Implementation of Peer-Teaching Method in English Learning at 10th Grade MAN 2 Bukittinggi

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Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan peer teaching dalam pembelajaran Bahasa Inggris di Kelas X MAN 2 Bukittinggi. Penelitian ini berusaha untuk menjelaskan langkah-langkah penerapan peer teaching dalam pembelajaran Bahasa Inggris. Desain penelitian ini adalah penelitian Kualitatif dengan desain deskriptif. Populasi penelitian ini terdiri dari 373 siswa dari 10 kelas, dan informan penelitian ini adalah guru dan tutor dengan menggunakan purposive sampling karena kelas 10 IPS memiliki guru sebaya dan lebih banyak siswa dengan 4 tutor dan memiliki tingkat partisipasi siswa yang tinggi. Untuk mengumpulkan data, penelitian ini menggunakan daftar periksa observasi dengan pilihan "ya / tidak" dan wawancara semi terstruktur untuk mengukur bagaimana penerapan metode peer teaching dalam pembelajaran Bahasa Inggris. Data dalam penelitian ini dianalisis menggunakan Reduksi Data, Penyajian Data, dan Penarikan Kesimpulan/verifikasi Data. Temuan penelitian menunjukkan bahwa guru tidak menerapkan beberapa langkah peer teaching; itu tidak membuat penerapan peer teaching tidak efektif karena penerapan peer teaching masih berjalan secara efisien. Tutor memberikan komentar yang mendukung, memberikan pujian dan umpan balik positif kepada siswa, serta membuat siswa merasa lebih percaya diri dan termotivasi serta lebih bersemangat. Dengan demikian, siswa atau siswa yang termotivasi oleh tutor dalam pembelajaran Bahasa Inggris di kelas X MAN 2 Bukittinggi.

Kata Kunci: *Implementasi, Peer Teaching*

Abstract

This research aimed to find out the implementation of peer teaching in English learning at 10th Grade MAN 2 Bukittinggi. This research sought to shed light on the steps for the implementation of peer teaching in English learning. The design of this research was Qualitative research with descriptive design. The research population consisted of 373 students from 10 classes, and the informants of this research are teacher and tutor by using purposive sampling because class 10th IPS has a peer teacher and more students by 4 tutors and has a high level of student participation. To collect data, this research used an observation checklist with the option "yes/no" and a semi-structured interview to measure how the implementation of peer teaching method in English learning. The data in this research was analyzed using Data Reduction, Data Display, and Data Conclusion Drawing/ verification. The finding of the research showed that the teacher did not implement several peer teaching steps; it does not make the implementation of peer teaching ineffective because the implementation of peer teaching still runs efficiently. Tutors provide supportive comments, give praise and positive feedback to students, and make tutees have self-confidence and felt more motivated and more enthusiastic. Thus, there were tutor motivated students or tutees in English learning at 10th grade MAN 2 Bukittinggi

Keyword: *Implementation, Peer Teaching*

INTRODUCTION

English learning is a process that involves the acquisition of English skills which is one of the most widely used languages in global communication as business, technology, science, and

diplomacy around the world. However, the endless challenges of mastering these skills often result in feelings of boredom, lack of motivation, ongoing learning difficulties, lack of engagement and initiative in learning, and hesitancy in seeking clarification from teachers, which collectively affect learning processes and outcomes.

The challenges affecting the process and learning outcomes can be solved by using effective methods, thus, teacher realize that it is not enough if English learning only relies on the teacher alone. Then, the teacher introduced a method to help students who have difficulty in English learning. The use of this method by the teacher involves students who are more competent academically and to help other students who have difficulty in learning. There are several methods that can be implemented in English learning to help students who have difficulty in learning. One of the methods that can be used to help students who have difficulty in English learning is the peer teaching method.

Peer teaching is a teaching method where students help other students to learn a certain concept, lesson or skill. In this method, students who act as teachers will feel more confident to learn because they should master the concept or skill before teaching it to their classmates. Thus, their classmates are helped to learn English. English learning through peer teaching makes students learn more comfortably because learning with friends will be different when students learn with teachers. According to Butchart et al (2005), Peer teaching is a simple and efficient method that can be used to make learning more interactive, simple and easy to implement, provides useful feedback for both students and teachers in learning(Bouchard, 2005). It is also said by Whitman and Fife that peer teaching is a teaching method in which students with similar or equal abilities and knowledge levels, usually of the same age or grade, work together to help each other to learn(Whitman & Fife, 1988).

To help other students to learn, peer teacher that mention as tutor should follow the procedures of peer teaching in the learning to be efficient. Bouchard said that first procedure of peer teaching is explained objective, secondly is stay on task, third is provide emotional support, fourth is give praise and positive feedback, fifth is encourage verbalization, sixth is allow for wait time, and be honest, then continue on, lastly is report progress(Bouchard, 2005). Meanwhile, the procedure of implementation of peer teaching method at MAN 2 Bukittinggi is not in line with the procedure to implement peer teaching as explained before, so that the implementation of peer teaching not maximally.

The peer teaching method helps students to learn English more easily. In this method students actively participate and can solve problems together, so that an equal understanding of the learning material provided can be achieved. It is a form of collaborative not competitive learning, where one student acts as a tutor to another, often providing feedback and guidance as the student works through the task. It can be concluded, peer teaching is a teaching method where students help other students to learn English and give each other feedback to learn a certain concept, lesson or skill. By using the peer teaching method, it makes it easier for students to learn English.

However, the researcher has done preliminary research by conducting observation and interview on March 6, 2023 at 10th grade MAN 2 BUKITTINGGI, researcher found several problems. First, the teacher has implemented the peer teaching method, but not maximally. This can be seen from the learning steps carried out by the teacher. There are several steps in this method that the teacher missed. Nothing the step explains objectives the main concept from peer teacher or called tutor to students or tutees. Then, there is no be honest step. The tutor does not ask for help if he/she does not know the answer to the question or what was learnt. And there is no Continue on step. If the student does not understand a concept after several attempts, the tutor does not note the problem and move on to something else. But rather solves the problem together, with the student or teacher. Second, most of the students have lack interest in English learning; it can be seen from the activeness of students in the classroom. There are still some students who do not pay attention to the group discussion process and, during group discussions there are still some students who are not confident when told to convey their discussion using English because they are afraid to make mistakes.

The researcher then found a phenomenon at MAN 2 Bukittinggi where during the implementation of the peer teaching method in English learning, most of the students have lack interest in English learning. Some students still seem not to pay attention to the group discussion process, and not confident when they were asked to convey the results of the discussion in English. This phenomenon affects the limited chance for students to develop their English language skills. Students did not receive feedback and sufficient guidance and it can be hinder of the progress of students' English skills. That's why the teacher implementing the peer teaching method in English learning.

Based on the problem above, researcher found several problems regarding students' interest to learn English and problems related to the implementation of the peer teaching method. Then researcher expects the peer teaching method can help student to learn in English learning.

METHOD

This research has used a qualitative descriptive method as a research design. Thus, the researcher would know how the implementation of peer teaching method in English learning. According to Khotari (2008), Descriptive research includes surveys and fact finding of various kinds. Purpose of descriptive research is to describe the current state of affairs. The main characteristic of this method is that the researcher has no control over the variables and can only report what has happened or is happening (Khotari, 2008). The researcher collects the available data through the use of research instruments such as tests, questionnaires, interviews, or even observation. The main goal of descriptive research is to describe systematically the existing phenomena under study. Descriptive research covers some subtypes of research methods such as survey, correlation study, qualitative study, or content analysis.

Technique of Data Collection

To collect data for the research, The data in this study will be collected by participative observation in class where the researcher participate in observing events in the field and fill out observation sheet about phenomena that occur to gain an in-depth understanding and use close-ended questions. The researcher interviews with teacher, tutors and students of 10th social. The interview to the teacher was conducted to find out the teacher's response about how is the implementation of peer teaching method in English learning. After participative observation and interviews are completed, the researcher collects the data and analyses it to get the data results, then arranges the data into a narrative story to be described and makes conclusions based on the results of the data obtained

This research was conducted in the 10th grade of MAN 2 Bukittinggi. The 10th grade of MAN 2 Bukittinggi has ten classes, namely the X IPS 1, X IPS 2, X IPS 3, X IPS 4, X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPK 1 and IPK 2. In this case, based on the purposive sampling technique the researcher has conducted research for the X IPS class as the total of students is four classes which numbered 136 students because the X IPS class has a peer teacher and more students by 4 tutors and has a high level of student participation, this can be seen when the teacher divides the peer teacher in class and students' participation in learning.

The researcher chose two informants to get the research data information by Non-probability sampling of the purposive sampling technique. The informant of this research is divided into two, namely teacher and student. The informant of 10th grade English teacher named Haryanto, S. Pd, is a teacher who has implemented the peer teaching method at MAN 2 Bukittinggi who has experience teaching English in the context of 10th grade with relevant educational background and knowledge. Students who became informants in this study were students or tutees and tutor of class 10th Social of MAN 2 Bukittinggi that has been chosen by researcher using the purposive sampling method. Researchers used purposive sampling to select informants from class 10th Social of MAN 2 Bukittinggi which consist 4 Class which numbered 136 students. Because class 10th IPS has a peer teacher and more students by 4 tutors and has a high level of student participation, this can be seen when the teacher divides the peer teacher in class and students' participation in learning.

Technique of Data Analysis

After getting the data, the next step is to analyze the data. In analyzing the data, researchers used qualitative descriptive. Qualitative descriptive research is conducted to provide answers to problems and obtain information in more depth and detail related to a phenomenon by using qualitative steps.

Miles and Huberman in Sugiyono (2011) defined qualitative data analysis activities are carried out interactively and take place continuously until completion, so that the data is saturated. Activities in data analysis namely data reduction, data display, and conclusion drawing/verification. In Data Reduction, After obtaining data from observations and interviews with teachers and students, researchers collect data and summarize the data obtained, selecting the main things in order to provide a clear explaining related to implementation of peer teaching method in English learning, this selected data must be summarized and conveyed clearly, straightforwardly, and also the information conveyed must still be in accordance with the actual data so as not to reduce or add other essences in it. Furthermore, after the data is summarized and classified into several patterns, which part about pre-implementing, the implementation, and evaluation related to the implementation of peer teaching method in English learning. Furthermore, Data Display after reduction data, the researcher uses Data Display to present the data. In this study researcher present the data by using narrative text from the data observation sheet and interview guideline that has done summarized and classified into several patterns. And then Data Conclusion Drawing/ verification, After Data Reduction and Data display, the third step is conclusion drawing and verification. At first the temporary conclusions were not clearly visible, but with the increase in data so that the meaning of the data collected in the field could be more clearly seen and then verified during the research(Soegiyono, 2011). By using this technique of data analysis of Miles and Huberman, researcher can ensure that research findings are more credible, more accurate and reach a saturated data point because the research results obtained are built from a variety of different sources relate to implementation of peer teaching method in English learning at 10th Grade MAN 2 Bukittinggi.

FINDINGS AND DISCUSSION

This study uses a qualitative descriptive. Data was collected in class 10th science at MAN 2 Bukittinggi and there were 38 students in each class as the sample. The data is in the form of close-ended questions in the Observation sheet and is supported by interviews. After the data is collected, the researcher will present the data of Observation sheet and interviews in narrative description to answer questions carefully and honestly. In conclusion, data from Observation sheet and interviews were analyzed to answer the formulation of the problem.

Based on the results of the study that has been carried out on the data from the research title "Implementation of Peer Teaching Method in English Learning at 10th Grade MAN 2 Bukitinggi showed in Pre-implementation stage in the process of implementing a teaching method. before implemented peer teaching method in class teacher choose the tutors by observation and direct testing of prospective tutors are carried out after the learning period has been running for about 1 month or 2 months, teacher can implement peer teaching in English learning after choosing the tutors. In pre-implementation part teacher opens the learning first to explain what material will be learned and convey that learning will be done in groups to conduct discussions. Then the teacher divides the students into several groups in which each group has a tutor who will help students or tutees in learning English. In research conducted on four class of 10th social that implemented the peer teaching method, several differences and similarities were found in pre-implementation. In the pre-implementation stage, the social class shows the teacher dividing students into several groups where each group has a tutor who will help students or tutees in learning English. In classes 1, 2 and 4 social, there are only 5 groups based on the number of tutors on the progress tutor sheet guiding 4 to 6 tutees in each group. Meanwhile, in the class Social 3, the number of groups is 10 based on the number of tutors available, and the tutors in the Social Sciences 3 class guide 2 to 4 tutors in each group. The similarities of pre-implementation, tutors don't explain the learning objective and explain the material to tutees in this implementation part, but the teacher who explain the material to tutors and tutees. After explain the material, teacher shares the paper material that

will be learnt and tutors take the material to teacher accordance how many tutees that they are guides and the teacher ask the tutor to help the tutees in understanding the material to be learned.

Implementation is the second stage in the step of implementing methods in teaching. The preparations of learning methods that have been prepared at the pre-implementation stage begin to be applied directly in the classroom. This is a very important stage in learning because it is the time when the preparations that have been made at the pre-implementation stage are realized directly in the field. Based on the findings on the observation checklist related to the implementation part of the peer teaching method in English learning, starts with starting the group discussion for the tutor to remind the tutees about the main topic of the lesson and learning purposes and learning subject, the teacher monitors the group discussion. After the tutor and tutees discuss the material, the tutor monitors the tutees to focus on the discussion by approaching each group to ask whether the tutees have understood the discussion material or not. Then, if the tutees do not understand the material to be discussed, the tutor will help explain again which part of the material the tutees have not understood or make the lesson more fun. The tutors said three of them explained that they never found tutees lost focus in the discussion. Two of them contradicted other tutors, that they had found tutees who lost focus. The most of the tutees said that they have lost focus and it has been resolved by the tutor in class.

Furthermore, on the implementation part, based on the findings on the observation checklist related to implementation of peer teaching method, after starting the group discussion, continue with the tutor make supportive comments to motivate students or tutees. The tutor gives supportive comments which makes the tutees have self-confidence and more comfortable with the tutor than the teacher. Based on the results of the researcher's interviews with 5 tutors, all five tutors admitted to trying to encourage them to learn English and five tutees also felt emotionally supported, and were given motivation and encouragement during the implementation of peer teaching. Tutees' recognition of the forms of support provided by tutors is in the form of praising, giving advice, and appreciation to motivate.

Implementation part after the tutor make supportive comments to motivate students or tutees. Teacher and the tutors gives positive feedback to tutees. When the teacher and tutor explain the material to tutees, the teacher appreciating tutors for their work in helping tutees and the tutor gives examples or other definitions of the material being taught to tutees. In this step, tutees felt more motivated, because there are giving praise and positive feedback given by tutor and make tutees more enthusiast in learning. For example: "do you understand?" if tutees understand tutor said "good, good job, great" if tutees don't understand tutor give positive feedback "let's try again, please listen and understand carefully" and tutor re-explain the material tutees to get deep understanding of the material has been taught by tutor. Then tutors and tutees do the same task and also the tutor uses formal English and not slang. Based on observation that researcher found, the tutor and tutees are doing the same task, the task given by the teacher in English learning that day are a recount text sheet and speaking daily activity, writing about Eid Fitri experience. Tutors and tutees are asked by the teacher to understand the material in group discussion. And during the discussion of the material, some tutors explains to the tutees using formal English and other tutor not use English to explain the material, if the tutees do not understand the tutor's explanation using English, the tutor explains again using other terms or using Indonesian so that the tutees can understand the recount text material.

After tutors and tutees do the same task and also the tutor uses formal English, the tutor doesn't ask for help to the teacher, because the teacher already gives direction to the tutors only for how they explain the material to the tutees or guides the tutees. So that the learning materials have been adjusted to the tutor's ability, and it is in accordance with the field that the tutor does not need help if there are difficulties in explaining the learning materials, but the tutor solves the problems faced by them-selves or discuss it with other tutors. Tutors also do not record problems and move on to other things because the tutor solves the problems faced by the tutee until the learning process is complete and the tutee understands the material. The four classes of 10th social 1, 2, 3 and 4 succeeded in implementing the peer teaching method well because of strong support and supervision from teachers and tutors. It does not make the implementation of peer teaching ineffective because the implementation of peer teaching still runs efficiently.

The last stage is a Evaluation part of peer teaching method in English learning after discussion session, tutors fill out to complete the Peer Teaching Progress Checklist while evaluate the material that has been learned and the teacher conducted the assessment of the Peer Teaching Progress Checklist not in the classroom. Tutor and tutees agree report progress is efective, because with this progress, a student can know how his ability to use English. The success evaluation of the peer teaching method, the similarity found between the four classes of 10th Social is that in evaluating the peer teaching method the teacher carries out an assessment through a progress checklist while evaluate the material that has been learned to determine the development of peer teaching or progress between tutors and tutors.

CONCLUSION

Firstly, there are several steps of peer teaching implementation that are not implemented by the teacher; it does not make the implementation of peer teaching ineffective because the implementation of peer teaching still runs efficiently. In pre-implementing, before implemented peer teaching method in class teacher choose the tutors by observation and direct testing of prospective tutors are carried out after the learning period has been running for about 1 month or 2 months and after 1 month or 2 months the teacher can see the students' ability after seeing the results of these observations then the teacher can only determine which students are eligible to become tutors or not in English learning. The teacher can implement peer teaching in English learning after choosing the tutors. The social class shows the teacher dividing students into several groups where each group has a tutor who will help students or tutees in learning English. In classes 1, 2 and 4 social, there are only 5 groups based on the number of tutors on the progress tutor sheet guiding 4 to 6 tutees in each group. Meanwhile, in the class Social 3, the number of groups is 10 based on the number of tutors available, and the tutors in the Social Sciences 3 class guide 2 to 4 tutors in each group. Then the task given by the teacher in English learning that day are a recount text sheet and speaking daily activity, writing about Eid Fitri experience. The similarities of pre-implementation, tutors don't explain the learning objective and explain the material to tutees in this implementation part, but the teacher who explain the material to tutors and tutees. Then The tutor doesn't ask for help to the teacher, because the teacher already gives direction to the tutors only for how they explain the material to the tutees or guides the tutees because the problems faced will be solved by tutors and friends and do not involve teacher and the tutor solve the problems with tutees that they faced until learning process finish and tutees understand the material because the learning materials used in peer teaching are flexible enough to be taught to tutees and are suitable for tutees' needs and also can help tutees understand the material. And the last part is in evaluation teacher conducted students' progress assessment not in classroom but in the teacher's room.

Secondly, in the implementation of peer teaching, tutors provide supportive comments, giving praise and positive feedback steps to students to make tutees have self-confidence and felt more motivated, and more comfortable to learn with the tutor than the teacher. Based on the results of the researcher's interviews with 5 tutors and 5 tutees, all five tutors admitted to trying to encourage them to learn English and five tutees also felt emotionally supported and were given motivation and encouragement during the implementation of peer teaching. All of Tutees' recognition of the forms of support provided by tutors is in the form of praising, giving advice, and appreciation to motivate. It can be conclude peer teaching can increase students' motivation, make students more focused and relieve anxiety when learning English. Can foster feelings of joy, comfortable, happiness and be able to get rid of sleepiness or boredom in English learning. As Goldschmid in Whitman and fife said, peer teaching can to increase students' motivation and self-esteem.

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