

PEER TUTORING TO IMPROVE ENGLISH LEARNING OUTCOMES IN KELAS VIII-1 IN SMP NEGERI 1 PADANGSIDIMPUAN

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Abstract

This qualitative study was conducted in Kelas VIII-1 in SMP Negeri 1 Padangsidimpuan. This is an Online Classroom Action Research did in two cycles with 25 students as participants dealing with how the implementation of Peer Tutoring can improve students' learning outcomes in English learning. Data were collected through observation and document analysis and the finding then reviewed as well as analyzed qualitatively based on the theories proposed in this study. This research then proves the following points. The implementation of Peer Tutoring online is significant to improve students' learning outcomes in Kelas VIII-1 in SMP Negeri 1 Padangsidimpuan. Teachers should be wise in choosing students who will be made as tutors because in tutoring students not only need to have adequate cognitive skills but also need to have leadership capability. However, before implementing the Peer Tutoring the teacher should make careful preparations in order to be able to perform effective and optimal learning process. The implementation of this teaching model requires hard work for teacher because maximal effort need to be conducted in performing online learning. Thus, further research is still needed in broaden scale for better achievement.

Keywords: Learning Outcome, English, Peer Tutoring, Online CAR, Junior High School Level

1. BACKGROUND

Many studies prove that high achiever students usually dominate the process of teaching learning of English as a foreign language. The domination of the high-students achiever often happens as the result of low activities given by low and mid achiever students in classroom (Marshal, 2006). The situation then makes inconducive in learning atmosphere. It reduces the motivation of low and medium achiever students, and also potential to reduce students' participation during a learning process of English.

Related to this, learning to speak in English in junior high school in Indonesia is generally considered as a difficult task by students. Batubara (2013) in this case supports by claiming that teaching English in junior high school can be a burdensome for teachers because during the teaching learning process teachers need to perform not only an effective English learning process but also a process of learning that meaningful and pleasurable for children. That is way Santosa (2017) says that teacher's ability in teaching would influences students' interest in learning, and Wijayanti (2016) adds by claiming that the use of relevant teaching method can affect learning outcomes.

The difficulties in learning to speak then motivates the researcher to make a further study regarding how to teach speaking through online learning. The decision also relates to the results of initial study did by researcher that shows the lack of habituation activities and motivation given by teachers during a teaching learning process of English in SMP Negeri 1 Padangsidimpuan. From the brief observation the researcher found out

inadequate students' activities and participating in speaking during learning, and there are significant gap regarding speaking skills between the low achiever and the high achiever students. Therefore, the researcher intends to find out how the implementation of Peer Tutoring model can upgrade students' speaking skills in Kelas VIII-1 in SMP Negeri 1 Padangsidimpuan.

Peer Tutoring is a method in which peers with high abilities are used as tutors/guides in learning (Aqib, 2006). The researcher chooses Peer Tutoring model because the high achiever students in the target classroom are potential to help the mid and low achiever students in learning to speak. With the implementation of the Peer Tutoring online, students with high abilities in the target class are expected to guide her/his peers and cooperate with them to improve their speaking ability in English. Then the subject of this study relates to teaching to sing a song. The researcher assumes that by listening and singing English songs, the students' pronunciation and speaking ability in English will be improved.

This study did online since the new normal era requires the performing of online or virtual learning to prevent the Covid Virus' spreading. Online learning means learning that is done online, using learning applications and social networks through available platform. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. A condition is said to be online if it is under a direct control of another device, under the direct control of a system, available for immediate or real time use, connected to a system in its operation, functional and ready to serve. Thus, the application for online

learning in this study is assisted by whatsapp and google meet.

2. METHOD

This Classroom Action Research (CAR) was conducted online in Class VIII-1 at SMP Negeri 1 Padangsidempuan with 25 students as participates. The 25 students were divided into six heterogeneous groups with four to five students in each groups. The researcher acts as a participant-observer, which means that she has a role as a researcher and as teaches who did the treatments in the target classroom and did data analysis. For validity, the researcher recorded the learning activities online. As a classroom action research this study was carried out in two research cycles. In each cycle there will be four meetings, with 2 x 40 minutes for a meeting. This research also follows the four components in the implementation action research namely planning (planning), implementation (acting), observation (observing) and reflection (reflecting) (Arikunto, 2006). This is also a qualitative study, which means that the data were collected by using qualitative data instruments, and the findings analyzed and described qualitatively based on relevant theories proposed in this study (Sugiono, 2008).

3. THE DISCUSSION AND THE FINDINGS

As stated before, based on the preliminary study conducted in the eighth grade classroom in SMP Negeri 1 Padangsidempuan, the researcher found out that students' English outcomes were generally very low. Many students are still not able to reach the minimum standard of KKM and only students with high achiever can participate in learning activities. Moreover, students' ability in speaking also inadequate. Thus, regarding the finding of the initial study the researchers prepared a relevant lesson plan, teaching design, observation sheets, and internet facilitation before starting an action online in the target classroom.

In planning the lesson plan, the researcher prepared appropriate learning scenarios and compiles it with relevant assessment. This online learning is assisted by whatsapp and google meet app from the very first meeting to the last meeting. Therefore, the presentation, the learning process, the communication and the tests are carried out online, and all forms of subject matter are distributed online. The reports from the first cycle would be as follows.

In the first meeting of Cycle I, via google meet the researcher started the meeting by socialization and motivating. During the meeting, the researcher explained about the activity and participation required from the students, divided the class into six groups in terms of ability, gender and character, and determined one of the higher achievements students in the groups as the tutor. The researcher also reminded the students to join the next

meeting in groups. The second meeting of Cycle I then dealt with distributing teaching material via whatsapp. In this case, the researcher sent some songs about friendship for students. The researcher sent the text and the videos and encouraged students to learn the songs at home in group by the guidance of their tutor. The researcher motivate students to ask questions and the researcher tried to give explanation need by the students. Thus, before the third meeting, each group is expected to have sent a recording of their songs.

The third meeting then dealing with listening and discussing songs recorded by Groups I, II and III, and the fourth meeting dealt with listening and discussing recorded songs from groups IV, V and VI. During the activity, other groups gave score for each performance, the researcher recorded the learning process and made some filed notes to document at the responses and participation. The following are the findings regarding students' ability to learn songs about friendship in Cycle I.

Table 1. Students Learning Outcome in Cycle I

Group	The Assisted Points					Average score	Criteria
	Stress	Intonation	Tone	Fluency	Clarity		
I	70	70	70	70	70	70	inadequate
II	70	70	75	75	70	72	inadequate
III	85	75	80	80	80	80	Good
IV	75	75	75	75	85	75	adequate
V	60	60	50	50	60	56	inadequate
VI	70	70	70	70	80	72	inadequate

The following conclusions can be drawn from the presented table above.

1. Group I is obtained as low achiever since they got 70 for average score. Then, even though the score is categorized insufficient, there is another lower achiever in this cycle. Group V is the lowest since the group only got 56 for average score.
2. Groups II, and VI are also categorized as low achiever since the average scores for the groups are 72.
3. Group IV is categorized as mid achiever because the minimum standard for English score in the target classroom is 75.
4. Group III is also categorized as mid achiever and reaches 80 for average score (the highest score).
5. There is no high achiever in Cycle I.

Then as shown by the recorded videos, only one group that gave well performed in learning song given for them that reflects better efforts in learning and practicing. Therefore, in general the finding from the Cycle I is not satisfying and the researcher needs to increase students' interest and motivation to give more participation. The researcher also considered the necessary to give clear direction to the tutors in order to be able to guide and to direct his/her friends to participate in activities during learning process. Researchers also needs to explain other students that they have to follow the instructions given by their tutors, trust them and work together with them to achieve better learning outcomes. The results of Cycle II then explained as follows.

In Cycle II, similar to the activities did in the first meeting of Cycle I, the researcher delivered presentation via google meet for socialization and motivation. In this phase, the research provides better guidance regarding how students will work optimally in groups. The researchers also focused on telling the duties of tutor in group and told the tutor how to guide and organize his/her peers in his/her groups.

During the second meeting of Cycle II, the learning process was conducted by delivering another songs for students but with different theme, in this case the main themes of the songs deal with family relation. The researcher explained the teaching material, sent the text and the videos of the songs and asked the students studied and recorded the songs at home and give their best performance with the guidance of their tutors. Rather different with the second meeting in the first cycle, the second phase in the second cycle in did via google meet, so that during the process of learning the researcher trained students' capability to pronunciation and to spell words/sentences found in the songs that considered difficult and new for students. The researcher motivated students to ask questions, to respond their peers' question, and to practice freely to sing the songs they need to study in their group. The researcher recorded the process of learning and made some relevant field notes.

Similar to the third and fourth meetings in the first cycle, the meetings in the second cycle also dealing with listening and discussing songs recorded by each group, while another groups listening and giving relevant score. The following are the results for the Cycle II.

Table2. Students Learning Outcome in Cycle II

Group	The assessed Points					Average score	Criteria
	Stress	Intonation	Tone	Fluency	Clarity		
I	90	80	80	85	85	84	Good
II	90	90	90	90	90	90	Very good
III	100	90	90	90	90	92	Very good
IV	90	80	90	90	80	86	Good
V	80	80	80	80	80	80	Good
VI	90	90	80	80	90	86	Good

Comparing to the student achievement in the preliminary study and in Cycle I, the achievement of students in Cycle II has increased rapidly. Regarding the table above, it was found that all groups had achieved the criteria for completeness (Tuntas) in learning, although there are only two groups that are categorized as high achiever (Groups II and III). Group V was still categorized as the mid achiever because in Cycle II the group only got 80 for average score. Groups I, IV and VI were categorized as mid achiever because they had achieved 84 and 86 as average score. However, group III is still dominates in Cycle II as well as in Cycle I as reflects from the score.

Thus, it can be concluded that teaching English with the implementation of Peer Tutoring increases student activity, creativity and learning

outcomes. From field notes, it is also concludes that teacher who wants to implement this method in his/her classroom must be wise in choosing students who will become tutors. Becoming a tutors requires not only abilities in mastering teaching material, but also ability to guide his/her friends. Peer tutors should also be someone who has responsibility, ability and capability in tutoring and give guidance to his/her peers.

4. CONCLUSIONS AND SUGGESTIONS

The conclusions that can be drawn from this study can be explained as follows. The implementation of Peer Tutoring online is significant to improve students' learning outcomes in Kelas VIII-1 in SMP Negeri 1 Padangsidempuan. Teachers should be wise in choosing students who will be made as tutors because in tutoring students not only need to have adequate cognitive skills but also need to have leadership capability. However, before implementing the Peer Tutoring online, teacher should make careful preparations in order to be able to perform effective and optimal learning process. The implementation of this teaching model requires hard work for teacher because maximal effort need to be conducted in performing online learning. Thus, further research is still needed in broaden scale for better achievement.

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