

USING PEER TUTORING METHOD ON ENGLISH LANGUAGE LEARNING AT SMAN 10 PANDEGLANG

¹Nurlita*, ²Rizdki Elang Gumelar, ³Tatu Munawaroh

^{1,2,3}University of Mathla'ul Anwar, Banten

¹nurlitaamabaros@gmail.com*

²rizdki.elang@unmabantan.ac.id

³tatu.munawaroh@unmabantan.ac.id

Abstract

Peer Tutoring method is an active learning method and focuses on students. This research aims to analyze Peer Tutoring Method in Learning. Using a qualitative approach with a content analysis design, this research used triangulation of data collection methods involving observation, interview, and documentation. Data was obtained from observation, interviews were conducted with 5 twelve grade students and one English teacher, and documentation was done by captured teaching and learning activities on Peer Tutoring method. Data analysis was conducted to analyze important findings in accordance with the research objectives. This findings shows that: 1). the use of Peer Tutoring method in English Language Learning can help students to play an active role in participating in the learning process, 2). peer tutoring method in terms of the learning process is in accordance with the stage of the learning in general stages, 3). Learning outcomes based on the cognitive, affective, and psycomotor domains as a whole is difficult to run well. However, there are inhibiting factors which become problems in the ongoing used of this method. Teacher should be better to identify the problems. This finding also expects other researcher to analyze or maximize this method in English Language Learning.

Keywords: Peer Tutoring, method, English language learning

INTRODUCTION

Analysis is an activity with full attention on analyzing something to get results that have been deterred. According to Septiani, et al., (2020:133) state that analysis is the activity of thinking to break or decompose a unit into the smallest units. This analysis is an important step in the research process, as it allows a deeper understanding of the mechanisms or patterns at play. One of the key aspects of the analysis is the identification of patterns and relationships between the elements being studied. This can involve the use of statistical methods, such as regression and correlation, to determine the strength and direction of these

relationships. In addition, qualitative analysis techniques, such as content analysis and thematic analysis, can be used to study the meaning and impact of a particular problem or phenomenon. Another important aspect of analysis is the role of theory in guiding the research process. Theory provides a framework for organizing and interpreting the results of the analysis, helping to identify the key factors or variables that drive the system or phenomenon being studied. This can lead to more robust and generalizable findings. Furthermore, analysis often involves using quantitative and qualitative methods together to gain a more comprehensive understanding of the subject matter. Analysis is an important part of the research process, as it allows a deeper understanding of complex systems or ideas.

An educator must know and learn learning methods so that the material delivered can be well understood by students. Before teachers use techniques in a lesson, teachers must be aware of the various considerations that go into the selection of learning methods, such as learning objective guidelines, knowing the characteristics of each student, teaching materials, advantages of method deficiencies, class situations to the completeness of facilities and infrastructure in the classroom. According to Mohzana et al., (2023:149) Teachers are required to have creativity in designing learning models, not only focusing on achieving a learning goal but also paying attention to how to achieve learning objectives. Teachers are able to create good learning methods and designs, it is not impossible that the teaching and learning process will be fun, students will be more active in their participation, and students will achieve satisfactory learning outcomes

Peer Tutoring is an instructional strategy consisting of student partnerships, where students teach their peers, connecting high achieving students with low achieving students or those with comparable achievements, Tukur & Sabo (2022: 92). Peer Tutoring are very significant in the context of learning among students and offer several advantages such as peer tutors speaking the same language and being able to connect with students, Peer Tutoring serving as role models for students, students working with other students comfortably and less fear of asking questions. In addition, according to Selvam & Thavarajah (2020:72) Peer Tutoring is one of the active Learning-based learning methods. Cross et al.

(2020:175) put forward the point of view that peer teaching (tutoring) serves as an instructional framework in which learners collaborate together. In addition, Sallah et al., (2023:36) characterize peer tutoring as a collaborative learning process in which students impart the skills and knowledge desired by their peers, with active coordination with teachers to address questions or concerns. Despite this, the constant presence of a teacher is essential to promptly address any problems that may arise among students. Cropp (2017:485) argues that peer tutoring or support significantly enriches the overall learner experience, assuming an important role in fostering a learning community that affects confidence, motivation, and ultimately, retention. Similarly, increased motivation and confidence exert an influence on the participation and growth of a cohesive learning community Deshler et al., (2019:88).

Peer tutoring has several stages, including;

1) Planning

Teacher has a plan as the initial stage in the peer tutoring process. According to Syarif et al., (2021:71) here are some planning pre implementation, as follows:

- a). The teacher designs modules that have been designed in the form of subthemes,
- b). The teacher determines the number of students who meet the criteria as peer tutors,
- c). The teacher conducts exercises for candidates who will become tutors outside the classroom,
- d). The teacher makes LKPD,
- e). Create teaching media tailored to the needs and characteristics of students,
- f). Make reflections on student learning outcomes.

Based on the stages of planning, it can be concluded that, planning is the most important process carried out by teachers before starting learning.

2) Implementation

Aside from pre-implementation of Peer Tutor learning is carried out, the instructor starts implementing in the classroom, according Moliner & Alegre (2020:5) as follows:

- a). The teacher explains the material to be discussed using the storytelling method,
- b). The teacher divides students into groups adjusted to the number of students in the class
- c). The teacher gives direction to students who are tutors outside of class hours
- d). The teacher assigns assignments to each group and is then assisted by each tutor by discussing
- e). Each group and tutor are welcome to start working on the assigned assignment
- f). The teacher controls the tutoring and provides clarification if needed
- g). After each presents the results of the work, then the teacher and students conduct an evaluation in the learning process.

Based on the implementation stages above, it can be concluded that, implementation in the learning process is a stage that is the core of what will be delivered during learning.

3) Evaluation

From every implementation of learning can definitely be better, with the need for an assessment conducted between educators and pupils with the goal of the following meeting is better, according to Indriani & Mutmainnah (2016:10) as follows:

- a). The teacher repeats the learning briefly with the peer tutor method so that there is a replay for further learning activities,
- b). The teacher conducts greetings regarding the challenges that tutors confront and offers advice to help get through those challenges
- c). Teachers approach pupils who despite everything, nonetheless lack motivation to learn

- d). Teachers reward students who are able to work together and do their group assignments well so that students are more enthusiastic in following the learning process
- e). The teacher needs to devote more time due to the fact the lesson must be extended to cover the content in 2 meetings.

Based on the stages above, it can be concluded that evaluation is very important after a series of learning is carried out, in order to be material for better identification of the learning process.

In addition to the above, the Peer Tutoring method also has advantages and disadvantages, including the following:

a. The Advantages of Peer Tutoring

According Nuryana (2022:169). Here are some of the advantages of Peer Tutoring as follows:

- 1). Any student can speak directly to their tutor about their learning difficulties without shame on the grounds that teachers and group pals are not the same thing. In pairs, pupils are able to discuss and exchange ideas
- 2). With peer tutor strategies, students can easily understand about the nature and character between students with one another,
- 3). Students are because the learning material uses related terminology, it is easy to understand can be easily understood by students
- 4). In addition to being a tutor in learning, also being a leader, guiding and responsible for his friends to discuss in his group,
- 5). Student have freedom of opinion. The tutor acts as a facilitator in the discussion group in order to achieve one goal.
- 6). Students who act as tutors can make decisions if there are differences of opinion among other students,
- 7). The classroom atmosphere becomes calm because students can interact with peers without any restrictions like teachers with students.

Based on the above opinion, it can be concluded that, the Peer Tutoring method has many advantages for learners. So that they are able to play an active

role among others, able to improve their abilities and supported an interactive learning atmosphere.

b. The Disadvantages of Peer Tutoring

Asaid from the advantages, there are some disadvantages of Peer Tutoring according to Nuryana (2022:169) as follows:

- 1). Lack of seriousness of assisted students because they are directly dealing with friends
- 2). Making children embarrassed to ask questions for fear of revealing the secret
- 3). Tutoring work is difficult to do in the classroom because of a difference the gender between the tutor and the student who was given an improvement.
- 4). It is not easy for teachers to determine the right tutor, because it is not necessarily smart students are able to teach their friends their themes back.

Based on the above opinion, it can be concluded that, there are shortcomings in this Peer Tutoring method caused by tutors or students. So that the use of this method is less than optimal.

METHODOLOGY

Research Design

This research uses a qualitative approach. The method of this research is content analysis. According to Octavia et al., (2021:86) qualitative research is research that produces descriptive data in the form of words and language. Penjelasan ini sejalan dengan Creswell (2016:35), defines qualitative research as a kind of study that aims to comprehend the significance of several persons or groups of individuals who are connected to the issue at hand sosial.

Research Subject

This subject of this research are the twelve grade students of State SMAN 10 Pandeglang with one English teacher and 5 twelve grade students from total 35 Students. Meanwhile, the object of this research are the process, outcomes, supporting and inhibiting factors of analysis of using Peer Tutoring method on English Language Learning at SMAN 10 Pandeglang in Academic Year 2023/2024.

Instruments

A research instrument is a tool used to measure observed natural and social phenomena, according to Sugiyono (2018:55). the researcher in this research makes use of a number of instruments:

1. Field Note Observation

This research used field notes to record English learning activities about teacher and student perceptions of peer tutoring.

2. Interview sheet

The second research instrument here use interview sheet containing a list of questions about teacher and student perceptions of Peer Tutoring Method. It aims to find out information from respondents. The researcher took five students and one English teacher from total 35 students

Data Collection

Data collecting technique in this research are; (1) Observation, in this research data was obtained from observation; (2) Interview, (3) Documentation, in this the data source documentation was done by capturing teaching and learning activities on Peer Tutoring method of this twelve grade SMAN 10 Pandeglang in academic year 2023/2024.

Data Analysis

The data analysis in this study follows an approach based on the theory of Arhinza et al., (2023: 6521). It begins with a data reduction process, where researchers will select selectively and focus on data related to the problem to strengthen the research analysis. Then, the display data is displayed in a visual form related to the information collected. Finally, the conclusion The final form of the analysis is because while in the field, this procedure needs to be followed progressively.

FINDINGS AND DISCUSSION

There are several relevant previous research that have been analyzed and discussed regarding Peer Tutoring method, including:

First, Arsyad et al., (2023:1) entitled The Influence of Peer Tutoring Method to the English Learning Outcomes. The results of the study stated that there was an influence in the peer tutor learning model on the learning outcomes of grade VII students in English subjects. Second, Parker et al., (2023) conducted about Exploring the effectiveness of Peer Tutoring in English Language Learning among Young Learners. The results showed that there was a significant improvement in participants English proficiency after the 12-week peer tutoring intervention. Paired t-tests show significant differences between pre-test and post-test scores. Third, conducted Rosi & Gumiandari (2021:45) entitled The Application of the People Tutor Learning Model in English Courses Through Andragogy Approach at SMAN 1 Jatiwangi Environment. The results of research on the application of peer tutors in the SMAN 1 Jatiwangi environment are by presenting the process by dividing into 5-6 groups in class then presenting sub-material with power points.

Based on the both research above, those have difference focus on the research, although, the researchers focuses the same object that is process, learning process and supporting and inhibiting factors. The difference between previous research took influence, exploring and andragogy approach. The subject

in this research focuses on analyzing Peer Tutoring method on English Language Learning at SMAN 10 Pandeglang Banten in Academic year 2023/2024. This research wrote Learning process, learning outcomes and supporting and inhibiting factors.

CONCLUSION

This study, the researcher focused on analyzing how the learning process, learning outcomes, and what are the supporting factors that inhibit the Peer Tutoring method in English learning at SMAN 10 Pandeglang in Academic year 2023/2024. The conclusion was obtained from all data starting from subjects 1-6. They have stages in the learning process starting from planning, implementation, and evaluation.

Then, it has 3 aspects to determine the learning outcomes seen from cognitive, affective, and psychomotor aspects. As well as having supporting factors include; Effective methods, interesting teaching materials, good facilities and infrastructure, can increase a sense of responsibility and more confidence. Meanwhile, factors that inhibit include; It is difficult to determine tutors, limited time allocation, extra attention, crowded classroom atmosphere and differences in the abilities of students.

REFERENCES

Arsyad, H.D.E., Suhartina, R., & Astri, Z (2023). The Influence of Peer Tutoring Method to the English Learning Outcomes. *Research and Innovation in Applied Linguistics-Electronic Journal (RIAL-EJ)*, Vol 1 (2), 80-95.
<https://doi.org/10.31963/rial-ej.v1i2.4172>

Creswell, J.W. (2016). *Qualitative inquiry and research design: Choosing among five approaches 2nd Edition*. Thousand Oaks, CA: Sage

Gumelar, R. (2018). The Effect of Teaching Techniques (Storytelling and Show-and-Tell) and Students' Personality on Students' Speaking Skill. *Journal of*

Education Studies, 1(1), 8-19. <https://doi.org/10.30653/005.201811.9>

Arhinza, A., Sukardi, S., & Murjainah, M. (2023). Analisis Pembelajaran Diferensiasi Berbasis P5 pada Mata Pelajaran IPAS Kelas IV Sekolah Dasar. *Journal on Education*, 6(1), 6518-6528. <https://doi.org/10.31004/joe.v6i1.3873>

Kohnke, L. (2023). L2 learners' perceptions of a chatbot as a potential independent language learning tool. *International Journal of Mobile Learning and Organisation*, 17(1-2), 214-226. <https://www.inderscienceonline.com/journal/ijmlo#:~:text=Lucas%20Kohnke,International%20Journal%20of%20Mobile%20Learning%20and%20OrganisationVol.%2017%2C%20No.%201%2D2%20January%2013%2C%202023,-OPEN%20ACCESS>

Manaqib, M., Sidqi, S. T., Sutanto, T. E., Elfiyanti, G., & Mahmudi, M. (2024). Analysis of the Achievement of Program Learning Outcomes Based on an Outcome-Based Education Curriculum. *International Journal of Innovation and Education*, 3(1), 51–76. <https://doi.org/10.33369/ijier.v3i1.34389>

Mohzana, Merla, Boari, Y., Hudain, Kamarudin, I (2023). The Analysis of The Effectiveness of Group Investigation Method Implementation in Increasing Student Learning Outcomes. *Mudir: Jurnal Manajemen Pendidikan*, 5(1), 148-153. <https://doi.org/10.55352/mudir.v5i1.40>

Octavia, U. D., Aunurrahman, A., & Darajad, A. (2021). Student Perceptions of the Implementation of Blended Learning Method in English Language Teaching (ELT). *JELTE: Journal of English Language Teaching and Education*, 2(2), 83-98. <https://jurnal.fpbs.ikippgriftk.ac.id/index.php/jelte>

Parker, E., Tariq, A., & Smith, A. (2023). Exploring the Effectiveness of Peer Tutoring in English Language Learning Among Young Learners. *Research*

Studies in English Language Teaching and Learning, 1(2), 103–112.
<https://doi.org/10.62583/rsertl.v1i2.13>

Rosi, A. Q., & Gumiandari, S. (2021). Penerapan Model Pembelajaran Tutor Sebaya Pada Mata Pelajaran Bahasa Inggris Melalui Pendekatan Andragogi Di Lingkungan SMAN 1 Jatiwangi: The Application of The People Tutor Learning Model in English Courses Through Andragogy Approach in SMAN 1 Jatiwangi Environment. *Pedagogik: Jurnal Pendidikan*, 16(1), 45–53.
<https://doi.org/10.33084/pedagogik.v16i1.1865>