students' reading skills on formative assessments during school. The results of this pretest proves that family involvement in students' academic activities contributes significantly, compared to students who do not get support from their families. The reading literacy ability of early grade students will be more optimal if it is supported by intensive literacy activities carried out at home.

4.3. Reading comprehension ability level through family member tutors, peer tutors, and time

To learn more about the factors that influence reading activities, researchers used multivariate analysis by placing peer tutoring and family tutoring programs as independent variables and reading comprehension ability as the dependent variable. The multivariate analysis used is dependency analysis because this analysis functions to explain or predict the dependent variable (reading comprehension ability) by using two or more independent variables (peer tutoring and family tutoring). Based on the results of the multivariate analysis in Table 5, it was found that there were significant differences in reading

skills at the pretest and posttest. There is a significant increase in students' reading comprehension ability in the pretest to posttest phase. The significant difference was seen in the *F* value of the independent variable with the *F* value (8.231) 120.50, *p* < 0.001, 22.21 and the significant contribution of the independent variable with the *F* value (2.452) 170.11, *p* < 0.001, 21.34. The independent variable of this tutoring program contributed significantly to the ability to read by involving the family (*M* = 72.50; SD = 31.78), while peer tutoring without involving the family got a score (*M* = 51.35; SD = 23.64). Another difference was found in the time variable (*F* [2.356] 031.65, *p* < 0.001, 22.42), but the effect was smaller on the students' reading comprehension ability with scores (*M* = 42.61; SD = 22.80) in the pretest and (*M* = 22.80). = 72.50; SD = 26.23) in the posttest phase.

Based on the results of the analysis, there was no significant difference in the role variables with *F* values (1.524) 0.80, *p* 0.245, 21.05. Through specific analysis, it was found that there were significant differences in the intra-factor aspects based on the tutoring variable by involving the family with a value of *F* (1.467) 024.02, *p* < 0.001, 23.24. In addition, a significant difference was also found in the role of peer tutors, although the effect was smaller than the effect of family touring with a value of *F* (1.524) 04.31, *p* 0.054, 22.35. However, the intercept interaction between tutoring through family and tutoring through peers was found to be insignificant *F* (1.425) 0.78, *p* 0.534, 21.13. The students' reading comprehension ability at pretest and posttest and their relation to family, role and time variables can be seen in Table 5.

Table 5
The Level of Reading Comprehension Ability and its Relationship With Family Tutoring Variables, Roles, and Time

Tutoring	Role	*N*	Time			
			Pre-test		Post-test	
			M	SD	*M*	SD
Family members	Tutor	250	56.45	18.35	73.34	21.42
	Tutee	250	50.21	19.13	72.30	22.45
	Total	500	53.14	20.78	75.82	23.65
Friends	Tutor	200	43.78	17.75	56.13	22.30
	Tutee	200	42.12	20.24	61.45	25.74
	Total	400	44.35	20.64	53.50	23.73

Another finding based on the time variable there is a significant difference in the family tutoring variable in the pre test with an *F* value (1.462) 026.31, *p* < 0.001, 22.13, as well as at the posttest stage there is a significant difference in increasing reading comprehension ability with an *F* value (1.421). 040.20, *p* < 0.001, 21.24. This significant data prove that family tutoring has a greater contribution than peer tutors. In general, the increase in students' reading comprehension skills was increased by the existence of a tutoring program either through family tutoring or peer tutoring. However, peer tutoring programs that involve families have a greater contribution than peer tutoring. This finding is supported by qualitative data obtained from the results of questionnaires and interviews. Based on the results of questionnaires and interviews, students were very satisfied with the peer tutoring program that involved mothers, fathers, and siblings. The students felt that not only their reading comprehension skills improved, but also that this peer tutoring program was able to improve students' vocabulary skills, make students able to read faster, use the right strategies in doing assignments, and be able to interact very well with their family tutors. In addition, family members involved in this program said that the improvement in reading comprehension skills was found in several aspects, namely as follows.

Table 6
Family Member Tutor's Opinion on Their Child's Reading Comprehension Ability

No	Aspect	Family comments
1	Ability to understand and read	'Through this peer tutoring program, my child has the ability to understand new vocabulary by connecting it

		with other words in sentences. In addition, the ability to read it becomes faster'
2	New level of knowledge	'This reading peer tutoring program allows us to become aware of new knowledge because we are encouraged to read new books every day'
3	How to read	'My child has good reading aloud with the right intonation. Third, he was instructed to tell stories by reading stories'
4	Ability to find and explore information	'My son is always curious about what he just reads. After the reading activity is finished, my child always looks for more information through the internet and tells me back as his mother'

Based on the results of the questionnaire analysis, students' reading comprehension skills also increased. This is felt by the students themselves directly. From the results of the questionnaire analysis, the increase in students' reading comprehension skills increased in several aspects. The following describes the aspects of improving students' reading comprehension skills along with their comments obtained from an open questionnaire.

Table 7

Opinions of Family Member Tutors Based on Aspects of Improving Reading Comprehension Ability

No	Aspect	Family comments
1	Reading comprehension	'Through my tutor, I can understand the text better with only one reading because of the intensive reading activity'
2	Language skill	'Ever since I joined a peer tutoring reading program with my family, I have a lot of vocabulary to use when speaking'
3	Writing ability	'I feel that my writing ability has improved as marked by my being able to make complex sentences and varied vocabulary'
4	Reading fluency and speed	'Through this reading tutoring activity, I am able to read with better intonation, pronunciation, and speed'
5	Vocabulary mastery	'My mother's tutor always corrected me if I made a mistake and explained the meaning of new vocabulary. Through this feedback activity, I learned a lot of new vocabulary'.
6	Other skills	'Through reading various books, I became aware of other skills, such as technical skills'
7	Improved academic achievement	'By having good reading comprehension skills, I am able to understand the material more optimally and affect my academic achievement'

4.4. Tutor strategies used in reading comprehension tutoring activities

To answer the third problem formulation, researchers conducted an analysis of interactions during tutoring activities carried out by families to their children through video analysis. The analysis was carried out on the interaction of tutoring activities from 10 mother tutors, 5 father tutors, and 3 peer tutors at each school. The analysis was carried out on three main activities, namely activities before reading, during

normal reading, and reading comprehension activities. The following is a more complete description of reading activities when the peer tutoring reading intervention is carried out.

a) Activities before reading

At the activity stage before reading, the tutor focuses instruction on several aspects, namely instruction on the organisation of activities (45:65.42%), appreciating the responses or answers of students who are guided (20:30.35%), and encouraging critical thinking (8:10.32%). Instructions on the organisation of activities are usually a sequence of reading instructions in the book section, such as 'Please read this section first and then continue with this section', the aspect of appreciating the student's responses or answers being guided include 'Your answer is right', and encouraging students to think critically, namely by asking him to retell the contents of the text section using his own language 'Try to retell the contents of the book that was discussed in the previous reading activity'.

b) Activities while reading

Based on the results of the video analysis, each tutor in reading activities gives students the opportunity to read books aloud first, although there are some families who do not give their children the opportunity to read aloud. During this reading activity, the majority of these children or students follow all the instructions given by the tutor. The following describes each activity carried out by tutors and students.

1) In reading together, parents become models in reading. The tutor reads first using the right intonation, then the tutor follows. From the results of the study, on average family members started reading activities with questions (9:50%), such as 'Are we ready to start reading activities?' In general, the tutor pairs from this family member agreed on the part to start reading (7.35%). In this activity, usually the mother asks first about readiness and the child answers by asking which part to read first, such as 'OK, where do I start reading it?'

2) During reading activities, the tutor gives his role as a regulator of reading speed to make it easier for his child. When children are not able to read quickly, parents can adjust the pause position or reduce the speed. When reading an error occurs, usually parents give their children the opportunity to correct themselves by repeating them, if they cannot be helped by parents and repeat them without assistance (7.35%)

3) Based on the results of the interaction analysis of reading activities, tutors mostly use pause reading teaching techniques if an error occurs (78:51.72%). Family tutors usually touch books or touch their child's body when something goes wrong.

4) Another finding shows that most tutors use pauses, so that children realise their mistakes. If the child realises his own mistakes, the tutor does not use pauses, but allows him to correct himself (32:17.31%). However, when the child does not realise that something has gone wrong, the family stops him and gives the opportunity and uses the prompt method (25:13.78%). There are two types of prompts used during tutoring, namely showing the location of the error and the wrong sentence directly. In addition, during tutoring reading activities, family members often use strategies to appreciate students' reading skills (61:35.31%)

5) Reading activities with full expression are carried out by the tutor and their children during reading activities. From the results of the analysis, almost half of the children can correct themselves without the help of a tutor (15:46.98%). Tutors of family members pay attention to giving appreciation to how to read and self-correcting abilities (10:60.21%).

c) Reading comprehension activities

One of the tutor's strategies so that children have good reading comprehension skills is free time to have conversations to ask further questions about the contents of the books they have read. This conversation often occurs during the intervention and has finished reading. In this session, the role of the tutor is seen as a person who guides and supports children so that they are focused and enthusiastic. You

do this by asking questions about the contents of the book. Another finding of family tutors when students have difficulty is to understand them by repeating words and sentences that are difficult to understand and explaining their meaning to children. Some of the tutor's strategies during reading comprehension activities are summarised in Table 6. The largest percentage that is most often used is the technique of verbally explaining difficult parts, and asking questions to check understanding. For more details, the following strategies are used during the intervention through family peer tutoring.

Table 8

Interventions for Family Tutors During Reading Comprehension Activities

Family tutor's interventions	Frequencies
Apperception	113 (80.1%)
Ask	60 (55.6%)
Make students concentrate	52 (34.5%)
Repeating the question	25 (14.6%)
Give an explanation to understand	36 (6.8%)
Paraphrase the question if you don't understand	23 (50%)
Ask again louder	15 (51%)
Give a strategy to find the answer	78 (32.5%)
Give students the opportunity to ask more questions	35 (53%)
Give a little clue from the answer	31 (36%)
Give an explanation of the answer	27 (33.6%)
Mark the answer part of the reading	20 (15.4%)
Give appreciation	93 (54.6%)
Verbal instructions	83 (88.2%)
Instructions via gesture	24 (21.8%)

Some of the strategies used by family tutors when their children are by asking questions or confirming whether their child's answers are correct. This strategy is interspersed with non-verbal smiling or frowning gestures as a sign that the child's answer is right or wrong. In addition, family tutors do not hesitate to praise their children if the answers are correct. The use of non-verbal is also often used when the answer is wrong with a shake of the head, hand movements, and muttering. When the child's answer is correct, nonverbal actions are usually a nod of the head and a smile.

5. Discussion

Peer tutoring programs involving family members and peers have been shown to be effective in improving students' reading comprehension skills. Of the two tutors, tutoring programs that involve family members are superior and more effective than peer tutors. This is caused by several factors, namely emotional relationships with family members make students more flexible to carry out various reading comprehension activities (Duran et al., 2019; Muijselaar et al., 2018). In addition, the strategies used by family members are more varied than those of peer tutors. These interactions and various strategies make it more optimal to improve students' reading comprehension skills. The peer tutoring program that provides prior training to family members makes family members confident and have sufficient reading teaching skills to improve students' reading comprehension skills (Kotzer et al., 2021; Yousuf et al., 2021). Families who follow the program's instructions have been shown to improve students' reading ability and academic achievement. The PPP reading technique in a peer tutoring program involving family members has proven to be effective in improving reading comprehension skills.

Each tutoring session carried out by the family uses a systematic and structured format starting from activities before reading, while reading, deepening reading comprehension, activities after reading

comprehension. In general, activities before reading family members use apperception techniques by asking questions about the results of previous readings, or telling briefly about the content they will read. This technique is used to focus the child's concentration before doing reading activities. Furthermore, at the core reading activity stage, several strategies are used including reading aloud, tutor as a role model, pause technique if an error occurs, giving children the opportunity to correct their own mistakes, and expressive reading (Hadianto et al., 2021; Muijselaar et al., 2017). These various strategies make students have the provision to understand the contents of the reading. At the stage of reading comprehension activities, this stage is the stage of core activities to improve understanding of the contents of the texts that have been read. At this stage, the family has a conversation by asking again about the contents of the book that has been read. If students have difficulty, the tutor's role is to re-explain the contents of the text. This structured activity has a significant impact on reading comprehension skills, especially in several aspects, namely new vocabulary knowledge and developing complex sentences (Sağirli, 2020; Watter et al., 2022).

Families who are actively involved in this tutoring program have several characteristics including being active in school activities, having a high interest in being involved in supporting children's achievements, having middle to upper economic status, not having conflicts in their families, having a middle education level and high, experienced in participating in other school programs, have free time. From the results of observations, students whose family members rarely or never participate in school activities, on average the students have difficulty learning because on average such families are not very supportive and pay attention to their children's academic activities. On the other hand, parents who are actively involved in school activities on average have a lot of time to study together, including reading activities at home (Bishara, 2022; Follmer, 2018). From the interviews, families who actively participate in this peer tutoring program tend to do reading activities with their children more often. This finding is in accordance with the theory that student academic achievement will be more optimal if it is supported by loved ones or their families (Memisevic et al., 2022; Peets et al., 2022). The support of family members is not only very helpful when students have learning difficulties, but also greatly influences students' motivation in learning.

Students who receive family tutoring are used to compare their effectiveness with peer tutoring. The findings show that the reading comprehension ability of students who receive tutoring from their families is more significant than that of students who do not only receive tutoring from friends. This increase was due to the incentives for reading together at home, emotional closeness, and more varied strategies. In general, students who received support from this family had better academic achievements than students who did not receive support from their families in academic activities at school (Estaji & Saeedian, 2020; Müller et al., 2016). Included in reading skills, students who receive tutoring with their families not only improve their reading skills, but also other abilities, such as the ability to write, speak, knowledge of vocabulary, storytelling with expressions, the ability to find and use information. This is in accordance with the theory that reading skills are the key to language skills to acquire language skills or other skills (Watter et al., 2022; Wawire & Zuilkowski, 2021). This research implies that schools must try creatively to involve parents to actively participate in every academic activity of their children at school. The school's creative efforts in attracting the participation of the student's family will determine the involvement of the family in supporting their child's academic achievement.

6. Conclusion, limitation, and recommendation

Based on the results of the study, it can be concluded that the peer tutoring program involving family members is proven to provide a more significant contribution than peer tutoring. The increase in students' abilities does not only occur in the ability to read comprehension, but also occurs in the improvement of other abilities, such as the ability to write, tell stories, master new vocabulary, and read aloud with good intonation. Families who are given peer tutoring training before conducting tutoring activities for their children are able to follow the instructions suggested by the program. This peer tutoring program is able to manage interactions during family tutoring activities with their children. The reading comprehension ability of students who received support from their families was superior to the reading

ability of students who received less attention from their parents. This is reinforced by the active participation of the student's family in previous school activities, which greatly affects the ability and academic achievement of students. This finding implies that schools must think of creative efforts that can encourage parents to be actively involved in every school activity in order to improve students' academic abilities. The school's creative efforts in attracting the participation of the student's family will determine the involvement of the family in supporting their child's academic achievement. This family contribution does not only affect students' academic abilities, but also affects students' motivation and enthusiasm for learning at school and at home. Limitations

Limitations in this study include the limited context of research conducted in elementary schools which do require strong reading comprehension skills, training carried out for parents who are still in a relatively short time which certainly affects parents' teaching skills in tutoring reading activities to students. , not paying attention to gender variables that may have a different effect on each gender, the implementation of a relatively short peer tutoring program may have a different effect if it is carried out for a longer time. Based on the limitations of this study, the researcher recommends that further research should pay attention to these limitations. Future research should take a more diverse sample, for example involving children who are at the pre-school level or junior high school level with different levels of difficulty, parental training should be carried out for a longer time and simulations are carried out before doing it directly so that the peer tutoring program has more influence on the ability reading comprehension of children, paying attention to gender differences that must be investigated more deeply that may have different effects from the peer tutoring program, and the implementation of this peer tutoring program should be carried out over a longer period of time to produce a more significant effect.

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