

**PEER-TEACHING PROCESS IN ENGLISH
SUBJECT AT SMPN 4 LANGSA**

SKRIPSI

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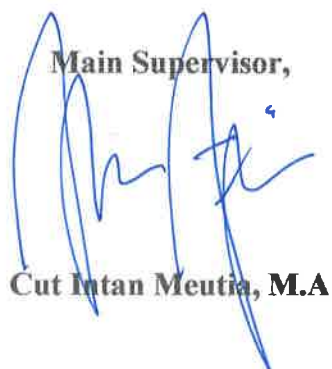
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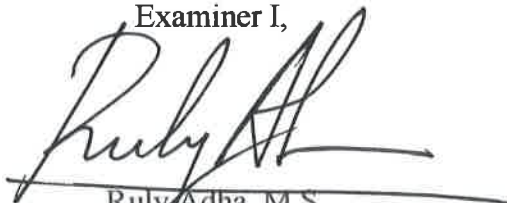
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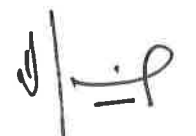
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul ***“PEER TEACHING PROCESS IN ENGLISH SUBJECT AT SMPN 4 LANGSA”*** adalah benar hasil karya sendiri dan orisinil sifatnya. Apabila di kemudian hari ternyata terbukti hasil plagiasi karya orang lain atau dibuatkan oleh orang lain, maka saya siap menerima sanksi akademik sesuai dengan ketentuan yang berlaku. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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The Researcher,

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ABSTRACT

The thesis entitle: *“Peer Teaching Process in English Subject at SMPN 4 Langsa ”*

The focus of this study was to figure out the peer teaching process in English subject in pandemic situation at SMPN 4 Langsa. Peer teaching method is a teaching method for delivering subject material with the peers' help. In this research, the researcher used phenomenology approach of qualitative research. The process of collecting data was done by applying the interview, observation and questionnaire. The questionnaires was conducted to 30 respondents from the eighth grade students at SMPN 4 Langsa, while the interview and observation were conducted to 4 respondents from the eighth grade students at SMPN 4 Langsa who have the roles as peer tutor.

Based on the result of the questionnaires, it was found that most of the second grade students of SMPN 4 Langsa had done peer teaching process with their peer tutors. It was revealed that the peer teaching process in English subject was effective rather than English learning with their English teacher.

Furthermore, based on the result of interview and observation, the researcher found that Peer teaching process began when the students have any problems in learning English with their English teacher. It was revealed that the peer teaching showed a good implication in order to get an effective learning process in English subject. Based on the result of the research, the researcher found out that Peer teaching was more effective in teaching English subject rather than with the English teacher, the students were confident to ask and answer any English topic in the peer teaching process, the existence of peer tutor in the peer teaching process could improve the use of English language in the teaching learning process and some of the students tend to learn with their peer tutor in order to get their comprehension about English in this pandemic situation by using social media and chatting application.

According to the result of the research, the researcher suggested to the eighth grade students at SMPN 4 langsa have to improve their skill in English and realize their own learning method in order to increase and stimulate them in learning English in the teaching learning process.

Keywords: *Peer Teaching, Peer Tutor*

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of individual and society. Soga stated teaching as “a planned appointment between the teacher and the learner over a given subject matter in order to bring about learning using appropriate methods and materials in a moderately conducive venue.¹⁰ Teaching refers to all the processes and activities designed to impart knowledge, skills and understanding at all levels of education from.¹¹

According to Nilsen and Albertalli, teaching in its broadest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills.¹² Schlechty defines teaching as an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to so behave.¹³ Melby also states that teaching is not merely dispensing subject or lesson-having, but an art which involves the student in the teaching-learning process where the student is given the chance to participate fully

¹⁰ O. Soga, *Education* (Nasarawa State: Unpublished manuscript, National Teachers' Institute, Keffi, 2000), 23.

¹¹ Geoffrey Aondolumun AYUA, *Effective Teaching Strategies*, (Workshop Paper, 2017), 2.

¹² A.B. Nilsen, & G. Albertalli, *Introduction to Learning and Teaching Infants Through Elementary Age Children*, (Delmar, New York, 2002), 19.

¹³ A. Schlechty, *The Art of Teaching*, (New York: Prentice Hall Inc., 2004), 46.

in the process – that the teacher accepts each pupil and has a favourable attitude towards individual differences.¹⁴

In this modern era, there are various teaching methods which are implementing in the teaching learning process. In order to have a great teaching method, the teachers often implement or combine their teaching methods in EFL class. Furthermore, EFL class nowadays need to develop their teaching learning process in order to enhance the students' English skill especially in English subject. One of the method is called peer teaching method. It is one of ways nowadays used to built up the students' confidence and their enhancement in EFL classes. Peer teaching method is a teaching method for delivering subject material with the peers' help. Asoyimwense states that Peer tutoring has played an important part in education and has probably existed in some incarnation since the beginning of civilization.¹⁵ According to Ali et. al, report that the effective way for students' learning is through peer tutoring (peer teaching).¹⁶ In addition, peer-teaching activity is a driving tool in learning.¹⁷ It allows the student to develop their abilities in organizing learning activity, working in groups, giving and receiving feedback and also evaluating their learning.

Peer teaching gives teachers more time to work with students individually. This learning is done by the students as presenters and other students as receivers

¹⁴ C.S. Melby, *Ghana Primary School Development*, (Ghana Publishing Corporation, Accra, 1994), 23.

¹⁵ O. Osayimwense. *A Literature Review on Peer Tutoring*. School of Postgraduate Studies University of Benin, Department of Curriculum and Instructional Technology. (Benin: Faculty of Education, 2017), 4.

¹⁶ Ali, et.al., *Impact of peer tutoring on learning of students* . (Journal for Studies in Management and Planning, 2015), 01(02), 15.

¹⁷ L. Lim. *A case study on peer-teaching*. (Journal of Social Research, 2014), 2, 35.

of material. In addition, the students who teach are the students who have received special training from the teacher. Sometimes students are more understand if their peers who explain them. Hence, peer teaching method is the effective strategy to help students learning in the class because they are will more confident especially when they practice speaking in the class.

In 2019, The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. The deadly and infectious disease Corona Virus also known as Covid-19 has deeply affected the global economy. This situation challenged the education system across the world and forced educators and students to find out their own strategies and method in the teaching learning process. One of them is by holding the peer teaching method, which is basically focused on the students as the learners.¹⁸

In Indonesia, Covid-19 also caused the big impact and effect for the education system. Since The Covid-19 outbreak forced many schools and colleges to remain closed temporarily. This urgent situation forced the government to take a decision in order to save the students, academic institutions communities, societies, and the nation as a whole. In terms of education, it is considered that the peer teaching method serves as a panacea in the time of crisis.

In order to apply the online teaching and learning, the educators in Indonesia hold the online classes and online meetings due to the Covid-19 that shook the entire world. Especially in SMPN 4 Langsa, the teaching learning process hold by using online classes. Due to the policy of Government in Langsa,

¹⁸ Shivangi Dhawan. *Online Learning: A Panacea in the Time of Covid-19 Crisis*. (Journal of Educational Technology Systems, 2020), 49(1), 10.

all academic insitutions need to change their face-to-face teaching into online teaching. Furthermore, the school has been hold the online teaching during some months. It starts from august until now. The online teaching provides great opportunities and great challenges. However it also serves many disadvantages for the students. One of them is lacking of the effectiveness and the flexibility in delivering the knowledge from the teacher to the students. Indeed, in order to find out the way to improve the students efficiency in this recent condition, it needs to hold another method to improve their learning especially in English. One of them is by applying the peer teaching method, which is recently conducted at SMPN 4 Langsa.

Furthermore, in order to find out how effective the peer teaching method in English subject, the researcher is interested to hold this research at SMPN 4 Langsa. Hence, because of these reasons, the researcher is interested in analyzing and finding out the peer teaching process in English subject at SMPN 4 Langsa.

B. Problem of Study

Based on the background of study, the problems of this study were as follows:

1. "How did the Peer-Teaching conducted in English Subject in pandemic situation at SMPN 4 Langsa?"
2. What were the phenomena implication of teaching English Subject through Peer-Teaching in pandemic situation at SMPN 4 Langsa?

C. Objective of Study

Based on the statement of the problem mentioned, the objectives of this study were:

1. To investigate the process of peer-teaching in English Subject in pandemic situation at SMPN 4 Langsa
2. To figure out the phenomena implication of teaching English Subject through Peer-Teaching in pandemic situation at SMPN 4 Langsa.

D. Significance of Study

The results of the study are expected to be meaningful for:

a. For the teacher

This is the way for the teacher to evaluate their teaching method in the teaching learning process due to the recent Covid-19 pandemic. In addition, it is expected for the teacher to improve or to combine their teaching with another method.

b. For the student

For the students, peer-teaching is one of ways to stimulate and gain their potential in learning. Furthermore, it is expected for the student to find out their own strategies to comprehend their learning in english classes.

c. For the reseacher

This study is expected for the researcher to be able to extend the researcher's knowledge about the peer-teaching process in English subject at SMPN 4 Langsa.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

The first previous study is “The Use of Peer Teaching to promote Active Learning Amongst Senior Medical Students”¹⁹ which was conducted by Verona Sukrajh. This study was intended to explore the perceptions of senior medical school students on the strategy of peer teaching and learning. Furthermore, it is supposed to direct faculty to intervene in some or other way to optimize this strategy. In this research, an evaluative research design using qualitative research methods was used to generate the data from the fifth year medical school students which comprised of three focus group interviews of nine participants each totalling twenty-seven and sixty-six participants who completed a questionnaire. The data were analysed together, which revealed three major themes, namely, perceptions as a peer teacher, perceptions as a peer learner and recommendations. The findings suggested that the preparation for teaching engaged students to actively learn using several portals of learning that led to an in-depth approach toward learning. Students were both extrinsically and intrinsically motivated. Furthermore, students believe the process of preparation assisted them in retention of this knowledge into their long term memory. Hence, This study concludes that peer teaching is beneficial to student learning, however research on alternative

¹⁹ Verona Sukrajh, Thesis: “*The Use of Peer Teaching to Promote Active Learning Amongst Senior Medical Students*”, (South Africa: Stellenbosch University, 2018), 1.

peer learning activities other than lecturing needs to be explored for optimal learning.

Another research is about “Implementing Peer Teaching to Enhance English Students’ Language Learning: Kurdish EFL Teachers’ and Students’ Perspectives.”²⁰ This research is aimed at introducing the idea of “peer teaching”, a student-centered instructional method that can engage students during class and outside the class to reveal common misunderstandings. The study also talks about the guidelines and purposes of implementing the method, and benefits and difficulties of its implementation in English language classes. Data were collected through open-ended questionnaires distributed among Kurdish students majoring English language at University of Garmian and English language teachers at both Garmian and Raparin Universities. The study findings show that the participants have positive perspectives towards implementing peer teaching in EFL classes to enhance students’ learning and language abilities. The teacher participants have neutral responses on using the method in the past. They also mentioned a group of benefits of the model and a number of barriers to its implementation in college classes. Moreover, the student participants welcomed the model and considered it as important as they relied on when they couldn’t understand teachers’ explanation and missed a session. Likewise, they asserted its usefulness for students who teach and are taught. Finally, students have different views on whether peers’ or teacher’s teaching more influential is. Most of them rely on peer teaching when necessary, though they think the information students acquire the

²⁰ Birkan Guldenoglu, “*The Effects of Syllable-Awareness Skills on The Word-Reading Performance of Students Reading in a Transparent Orthography*” (Turkey: Antara University, 2016), 1.

knowledge from teachers' teaching then use it in peer teaching. While, a small number prefer peer teaching to teacher's teaching.

Hence, this research is about Peer Teaching Process in English Subject at SMPN 4 Langsa. This research had some differences from the previous research mentioned above. First, the research object that used by researcher was different from the previous studies. Second, the research method used in this research is qualitative descriptive research method.

B. Peer Teaching

1. The Definition of Peer Teaching

Peer teaching and learning was first conceptualized by Bell in the eighteenth century. Indeed, the pioneer of this method is Dr. Andrew Bell (27 March 1753 - 27 January 1832), a priest, a teacher in Episcopalian Scotland. and also the founder of high school in Standrews. Bell began to develop his idea to think the small group of students then each of them explains that material to others group. Then, Joseph Lancaster (25 November 1778 - 23 October 1838), a Quacker English Language and innovator of public education appeared and he found the free primary school in Borough Road, Southwark on 1798. After that, he and Dr.Andrew Bell developed his idea "teaching and delivery recursive method". Bell gave a reward to students who succeeded in

explaining material to other students. Finally, this method is known as the peer teaching method till now.²¹

Peer-assisted learning or peer teaching and learning describes a collaborative and co-operative teaching and learning strategy; learners are active equal partners, students are self-directed, share in interventions and actively participate in discussions and feedback.²²

Topping describes peer teaching as a process in which students with more abilities help less able students to understand the subject matters in pairs or small groups cooperatively. He further defines peer teaching as a situation when “people from similar social groupings, who are not professional teachers helping each other to learn and learning themselves by teaching”.²³ Further, in an article ‘How Using Peer Teaching Gets Students to Think in Classes’ Eric Mazur declares that using the method aids students to think well, not resorting to memorization of materials, and not losing the thread somewhere as they take notes.²⁴ Peer teaching “is a pedagogy designed to reveal common misunderstandings and to actively engage students in lecture course”.²⁵

According to Butchart et al., Peer teaching is “a simple and effective technique that can be used to make lectures more interactive, engaging, and

²¹ Khusniyah, *Enhancing Speaking Skills Through Peer-Teaching Method: A Review in EFL Context*, Proceeding of 1st Conference of English Language and Literature, (Universitas Islam Malang, 2019), 10.

²² Clarke B & Feltham W, *Facilitating Peer Group Teaching within Nurse Education*, (Nurse Education Today, 1990), 57.

²³ K. J. Topping, *The Effectiveness of Peer Tutoring in Further and Higher Education: A Typology and Review of the Literature*, (Higher Education, 1996) 321.

²⁴ E. Mazur, *Peer Instruction: Getting Students to think in class*, (Proceedings of ICUPE, 1997), 981.

²⁵ A. P. Fagen, et. al., *Peer Instruction: Results from a Range of Classrooms*, (The Physics Teacher Journal, 2002), 40, 206.

effective learning experiences”.²⁶ Bradford-Watts also describes peer teaching as “a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction”.²⁷ In addition, Cortright et al. propose that “to use peer teaching is to help students be able to interpret, relate, and incorporate new information with existing knowledge and apply the new information to solve novel problems”.²⁸

As other methods of teaching, peer teaching provides teachers a huge number of choices from various fields of study to implement it in study programs. Dumont claims that “peer teaching can be used with any topic, concept, or idea, it has appeared in our practice that it was relevant to ask grammar questions language base concepts about writing and levels of language (formal or informal)”.²⁹

Peer-teaching provides an atmosphere that promotes the improvement of communication skills, encourages independent learning, and helps to develop self-confidence.³⁰ Because peer-teaching actively engages students in the learning process, students gain a sense of purpose with regard to the course. In peer-teaching activity, the peer-teachers must understand work well enough to present it to their peers, and the peers must be attentive in order to assess the

²⁶ S. Butchart, et. al., *Using Peer Instruction to teach Philosophy*, (Logic and Critical Thinking. Teaching Philosophy, 2009), 32(1), 40.

²⁷ K. Bradford-Watts, *Students Teaching Students: Peer teaching in the EFL classroom in Japan*. (The Language Teacher, 2011) 35(5). 31.

²⁸ R. N. Cortright, et. al., *Peer Instruction Enhanced Meaningful Learning: Ability to Solve Novel Problems*. (Advances in Physiology Education, 2005), 29. 107.

²⁹ A. Dumont, *Peer Instruction to learn English*. (A paper presented in the International conference “ICT for Language Learning”: 6th edition, 2013), 23.

³⁰ C. Beevers & J. Paterson, *Assessment in Mathematics*. Effective Learning and Teaching in Mathematics and Its Applications, (London: Taylor & Francis, 2002), 51.

performances of their peer-teachers.³¹ Students also gain a sense of stewardship over their learning by peer-teaching and learning, as they are encouraged to learn from one another as well as from the lecturer, as noted by Vasay, “peer-teaching is a technique in helping students perform better in understanding the different concepts, especially their ability to express their ideas.”³²

Vasay also finds that students’ learning is influenced by how they learn, with many learning best through active, collaborative, small-group work inside and outside the classroom.³³ This certainly contributes towards the development of students’ generic skills of team-work, time-management, organizational and presentation skills and communication of mathematics.

Peer tutoring is a type of collaborative learning strategy in which students support each other’s learning rather than relying solely on an adult teacher. Peer tutoring is one of collaborative approach where pairs of students interact to assist each other’s academic achievement by one student adopting the role of tutor and the other the role of tutee. Peer tutoring has been well validated for promoting the development of low-level skills, such as reading.³⁴

Peer tutoring can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge

³¹ H. Saito, *EFL Classroom Peer Assessment: Training Effects on Rating and Commenting*, (Language Testing, 2008), (25), 553.

³² E. T. Vasay, “*The Effects of Peer Teaching in the Performance of Students in Mathematics*”, (E-International Scientific Research Journal, 2010), (2), 161.

³³ L. Springer, et. al., “*Effects of Small-Group Learning on Undergraduates in Science, Mathematics, Engineering, and Technology: A Meta-Analysis*”, (Review of Educational Research, 1999), (69), 51.

³⁴ Josh Peters, *A Review of The Effectiveness of Peer Tutoring in Increasing Activity Levels and Improving Skill Performance of Students in Inclusive Elementary Physical Education Classes*, accessed on 10 February 2021 from <http://www.unicommons.com/node/6975>

and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. In either co-peer or near peer situations, both learners are likely to understand the material better by applying it in the peer tutoring setting.

In conclusion, peer teaching gives teacher specific instructional methods to help students improve their skills and critical thinking-abilities. It can become an important learning element that assists the students in learning how to solve problems, collaborate with others, and think creatively.

2. The Procedures of Peer Teaching

Peer tutoring is a students mediated instructional procedure in which student dyads or small learning groups work together on learning tasks. Peer Teaching Model is a practice where students' exertion collected through students. Peer Teaching Model offers a designed situation for students to expression their thinking and steadfastness misconceptions through conversation by their peers.³⁵

According to Sunggingwati, there are some techniques for implementing the peer teaching method. First, choose some materials that are accordance with the abilities of students in the class. Students need it so that they can understand the material well. Then, make several groups of students according to how many subtopic which given by teacher. The purpose why are groups must be formed is because to help the teacher be better in teaching them

³⁵ A. Samsudin, et.al., *"Improving Students' Conception on Fluid Dynamics Through Peer Teaching Model With PDEODE (PTM-PDEODE)"*, (Journal of Physics, 2018), 1013(1), 7.

and lessen anxious, the peer work in group (Sunggingwati, 2018).³⁶ Each group consists of students who have less ability, students who have standard abilities, and students who have higher abilities. In this condition, teacher must be understand about their students abilities and divide the group fairly. After that, each group of students are given times to learn material from the teacher. For students who have higher ability, they can help their peers to understand the material. Because this activity, this method is called peer teaching. They explain their understanding to their peers so that all of students in group understand the material.

According to Gresham, there are seven steps of peer tutoring. They are as follows:³⁷

1) Selection of tutoring pairs, or “dyads”: This step involves putting students together into pairs.

- Dad selection does not have to be structured at all; kids respond well with peer tutoring regardless with whom they are paired, even if high achievers are paired with low achievers. The only really important guideline in dyad selection is to avoid putting best friends together, as well as pairing “worst enemies” together. Students are less likely to be productive in these cases.
- Students may be paired with peers who achieve at levels the same or different from their own. However if you are concerned with pairing based on achievement, a good method of pairing is as follows:

³⁶ D. Sunggingwati, *Cooperative learning in peer teaching: a case study in an EFL context*, (Indonesian Journal of Applied Linguistic,2018), 8(1), 157.

³⁷ Frank Gresham, *Project Reach: Peer Tutoring*, (USA: The bowman and Littlefield Publishing Group Inc.), 34.

- List the students in your class from highest to lowest achievers. This does not have to be very precise, just a general ranking.
 - Divide the list in half, now giving you two group of students.
 - Number each group. For example, in a class of 28 students, you will now have two groups of 14 students, ranked lowest to highest. Number each group, which means you will have a 1-14 group and a 15-28 group.
 - Pair the highest student with the lowest student for a 1-14 group and 15-28 group. For example, students 1 and 14 will be paired, 2 and 13, 3 and 12, 15-28 group, and so on. For other group, students 15 and 28 will be paired, 14 and 27, 13 and 26, etc. if you have a class with an odd number of students, never fear! It is ok to have one group of 3 students. Furthermore, you will likely have at least one absentee on a given day, and in this instance you can “mix and match”.
 - You should change the dyads every 2-3 weeks to prevent the students from developing patterns of behavior or responding. Additionally, changing dyads allows for a “fresh start” and can provide the opportunity for the student to become better acquainted with someone else.
- 2) Task structure: Deciding how and when to Use Peer Tutoring: Even though peer tutoring can work for a large number of lessons, academic activities, and skills, there are some instances when peer tutoring may not be the best instructional strategy.**
- Peer tutoring is well suited for the review and practice of previously learned or familiar material. For example: an excellent time to use peer

tutoring would be following a teacher-directed on the civil war. Following the lesson, the students would get into their tutoring pairs and review the facts presented in the lesson.

- Peer tutoring is particularly well suited for tasks and activities involving a lot of structure. For example, generating factual or comprehension question and constructing practice multiple choice test questions, complete with answers, based on the text given are excellent activities to use for peer tutoring because they involve the simple presentation of discrete information, with “right or wrong” answers.
- Good peer tutoring programs are “reciprocal”, meaning both students in the tutoring pair have the opportunity to be the tutor and tutee in the same tutoring session. Typically, one student is the tutor for the first half of the tutoring session, and the other student is the tutor for the second half.

3) Conducting Training Sessions: successful peer tutoring programs depend on well trained students who know exactly what is expected of them before they do it.

- It is good to conduct 4-8 training sessions, 15 minutes each, on the peer tutoring procedure before they begin tutoring.
- Training typically begins with the teaching of the Feedback/Error Correction procedure.
- Demonstrate how peer tutoring will look. Go through a lesson with another teacher or a student as the tutee. Be sure to “model” appropriate tutor and tutee behavior.

| | Question | Correct | Incorrect |
|---|--|---------|-----------|
| 1 | Who was the first President of the United States? | | |
| 2 | Who was president of the United States during the Civil War? | | |
| 3 | How many years in a row can a person be president? | | |
| 4 | True or False: You can be president if you were born in Canada | | |

4) Preparing the Tutoring Materials: Peer tutoring will go more smoothly and students will learn more if they have clear, simple materials to use.

5) Usually, this can simply be a prepared worksheet or a deck of flashcards.

- When you would like your students to tutor each other on factual or comprehension questions, a simple worksheet like the one shown below might work best. Each question you would like the students to ask/respond to are listed. There are columns to mark correct and incorrect responses. The correct answers to the questions are listed at the bottom.

Answer key (don't let your partner see the answers!)

1. George Washington
2. Abraham Lincoln
3. 8
4. False. Only people born in the United States can be president.

While tutoring, the tutor would cover the answer key with his/her hand or a post-it note.

6) Teaching the Feedback/Error Correction Procedure.

The Feedback/Error correction procedure is perhaps the most important part of the peer training program, because this is what ensures that the tutoring “flows” along smoothly, while ensuring that learning will be maximized through reinforcement and immediate error correction. But don't worry it is simple!

- Here is how it works:
 1. Tutor reads the question to the tutee or the tutor presents the problem on a flash card or says the word.
 2. The tutee responds.
 - If the tutor responds correctly:
 - Tutor checks the “correct” column next to the question or word
 - Tutor says “you're right!”
 - Tutor awards the appropriate amount of point

- Tutor goes on the next question
3. If the tutee responds incorrectly:
- Tutor checks the “incorrect” column
 - Tutor repeats the question and provides the correct answer (note that the tutor does not say “nope” or “you’re wrong”. He/she just simply repeats the question and provides the answer).
 - Tutor asks the questions again
 - Repeat procedure until tutee responds correctly, and then move on to the next question.

7) Develop System to Request Help

Sometimes students may get stuck on a question. It is good to, prior to starting peer tutoring, decide on a way to request help from the teacher. This may simply consist of having both tutor and tutee raise their hands. Or, tutoring pairs could be provided with red “help” cards to hold up when they need the teacher’s assistance. Whatever the signal you chose, make sure it is reliable in getting the teacher’s attention and it is consistent so that students remember it. Remember, the sooner the students get help for a question or confusion is clarified, the faster they can move on to the next question.

8) Close Teacher Monitoring

- You will find that when your students are in their dyads and are using the peer tutoring procedure, you will have more free time on your hands! However, teachers should avoid taking this opportunity to catch up on paperwork or do other activities unrelated to the student activity. This

time should be spent by “floating” around the classroom and monitoring the students while they tutor each other. Teachers can take this time to reward pairs that are working cooperatively and following the procedure, answer questions, and provide corrective feedback.

- Use a timer. Typically, peer tutoring sessions are best when they are 15-20 minutes in length. Set the timer for half of the total time. When the timer goes off, have the students switch roles (tutor and tutee), and continue until the end of the tutoring period.

3. The Strengths and Weaknesses of Peer Teaching

According to Gordon, the strengths of peer tutoring are as follows:³⁸

- 1) The learning of academic skills. Students will learn better when they help teach one another than they will in completely teacher-directed classrooms.
- 2) Encouraging more positive attitudes toward learning.
- 3) Gaining a deeper understanding of subject areas.
- 4) Developing a more positive self-image.
- 5) Improving attitudes toward school and teachers.
- 6) For tutee, private instruction will help supplement the teacher’s efforts so that the students will learn more in the classroom on a day-to-day basis.
- 7) For tutor, gains a more depth understanding of how to apply the skills and lessons he or she knows or more creatively use the information he or she tutors.

³⁸ Edward E. Gordon, *Peer Tutoring: A Teacher’s Resource Guide*, (2005), 45.

Peer tutoring can also benefit adult learners by helping them to:

- 1) Reach the goal of self-determination as well as develop a tolerance for uncertainty and conflict.
- 2) Move away from dependence on professional authority toward belief in their own ability to create knowledge
- 3) Polish their communication skills
- 4) Persist in the learning situation because of bonds developed with other learners
- 5) Increase both their motivation to learn and their self-esteem

Kunsch, Jitendra & Sood give some strengths of peer tutoring for tutors, tutees, and teachers. They are as follows:³⁹

Tutors:

- Help students increase their own understanding of the subject matter as they tutor students in/on, which boosts confidence and carry over to their desire to learn other subjects
- Practice students' communication skills with other students
- Give tutors great confidence
- Give tutors an opportunity to develop their own leadership skills

Tutees:

- Help tutees feel more at ease, and concentrate better on the subject matter, with a peer tutor rather than a professional teacher or consultant
- There are four main benefits for tutees when they seek out for help:

³⁹ Kunsch, Jitendra & Sood, *Peer Tutoring*, accessed on 10 February from <http://www.nichcy.org/Research/EvidenceForEducation/pages/MathPeerTutoring.aspx>

- 1) Tutees receive individualized instruction
- 2) Tutees receive more teaching
- 3) Tutees (may) respond better to their peers than to their teachers
- 4) Tutees can obtain companionship from the students that tutor them

Teachers:

- Peer tutoring is also beneficial to teachers who may not have the time to spend with each of their students one-on-one.
- Help the subject lecturer break the whole class into small groups so that students have the chance to learn in a more intimate environment, which allow them to take more initiative. For example, students ask more questions at the tutorials and that hardly happen in lectures where there are over 80 students sitting in the lecture theatre.

On the other hand, Peer tutoring has some weaknesses. Peer tutoring decreases practice time and physical engagement, increase chance of of giving and receiving incorrect feedback, and increases opportunity for conflict or small-talk.⁴⁰

Furthermore, the weaknesses of Peer tutoring are as follows:

- Too much time and effort to train tutors
- Tutor impatience
- Academic subject suitability for peer tutoring
- Lack of expertise on the tutor's part

⁴⁰ Josh Peters, *A Review of The Effectiveness of Peer Tutoring in Increasing Activity Levels and Improving Skill Performance of Students in Inclusive Elementary Physical Education Classes*, accessed on 10 February 2021 from <http://unicommons.com/node/6975>

In addition, there may be cognitive consequences. Tutees cannot correctly solve problems and affective consequences. Students feel that they are poor tutors and become discouraged.⁴¹ Moreover, Greenwood, et al., say that the quality of tutoring from a peer tutor may be a good deal inferior to that from a professional teacher (although this should not be assumed), and the need for monitoring and quality control cannot be overstated.⁴² This also significantly consumes time and resources. Likewise, the tutor's mastery of the content of tutoring is likely to be less than that of a professional teacher.

4. Teaching Strategy

Strategy in Greek language is *strategos*, which means the whole business includes the plans, the ways and tactics used by the military to achieve victory in warfare. The term strategy was originally used in a variety of disciplines including methodical didactic science (the science of educating and teaching).⁴³

According to Brown Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is as a remedy the teacher in making system area that happened to process

⁴¹ Medway & Baron, *Adaptive Assistance for Peer Tutoring*, accessed on 10 February 2021 from

http://www.learnlab.org/research/wiki/index.php/Adaptive_Assistance_for_Peer_Tutoring

⁴² Topping, accessed on 10 February 2021 from

<http://www.londonmet.ac.uk/deliberations/seda-publications/topping.cfm>

⁴³ Mustopa Halmar, *Strategi Belajar Mengajar*, (Semarang: Unnisula Press, 2008), 52.

teaching learning.⁴⁴ Teaching is a complex process, because it does not just convey information from teachers to students. Many activities or actions need to be done, especially on better learning outcomes for all students. So needed a strategy in teaching that must a teacher do, in order to achieve the expected goals.

According to Nana Sudjana in cited by Rohani, teaching strategy is the tactics that teacher determine in implementing the teaching and learning process (teaching) in order to influence the students (learners) to achieve the objectives of teaching (Competencies and Indicators of Learning Results) more effectively and efficiently.⁴⁵

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to aducational Achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives.

Aswan et al, stated that teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have planed. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material.⁴⁶

Hamzah B. Uno stated that the teaching strategy is the means that will be used by teachers to select learning activities that will be used in the

⁴⁴ Brown, H. Douglas, *Teaching by Principle. An Interactive Approach to Teaching.* (Electronic Journal of Foreign Language Teaching, 2001), Vol. 1, No.1, 26.

⁴⁵ Ahmad Rohani, *Pengelolaan Pengajaran (Sebuah Pengantar Menuju Guru Professional)*, (Jakarta: PT. Rineka Cipta, 2010), 38.

⁴⁶ Aswan et al *Strategi Belajar Mengajar*, (Jakarta. Rineka cipta, 2010), 32.

learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals.⁴⁷

From some of the definitions above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students in the class. Teaching strategies have been designed before, and this is very necessary so that a learning goal can be achieved, and the material can be delivered easily.

So it can be concluded that teaching strategy is a way that a teacher does in achieving learning goals. And that way is by applying the methods of learning effectively during the process of teaching and learning activities. Not only effective but can achieve the expected results.

⁴⁷ Uno Hamzah, *Learning Model*, accessed on 10 February 2021 from [http://www.blogspot.co.id/2016/12/Jakarta, Earth Literacy \(2008\)](http://www.blogspot.co.id/2016/12/Jakarta, Earth Literacy (2008))

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or verbal words from people and observed behavior.⁴⁸ Meanwhile, Phenomenology is concerned with the study of experience from the perspective of the individual, ‘bracketing’ taken-for-granted assumptions and usual ways of perceiving. The term ‘phenomenology’ refers to the study of phenomena, where a phenomenon is anything that appears to someone in their conscious experience.⁴⁹

Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation. Oscar stated that that a phenomenological research design may allow for the natural attitudes and lived experiences of people to be described and interpreted.⁵⁰ The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation.⁵¹ A transcendental phenomenological design was chosen for this research because it relies more on

⁴⁸ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000), 36.

⁴⁹ D. Moran, *Introduction to Phenomenology*, (London: Routledge, 2000), 23.

⁵⁰ Oscar Harris, *A Phenomenological Study of Epstein’s Parental Involvement Framework With Middle-School English Language Learner (ELL) Teachers and Language Specialists*, (Thesis: Concordia University, 2019), 110.

⁵¹ Stan Lester, *An Introduction to Phenomenological Research*, (Taunton: Stan Lester Developments, 1999), 10.

the lived experiences of the participants and less on the viewpoint of the researcher.⁵²

In this research the researcher used phenomenology approach of qualitative research. Qualitative is used to investigate a problem in order to get clear understanding of certain phenomenon.⁵³ Qualitative research is focus on understanding the ‘insider’s perspective’ of people and their culture, and this requires direct personal and often participatory contact”. So, the researcher used qualitative method to get rich information and deeper understanding from participants’ perspectives.

Qualitative research assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study) is one in which the insights and outcomes generated by the research cannot be applied to contexts or situation beyond those in which the data were collected.⁵⁴

The researcher used a qualitative approach in this research. It is the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed. Hence, because of these reasons, the researcher wanted to describe about the peer teaching process in English subject at SMPN 4 Langsa.

⁵² Wendy Lane Bailey, “*Secondary Content Teachers’ Perceptions of Instructing English for Speakers of Other Languages (ESOL) Students: A Phenomenological Study*”, (Dissertation: Liberty University, 2021), 60.

⁵³ J.W. Cresswell, *Educational Research, (4th ed)*, (Boston: Pearson Education, 2012), 19.

⁵⁴ David Nunan, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992), 3.

B. Research Setting

The research was held in SMPN 4 Langsa. It is located on Jalan Jend. A. Yani, Kp. Baru, Langsa Lama, Provinsi Aceh. The researcher decided the location based on several reasons, which are the school has variety students, so the population and sample are having variation of students ability. In addition, the researcher did the teacher training for 3 months in SMPN 4 Langsa. So, it makes the researcher easier to apply it.

The study was conducted on second semester of academic year 2020-2021. The researcher did the study as long as three months, from December until March 2021.

C. Population and Sample

1. Population

Population is represent the subject research. The population is composed of object generalization region or subjects that have certain qualities and characteristic.⁵⁵ In the other hand, population is a group of subject research who will be generalized by the result of the research. As a population, this subject must possess features or characteristic which distinguish it from another group of subject.⁵⁶ The population in this research was all the students of the second grade of SMPN 4 Langsa. The researcher chose the first grade because the researcher

⁵⁵ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), 117.

⁵⁶ Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar, 2007), 77.

taught at the second grade when the researcher did the teacher training at SMPN 4 Langsa.

2. Sampling

Sample is a small group from a population. According to Sugiono sampel is some of amount and characteristic owned by population.⁵⁷ However, James said that sample is a group of element (e.g., persons) or single element from which data are or have been obtained.⁵⁸ Sampling is a technique in taking sample. To determine the sample, there are some techniques of sampling. One of them is by using simple random sampling which is used by the researcher. This is done randomly without caring about classification or without observe the levels of population. The method of this sampling was chosen randomly by putting names of all classes of all population members in a bowl (lottery) and take one class as the sample of the research. Thus, from those names of classes, the researcher took one name of those classes and VIII7 class was chosen as the sample of the research. Hence, VIII7 class consists of 20 students who were chosen as the sample of research.

⁵⁷ Saifuddin Azwar, *Metode Penelitian...*, 118.

⁵⁸ James H. McMillan, *Educational Research Fundamentals For Consumer Fifth Edition* (USA: Pearson Education, 2008), 110.

D. The Procedure of Data Collection

The procedure of data collection is the way collecting data that used in this research. In this study the researcher uses test as the way to collect data and it will be discusses in the following part.

1. Interview

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview took only a guideline that outlines the things that will be requested.⁵⁹

Sugiyono stated that interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.⁶⁰ Meanwhile Hadi, stated that interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.⁶¹

Accoording to Miller P. G and Strang, Miller P. M, “an interview is an information gathering technique in which the defining feature is the presence of an interaction between the interviiwer and the interviewee.⁶² There are kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of question, (b) structured interview.

⁵⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1991), 128.

⁶⁰ Sugiono, *Metode Penelitian Pendidikan* , 231.

⁶¹ Hadi, *Membaca Cepat dan Efektif*, (Bandung: Sinar Baru, 1993), 39.

⁶² Miller P. G, et.al, *Addiction Research Methods*. (New Delhi, India: Blackwell Publishing Ltd, 2010), 105.

The interview carries out the interview by using a set questions arranged in advance, (c) semi structured interview. The interviewer uses a set question which is developed to gain the specific information. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions.

In this case, the researcher used structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview would conduct to gain a spoken respond from the participants. The functions of interview in this research were to crosscheck the data and to make sure that the data from the observation were really valid.

2. Observation

Gor man and Clayton defines observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment.⁶³ Observation is one way of collecting data by someone with the intention that someone can feel and then understand the knowledge of a phenomenon.

Observation was the first process to getting information from the location. In the tabulation phase, the research was gathered information related to the topic. This information was obtained from various sources, then, we can know about the condition in school, teacher, student, and area.

⁶³ G.E. Gorman & P. Clayton, *Qualitative Research for the Information Professional A Practical Hand Book: 2nd Edition*, (London: Facet Pulishing, 2005), 40.

Observation is a technique or way of collecting data by way of direct observation of the study to be studied and hold records systematically. Such activities may be related to the way the teacher teaches and the students when they attend class.⁶⁴

Hence, observation is done as the research instrument in order to find out how the process of peer teaching of English subject at SMPN 4 Langsa.

3. Questionnaire

A questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion. A questionnaire is the main means of collecting quantitative primary data. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. Questionnaires should always have a definite purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used.

Question form or questionnaire is a set of questions or written statement to the respondent to answer.⁶⁵ According to Arikunto, questionnaires are a number of written questions used to obtain information from respondents within the meaning of the private, or reports about things that are known.⁶⁶ This method is used to obtain more complete data about the peer teaching process in English subject at SMPN 4 Langsa. To obtain data, a questionnaire containing questions

⁶⁴ Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), 207.

⁶⁵ Sugiono, *Metode Penelitian Pendidikan* , 142.

⁶⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu*, 151.

related to the students' learning motivation is used and its calculations using 5 points Likert scale. The questionnaire is expected get relevant data.

E. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understood easily, and its findings can inform others.⁶⁷ The qualitative method is kind of research without using any calculation or statistic procedure.

Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit". Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Then, Ary stated that the data analysis in this study included several steps or stages; coding, data reduction, data display, and make conclusions or interpretations. More clearly as follows:⁶⁸

1. Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. In qualitative research, data coding plays an important role in the process of data analysis and determining the quality of data abstraction of research results. Codes in qualitative research are short words or phrases that symbolically summarize, highlighting the message, capturing the essence of a portion of data, this

⁶⁷ Sugiono, *Metode Penelitian Pendidikan* , 334.

⁶⁸ Donald Ary, *Introduction to Research in Education*, (Canada: Thomson, 2010), 283.

encoding can be based on language or visual data. With simpler language, codes are short words or phrases that contain the essence of a data segment.

In research, the researchers can analyze some data that is coded such as meaning statements, behavior, events, feelings, action of the informant, and others depend on what contained in the data segment faced with. In this stage after obtaining data, researcher collected data by placing all units that have the same code. This would made it easier when reading data, in short with this coding researcher could be underling significant data that appropriate to the research topic.

2. Data Reduction

Reducing the data means resumung, choosing point things, focusing on the important things, looking for the theme and pattern. By doing so, the data reduced will give clear explanation, and it will be easier for the researcher to collect the next data, and look for it if it is needed.⁶⁹

This step, the researcher checked all of the data collected from the responses of information, observation, documents and selected images. The goal is for data smoothing (filtering) and next is the improvement of sentences and words, giving additional information, discard information that is repetitive or unimportant, translating into Indonesian local expression to be English translation, including transcribing recorded interviews, is a smoothing process collecting the data obtained from interviews, observations, and documentations.

⁶⁹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), 247.

Data reduction can be assisted with equipment, such as computers, notebooks, and so on. In reducing data, the researcher will be guided by the objectives to be achieved. In this stage, the researcher obtained data from interviews with the teacher, which shows how the teacher's strategies on English e-learning classes. In this step, the required data is entered while irrelevant data is not used.

3. Data Display

After the data is reduced, the next step is presenting data. In qualitative research, it can be done in short explanation, diagram, relationship among category, flowchart, and others. According to Miles and Huberman, the most frequently used to present data in qualitative research is with narrative text.⁷⁰ With the presentation of data, it will make it easier to understand what is happening and plan the next work based on what has been done understood. In this study, the researcher displayed data using an essay, this is the most commonly used display in qualitative research.

4. Conclusion

Interpretation is the final step in the data analysis technique. At this stage, researcher interpreted the data that had been previously coded by enriching information through comparative analysis does not eliminate all

⁷⁰ Matthew Miles, et al., *Qualitative Data Analysis*, (London: Sage, 1984), 249.

original context. The result is a picture presentation about the situation and symptoms in the form of narrative exposure.

Here, the researcher begin to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

The researcher has finished the research procedures such as, observation, interview and questionnaire. It can be seen from the result of observation, interview and questionnaire. Below are the detail answer of the research questions, the answer from the observation, interview and questionnaire lead to answer the research questions.

The findings of research were based on the results of data analysis. The data analysis consisted of three sections; the data analysis of observation, questionnaire and interview.

1. The Analysis of The Data Collected from The Observation

The data from the observation used to know the peer teaching in English subject in pandemic situation. The observation was done to 4 students in order to know the peer teaching process in the classroom. Here are the observation check list that have been made in by the researcher.

Table 4.1 The Interpretation of The Students' Observation

| No. | The Participants | The Result of The Student's Observation |
|------------|--|---|
| 1. | Participant 1 (The student of Class VIII-6) | Based on the result of the student's observation, it can be explained that the students looked more active in participating in the teaching learning process with her friend. Eventhought, the student who acted as a peer tutor was their friends, |

| | | |
|----|--|--|
| | | <p>they look more excited in asking and answering questions. They discuss the English material together. In addition, when the peer tutor explained the English topic, the other students listened and paid attention to her friend's explanation of the English topic.</p> <p>In the teaching learning process with peer tutor, they used informal language that could make them easier to understand the English material better. Furthermore, the students were able to understand the English material that they have learnt with their peer teacher. Indeed, the students could practice directly about the English topic that they have learnt.</p> |
| 2. | Participant 2 (The student of Class VIII-6) | <p>Based on the result of the students' observation, it can be explained that the student was excited and brave in discussing the English material with their friend as a peer tutor. In addition, when the peer tutor explained the English topic, the other students listened and paid attention to the explanation. Eventhough, sometimes they joke around and laugh together, since we already know that they were friends. Hence, it influenced them to learn English in an informal way with their peer tutor.</p> <p>Furthermore, based on the researcher's observation, it showed that the students could understand better than when their teacher taught them. The students felt comfort to learn English with their peer tutor. Indeed, when peer tutor taught them the English topic, the students could conclude the English topic and could give some examples of the topic.</p> |
| 3. | Participant 3 (The student of Class VIII-6) | <p>Based on the result of the students' observation, it can be explained that the participant who was also a female student, could be more active and excited to learn English with her female peer tutor. It showed that the student was able to understand the English material better than when she learnt English with her English teacher. In addition, in the teaching learning process, the student discussed the English topic together and</p> |

| | | |
|----|--|--|
| | | <p>asked directly the things that still needed more explanation from her female peer tutor.</p> <p>Furthermore, the students were brave in asking and answering the questions directly to their female tutor. Sometimes, the students also practiced the English topic and give some examples. In the learning process, the peer tutor and the students used informal language rather than English language. It showed that the informal language that the female peer tutor used could make them comfort in learning English. Hence, the teaching learning process with their peer tutor seemed more effective than with their English teacher.</p> |
| 4. | Participant 4 (The student of Class VIII-6) | <p>Based on the result of the students' observation, it can be explained that the student could paid attention to the explanation of the peer tutor. Eventhough, the peer tutor was his friend. The participant 4 who was a male student seemed more active in asking and answering the questions directly to his male peer tutor. Since they were friends, sometimes the joked around and laughed together while discussing the English topic.</p> <p>Although the peer tutor taught English but the peer tutor still communicated and explained in Indonesian. The peer tutor sometimes combined English and Indonesian when the peer tutor spoke, but the peer tutor spoke Indonesian a lot than English. Indeed, it could make other students understand better and comfort in the teaching learning process. In addition, when asking and answering the question, the students still used Indonesian a lot rather than English. It showed that they still lacked in vocabulary acquisition and pronunciation.</p> <p>However, in the teaching learning process, it showed that the learning process is more active and effective rather than when they learnt with their English teacher. The students also could give the example of English topic well. Indeed, the students could practice better about the English topic which was directing by the peer tutor.</p> |

After having observation in the teaching learning process between the peer tutors and the students, the researcher found some of the peer teaching process in English subject in pandemic situation at SMPN 4 Langsa. In the teaching learning process between the peer tutor and the students, it is more effective rather than when learning English with their teacher. The students are active and brave in asking and answering the question with their peer tutor. In addition, they also discuss and communicate the English by combining it with Indonesian. However, they still used Indonesian a lot than English. Moreover, the students are able to understand the English topic better with their peer tutor rather than with their English teacher in the classroom.

2. The Analysis of The Data Collected from Interview

It is obvious from the interview to the students as the peer tutors about how actually the peer teaching process in English subject in pandemic situation. Here are the results of the interview between the researcher and peer tutors.

a. Do you often teach your friends about English material in your English class? Is your friend excited?

P1 : Yes, I do. I often taught English to my friends or my classmates. I usually teach them when we were in break time or sometimes after English class, they asked me about the English topic. I absolutely think my friends are happy and enthusiastic in learning English with me.

P2 : yeah, sometimes, it's not too often. My friends sometimes asked me about the English topic they have learnt before with the English teacher. They also usually ask me to teach them, because they did not understand what the teacher has taught them about English.

P3 : I think that my friends are excited to learn and study English with me. Maybe because I am their friends, so that's what makes my friend enthusiastic to learn English with me.

P4 : yeah, of course. I often teach them about English topic. I usually teach them if they did not understand about the English teacher's explanation. They also happy when I teach them, because in their perspective, I could make them understand better about English topic than their English teacher.

This statement showed that how the students feel excited and motivated to study English with their peer tutor. The students usually learn English with peer tutor when they did not understand about the English topic they have learnt with their English teacher. Since the peer tutor is their friend, the students felt enthusiastic to learn any English topics. In addition, the peer tutor usually teach them when they have break time and free time at school. Hence, either the students or peer tutor feel excited and motivated in order to learn about any English topic.

b. How many times in a day do you teach your friends about English material?

P1 : it depends on how many times English lesson a week. I don't teach them everyday. Sometimes, when there is English lesson in that day, I usually teach them in that day. However, in the other days, they sometimes also asked me to teach them about English topic If they have any English topic that they still needed more explanation.

P2 : It's not everyday. I teach them only when they any questions about English topic or when they did not understand about English topic.

P3 : I just sometimes teach them English. It is not everyday. I usually teach them when we have English lesson in that day.

P4 : I did not too often teach my friends about English topic. In our school, we learn English three days in a week. So, in those three days,

my friend sometimes asked me about English if they have any questions or English topic that they still not understand.

Based on the statements above, it showed that the peer tutors often teach the students in a week. The peer tutors usually teach them in the certain day in a week, especially when they have any English lesson in that day. In addition, the peer tutors also usually teach them when the students asked for help. Indeed, whenever the students did not understand about the English topic, the students ask directly to the peer tutors in order to make them understand about the English topic.

c. What are your reasons in teaching your friends about English material?

P1 : My main reason is to make them understand English better. And then, when my English teacher explained about the English topic, my friends did not understand and they did not brave enough to ask any questions. Thus, I help them to explain more about English topic and teach them the things they don't understand.

P2 : because it's a pity to see them do not understand about what the English teacher has explained about the English topic. Yet, they did not brave enough to ask to the teacher about the English topic or other things they don't understand.

P3 : I think it is because of some of my friends did not understand English. Since I love English, so I like teaching them if they don't understand about any English topics or when they don't know the meaning of the words.

P4 : The first is, most of my friends did not understand English. Well, since they know I love English. So they often asked me to teach them about some English topics. Well, I also teach them what I know about English topics. In addition, they often said to me that they did not understand enough when the English teacher taught them about English topic.

The illustration above showed that the reasons why the peer tutors teach the students the English material, the first is because the peer tutors need to make the students understand the English topic better. Second, the students did not understand enough about their English teacher's explanation in the teaching learning process. Moreover, the students were not confident enough to ask any questions to their English teacher when they still need more explanation about the topic. Hence, that's why most of students prefer to ask and learn English with their peer tutors.

d. Do your friends understand when you teach them about English material?

P1 : yes, most of them understand to what I have taught them. But, sometimes there were some who still not understand about it. Well, so far, most of my friends understand about the English topic. After I explained and taught them, most of them could give some examples and practice English.

P2 : I think that my friends understand when I teach them about English topic. My friends are not brave enough to ask any questions to English teacher when they have the things they still understand about the topic. The English teacher could get easily angry when they asked anything. So, it makes them easier to ask me about the English topic that they still need more explanation.

P3 : yes, they understand. They seem more comfort to learn with me rather than with English teacher. Because, the teacher sometimes are not too clear and detail in giving explanation about the English topic.

P4 : well, they understand better when I taught them. I think that maybe some of my friends were scared to ask anything to my English teacher. Because, I also sometimes think that when the English teacher about the English topic, it is not too clear and detail. The English teacher explained it in a short time and no further explanation about it.

The statements illustrated above showed that most of students seems understand better the English topic when they learn it with their peer tutors. It is showed that the students could give some examples about the topic and practice well based on the topic. In addition, the students seem more comfort to learn English with their peer tutor rather than with their English teacher. Thus, the students could understand better any English topic when they learn with their English tutors.

e. Why do you teach your friends meanwhile your teacher has taught the English material in English class?

P1 : because, my friends realized that English is important nowadays. Eventhought, my English teacher has taught about the English topic, my friends were not brave enough to ask any questions. So, I asked my English teacher for further explanation about the English topic. Then, I explain to my friends about the English topic, so they could understand about the English topic.

P2 : because, when my English teacher explained and taught us about the English topic, some of my friends did not understand what my teacher explained about the English topic. So, my friend sometimes asked me to teach them about the English topic.

P3 : because, eventhough my English teacher has explained about the English topic, my friends were not brave enough to ask if they have any questions or still need more explanation about the English topic.

P4 : well, sometimes my friends did not understand what my English teacher has explained about the English topic. So, they decided to ask me if they have any questions about English questions or if they don't understand about the English topic.

Based on the statements above, the reason why peer tutors teach the students the English topic is because of the English teacher. In the teaching learning process in the classroom, the students did not understand what the

English teacher has explained about the English topic. The English teacher's explanation seems not too clear and detail. Indeed, the students got confused in understanding the topic. The English teacher also sometimes get easily angry in the learning process. Therefore, the students did not have enough confidence in asking any questions related to the English topic in the classroom.

f. How do you teach your friends about English material in this Covid-19 Pandemic situation?

P1 : well, in this pandemic situation, we usually study at school in different shifts. In addition, because of Covid-19, it is difficult to learn English well at school. The English teacher seems not too clear and detail in giving explanation about the English topic. My English teacher sometimes sent some further English material about the topic in our Whatsapp group. So, it makes my friends still not understand and need more explanation about the topic. That's why they often ask me to teach them and help them to learn and discuss about the English topic. In addition, I usually teach them in our break time.

P2 : I think that it depends on its time. Because of Covid-19, I seldom meet my friends and my English teacher. So, it makes difficult to learn English. However, my friends sometimes asked me to teach them in our break time. In addition, when I and my friends hang out to some places, they also asked me to teach them and explain about the English topic.

P3 : because of Covid-19, I seldom go out from my home. I actually a little bit scared with this situation and condition. Indeed, when we have free time at school, my friends sometimes ask me any questions about English. Well, I teach them and explain them the English topic that I have understood. Sometimes, they also ask me about it by chatting and calling via Whatsapp.

P4 : well, sometimes when my friends did not understand about the English topic and did not know the meaning of the words, they ask me soon to solve it. Moreover, they are not brave enough to ask any questions to their English teacher. Hence, they decided to ask me about the English topic.

Based on the illustration above, in this pandemic situation, the students got some difficulties in learning English. Indeed, this Covid-19 influenced the students in how the way the learn at school. Nowadays, the class divided into two shifts. So, this situation makes the students seldom to meet their friends. However, the peer tutors usually teach the students in their break time and free time at school. In addition, because of Covid-19, some of students also ask the peer tutors by chatting and calling via Whatsapp in order to ask the peer tutors to give the further explanation about the topic.

g. How do you interact with your friends when teaching them about english material? Do you use gesture or your own words when teaching your friend about english?

P1 : well, my friends often ask me about the meaning of the words. So, I showed them with my body language or gesture. In addition, they also often ask me how to pronounce the words well, then I show them how to pronounce it well.

P2 : I usually teach them by using my own words. It makes them understand better. Furthermore, when my friend usually did not know the meaning of the words, they ask me soon the meaning of those words.

P3 : well, I think my friends often call and chat me via Whatsapp to ask me about the English topic. They sometimes ask me about the meaning of words, the meaning of a paragraph and a text. So, I told them what I knew and I understood. On the other hand, when we were at school, I often used my body language to make them realized the meaning of the words.

P4 : I usually used gesture to show them the meaning of some certain words. In addition, if they don't know how to pronounce the certain words, my friend soon asked me about the way to pronounce those words.

The illustration above showed that in the teaching learning process between the peer tutors and the students, the peer tutors often used gesture and body language in order to support the learning process. For example, when the students ask about the meaning of some vocabulary, the peer tutors soon showed them the gesture or body language of the words. Then, the students could guess it well. Furthermore, the peer tutors often teach the students in how to pronounce the word well. Indeed, the students often ask about the pronunciation of the certain words.

h. Do you think your friends understand better when you teach them or when your english teacher teaches that English material?

P1 : in my opinion, I think that my friends understood better when I teach them. Because most of my friends were scared to ask to the English teacher about the English topic. Eventhought they don't understand what the teacher has explained in front of the class. They still don't ask anything. So, my friends just ask me later about our English topic that the English teacher has explained before.

P2 : well, in my perspective, my friends understood better when I teach them rather them when the English teacher explained or taught about the English topic in the class. They did not brave to talk and ask to the English teacher. In addition, our English teacher seemed easier to be angry and little bit fierce. That's why my friends still scared to ask anything to the English teacher.

P3 : of course, they understand better when I teach them about English topic. I dare to say that because whenever I asked them to give the example of the English topic, they can do and practice it. So, it means they understood what I have explained to them about the English topic.

P4 : well, I am sure most of my friends understood what I explained and taught them. Because they were not scared in asking any questions to me. Indeed, I am their friends. On the other hand, when my English teacher explained about the English topic, they did not brave to ask any

questions if they still not understand what the English teacher has explained. So, I help them if they need my knowledge about English.

Based on the statements above, most of students tend to understand better when they learn the English topic with their peer tutors rather than with their English teacher. The students understood what the peer tutors explained and taught them. Indeed, it is because the students felt comfort to learn English with their peer tutor. So, it influenced them to get easily understand about the English topic. On the other hand, they did not have enough confidence to ask for further explanation to their English teacher. Some of them were scared to do it. Hence, the students easily understand the English topic taught by their peer tutors.

i. Based on your opinion, what are the advantages and disadvantages of teaching your friends?

P1 : the advantage is I absolutely happy if they understand what I explained to them about the English topic. Moreover, I teach my own good friends. In addition, because of this pandemic situation, learning time at school is getting decreased. My friends often complained to me about the English teacher at school. They did not understand what the English teacher explained about the English topic. Well, I think that there is no disadvantages of teaching my friends about English topic. I am happy and excited to help and teach my friends about English topic.

P2 : well, I think I am just happy to teach my own friends. There is no disadvantages for me in teaching them, instead of it is a good thing to do nowadays even in this difficult situation.

P3 : hmm.. I think that the advantage is.. it is useful a lot for my friends. Because they did not understand about English topic. They were really grateful if I am teaching them. In addition, I am satisfied if I can make them understand what I explained them about the English

topic. Well, I think there is no disadvantages for me, because I am happy if I can help my own friends about learning English.

P4 : in my perspective, I am saying that it is a good thing to do if I can help my friends to teach the English topic. As well as they could understand what I explained to them, I do happy. Furthermore, I teach my own friends and my classmates. So, I am excited to teach them anything about English. On the other hand, I think that there is no disadvantage for me if I teach my friends about any English topics.

Based on the statements above, the peer tutors felt happy and excited to teach the students. Indeed, the peer tutors teach their own friends. So, the peer tutors satisfied if they understand what the peer tutors has explained before. In addition, the students felt comfort to learn English with the peer tutors rather than with the English teacher. Hence, both the peer tutors and the students felt excited and enthusiastic to discuss and learn together about any English topics.

3. The Analysis of The Data Collected from The Questionnaires

To add the data, the researcher used a questionnaire. The purpose of giving the questionnaire is to support the primary data. The questionnaires used to know the peer teaching process and the implication in English subject at SMPN 4 Langsa. The questionnaire consisted of 10 items and have distributed to 20 students of Class VIII⁶. The following presentation described the clear explanation about the items of the questionnaire :

Table 4.2 The Percentage of The Items of The Questionnaire

| No | Items of Questionnaire | Option (%) (Frequency) | | | |
|----|---|---------------------------|----------------------|---------------------|---------------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | Saya suka pelajaran bahasa inggris. <i>I like learning English.</i> | 25% (5 Students) | 50% (10 Students) | 25% (5 Students) | - |
| 2. | Saya senang teman saya yang mengajari saya bahasa inggris. <i>I am happy when my friend teaches me English.</i> | 35% (7 Students) | 45% (9 Students) | 20% (4 Students) | - |
| 3. | Saya antusias dan aktif saat teman saya mengajari saya. <i>I am enthusiastic and active when my friend teaches me English.</i> | 65% (13 Students) | 25% (5 Students) | 10% (2 Students) | - |
| 4. | Saya dapat memahami apa yang teman saya ajarkan mengenai materi bahasa inggris. <i>I could understand any English materials that my friend has been taught me.</i> | 30% (6 Students) | 45% (9 Students) | 25% (5 Students) | - |
| 5. | Saya termotivasi ingin belajar bahasa inggris karena teman saya mengajari saya materi bahasa inggris. <i>I am motivated to learn</i> | 35% (7 Students) | 50% (10 Students) | 5% (1 Student) | 10% (2 Students) |

| | | | | | |
|-----|---|----------------------|---------------------|---------------------|---------------------|
| | <i>English because my friend teaches me English.</i> | | | | |
| 6. | Saya berani dan aktif bertanya dan mengemukakan pendapat mengenai materi bahasa inggris kepada teman saya. <i>I am actively involved in asking questions and opinions about English material to my friend.</i> | 40% (8 Students) | 35% (7 Students) | 15% (3 Students) | 10% (2 Students) |
| 7. | Bagi saya, bahasa inggris itu penting untuk masa depan saya. <i>In my opinion, English is important for my future.</i> | 45% (9 Students) | 30% (6 Students) | 15% (3 Students) | 10% (2 Students) |
| 8. | Belajar bahasa inggris bersama teman saya lebih menyenangkan dibandingkan saat belajar bersama guru saya. <i>Learning English with my friend is more fun and excited than with my English teacher.</i> | 70% (14 Students) | 30% (6 Students) | - | - |
| 9. | Saya berani menjawab langsung pertanyaan yang diberikan oleh teman saya mengenai materi bahasa inggris. <i>I am brave in answering the questions directly who is asked by my friend.</i> | 45% (9 Students) | 40% (8 Students) | 5% (1 Student) | 10% (2 Students) |
| 10. | Saya bisa mempraktekkan langsung mengenai materi bahasa inggris yang diajarkan oleh teman saya. | 45% (9 Students) | 45% (9 Students) | 5% (1 Student) | 5% (1 Student) |

| | | | | | |
|--|--|--|--|--|--|
| | <i>I can practice English material directly.</i> | | | | |
|--|--|--|--|--|--|

In general, from the result of the questionnaires above, the peer teaching process in English subject in pandemic situation showed good implication in the teaching learning process. It could be seen by the highest percentage of point scale in each item of the questionnaire.

Based on the table above, the item questionnaire number 1 asked about the students' likeliness toward English. There are 5 students (25%) who answered 'Strongly Agree', 10 students (50%) who answered 'Agree', and 5 students (25%) who answered 'Disagree'. In this case, it shows that most of the students like to learn English.

The item questionnaire number 2 asked about the students' happiness when they learn English with their peer tutors. There are 7 students (35%) who answered 'Strongly Agree', 9 students (45%) who answered 'Agree', and 4 students (20%) who answered 'Disagree'. Based on the answer of the item number 2, it is cleared that most of the students were happy and excited when they learn English with their peer tutor.

The item questionnaire number 3 asked about the students' enthusiasm when they learn English with their peer tutors. There are 13 students (65%) who answered 'Strongly Agree', 5 students (25%) who answered 'Agree', and 2 students (10%) who answered 'Disagree'. Hence, based on the answer of the item number, it proves that the peer tutors could make the students feel more enthusiastic in the teaching learning process.

The item questionnaire number 4 asked about the students' understanding about English topic they have learnt with their peer tutors. There are 6 students (30%) who answered 'Strongly Agree', 9 students (45%) who answered 'Agree', and 5 students (25%) who answered 'Disagree'. Thus, it is obvious that the students understand better about English topic when they learn it with their peer tutor.

The item questionnaire number 5 asked about the students' motivation in learning about English topic with their peer tutors. There are 7 students (35%) who answered 'Strongly Agree', 10 students (50%) who answered 'Agree', 1 student (5%) who answered 'Disagree', and 2 students (10%) who answered 'Strongly Disagree'. Based on the answer of the item number 5, it shows that the students are motivated to learn more anything about English topic after learning with their peer tutor.

The item questionnaire number 6 asked about the students' enthusiasm in expressing their opinion when discussing about English topic with their peer tutors. There are 8 students (40%) who answered 'Strongly Agree', 7 students (35%) who answered 'Agree', 3 students (15%) who answered 'Disagree', and 2 students (10%) who answered 'Strongly Disagree'. Hence, it is cleared that the majority of the students are enthusiastic and confident to express their opinion about English topic to their peer tutors.

The item questionnaire number 7 asked about the students' perspective towards the importance of English in the future. There are 9 students (45%) who answered 'Strongly Agree', 6 students (30%) who answered 'Agree', 2 students

(10%) who answered 'Disagree', and 3 students (15%) who answered 'Strongly Disagree'. Based on the answer of the item number 7, it shows the students realized that the English is important nowadays, especially for their academic skill.

The item questionnaire number 8 asked about the students' enthusiasm in learning English with their peer tutor than with their English teacher. There are 14 students (70%) who answered 'Strongly Agree' and 6 students (30%) who answered 'Agree'. Thus, based on this answer, most of the students feel more enthusiastic and excited to learn about any English topic with their peer tutor rather than with their English teacher.

The item questionnaire number 9 asked about the students' confidence in answering the questions directly about any English topic. There are 9 students (45%) who answered 'Strongly Agree', 8 students (40%) who answered 'Agree', 1 student (5%) who answered 'Disagree', and 2 students (10%) who answered 'Strongly Disagree'. Hence, it is obvious that in the teaching learning process with their peer tutor, the students are confident in asking and answering the questions directly about any English topic.

The item questionnaire number 10 asked about the students' ability in practicing about any English topic directly after learning with their peer tutors. There are 9 students (45%) who answered 'Strongly Agree', 9 students (45%) who answered 'Agree', 1 student (5%) who answered 'Disagree', and 1 student (5%) who answered 'Strongly Disagree'. Based on the answer of item number

10, it proves that the students could improve their ability in practicing English directly after learning with their peer tutors.

B. Discussion

This research was conducted at SMPN 4 Langsa where the research object was the 2nd grade. The objective of this research aimed to find out the peer teaching process in English subject in pandemic situation at SMPN 4 Langsa. The finding then can be categorized into two points: 1) description of peer teaching process in English subject in pandemic situation at SMPN 4 Langsa; and 2) description of the phenomena implication of teaching English Subject through Peer-Teaching in pandemic situation at SMPN 4 Langsa.

Description of peer teaching process in English subject in pandemic situation at SMPN 4 Langsa

Theoretically, peer teaching is as a process in which students with more abilities help less able students to understand the subject matters in pairs or small groups cooperatively. Moreover, Peer tutoring is a type of collaborative learning strategy in which students support each other's learning rather than relying solely on an adult teacher.

Based on the result of the study, the researcher finds out the peer teaching process in teaching English subject in pandemic situation at SMPN 4 Langsa. Peer teaching process began when the students have any problems in learning English with their English teacher. The students did not understand about what the English

teacher has explained in the teaching learning process. Hence, the students prefer to ask for help with their friend who has a role as a peer tutor.

The students who are peer tutors usually have more knowledge and skill in English. Indeed, the peer teaching process usually happen when the students and the peer tutors are in their break time and free time at school. The peer tutors taught the students about any English material or English topic that the students did not understand or needed more explanation. Eventually, the students feel enthusiastic and active in the teaching learning process with their peer tutor. Moreover, they asked and answer directly to their peer tutors. Hence, after the learning process, the students could understand the English topic well and practice English directly well. In addition, based on the result of the research instruments, it showed that most of students could understand English topic better when they learn it with their peer tutors.

Description of the phenomena implication of teaching English Subject through Peer-Teaching in pandemic situation at SMPN 4 Langsa.

In this case, Coronavirus disease 2019 (COVID-19) pandemic is an ongoing problem in more than 200 countries in the world. The deadly and infectious disease Corona Virus also known as Covid-19 has deeply affected the global economy. This situation challenged the education system across the world and forced educators and students to find out their own strategies and method in the teaching learning process. One of them is by holding the peer teaching method, which is basically focused on the students as the learners.

In this pandemic situation, peer teaching showed a good implication in order to get an effective learning process in English subject. Based on the result of the observation, interview and questionnaires that the researcher has conducted to the participants, the researcher finds out the phenomena implication of teaching English subject through peer teaching in pandemic situation, those are :

1. The Effectiveness in teaching English

Peer teaching is more effective in teaching English subject rather than with the English teacher. In the teaching learning process, the students understand better when they learn English with their peer tutors. Since the peer tutors are their own friends. The students feel comfortable in learning English. Indeed, they are confidence enough to ask and answer anything about English with their peer tutors. Hence, the teaching learning process in English subject is effective when they learn with their peer tutors.

2. The Students' Confidence in English Subject

In the teaching learning process, the students usually did not have any confidence enough to ask anything about English or to ask for further explanation to their English teacher. Indeed, the students tend to get scared easily to ask to their teacher. Thus, when they learn English subject, the students are confident to ask and answer any English topic with their friends who have roles as their peer tutors. Moreover, the students are confident to express or discuss any English topics.

3. The Use of English Language in Class

In the peer teaching process with their peer tutors, The students discuss and communicate the English by combining it with Indonesian. However, the students tend to be confident in using English with their peer tutors, they felt more comfort in using English even the pronunciation is right or wrong. Therefore, by the existence of peer tutor in their peer teaching process, it could improve the use of English language in the teaching learning process.

4. The Students' Method of Learning English in Pandemic

Nowadays, Covid-19 has been going a biggest issue around the world. It affects many sectors of life, especially Education System. Because of Covid-19, the students seldom meet each other. The learning time at school also getting decreased nowadays. Indeed, the students seldom meet either their friends or their teacher. Thus, the act of peer teaching helps the students to solve some of this limitation in this pandemic. Based on this research, the researcher finds out one of the way the students learn to their peer teacher in this pandemic. Indeed, the students usually ask the peer tutors by chatting and calling via Whatsapp in order to ask the peer tutors to give the further explanation about the topic. Therefore, with the use of Whatsapp and any other social media, it helps the students to learn with their peer teacher in order to get their comprehension about English in this pandemic situation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding and discussing in the previous chapter, the researcher drew some conclusions in these three following points :

1. Based on the result of questionnaire, it was found that most of the second grade students of SMPN 4 Langsa has done peer teaching process with their peer tutors. It was revealed that the peer teaching process in English subject is more effective rather than English learning with their English teacher.
2. It was revealed that the Peer teaching process began when the students have any problems in learning English with their English teacher. Hence, the students prefer to ask for help with their friend who has a role as a peer tutor. The students who are peer tutors usually have more knowledge and skill in English. The peer tutors taught the students about any English material or English topic that the students did not understand or needed more explanation. Hence, after the learning process, the students could understand the English topic well and practice English directly well.
3. In this pandemic situation, it was revealed that the peer teaching showed a good implication in order to get an effective learning process in English subject. Based on the result of the research, the researcher finds out that Peer teaching is more effective in teaching English subject rather than with the English teacher, the students are confident to ask and answer any English

topic in the peer teaching process, the existence of peer tutor in the peer teaching process could improve the use of English language in the teaching learning process and some of the students tend to learn with their peer tutor in order to get their comprehension about English in this pandemic situation by using social media and chatting application.

B. Suggestion

The researcher stated some suggestions as follows:

1. Learners have to improve their learning strategy in order to help them in comprehending the English subject and English topic in their learning process.
2. Learners should enrich their vocabulary acquisition in order to make them understand better about English subject and English topic.
3. English Teachers should motivate and stimulate the learners in order to strengthen their ability in English and encourage them to gain their confidence in speaking English.
4. The researcher suggests the other researchers to do the research in the similar area especially in learning and teaching method.

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Appendix 1

Names of Respondents

| No. | Names | Initials |
|-----|------------------------|----------|
| 1. | Hayatullah | HT |
| 2. | Nur Rifha Saqina | NRS |
| 3. | Anissa Cintya Bella | ACB |
| 4. | Muhammad Fauzan | MF |
| 5. | M. Aulia | MA |
| 6. | Humaira | HM |
| 7. | Nurul Hanis Naqiah | NHN |
| 8. | Nurul Aini | NA |
| 9. | Maria Ulva | MU |
| 10. | Rossa Alifah Zuhra | RAZ |
| 11. | M. Ibnu Katsir | MIK |
| 12. | Randa Azzamylian Ilham | RAI |
| 13. | Zacky Fahrezi | ZF |
| 14. | Zulfina Humaira | ZH |
| 15. | T.M. Al-Fatansyah | TMA |
| 16. | M. Taqniyan | MT |
| 17. | M. Fahriyan Syah | MFS |
| 18. | Cut Indah Sari | CIS |
| 19. | Darkhasyi | DK |
| 20. | Arief Siddiq | AS |

Appendix 2

OBSERVATION IN THE CLASS

Student's Name :

Class :

The Student's Observation in Learning Process

| No. | Statement | Yes | No | Description |
|-----|---|-----|----|-------------|
| 1. | <p>The students are able to be actively involved in the learning process.</p> <p>Siswa dapat aktif berkontribusi saat proses pembelajaran bersama temannya.</p> | | | |
| 2. | <p>The students pay attention towards the explanation of his/her friend.</p> <p>Siswa memperhatikan penjelasan temannya mengenai materi bahasa inggris.</p> | | | |
| 3. | <p>The students are able to understand the English material taught by his/her friend.</p> <p>Siswa dapat memahami materi bahasa inggris yang diajarkan oleh temannya.</p> | | | |
| 4. | <p>Learning is done by using informal language in order to make them understand better the material.</p> <p>Pembelajaran digunakan menggunakan bahasa yang</p> | | | |

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| | lebih dipahami dengan sesama temannya. | | | |
| 5. | <p>The students look more active and excited when his/her friend teach them.</p> <p>Siswa terlihat lebih aktif dan semangat saat temannya mengajarnya.</p> | | | |
| 6. | <p>The students ask the questions directly to her/his friend about the english material.</p> <p>Siswa menanyakan langsung hal-hal yang tidak dipahami kepada temannya.</p> | | | |
| 7. | <p>The students are brave and active in telling their opinion about the English material.</p> <p>Siswa berani dan aktif dalam mengemukakan pendapatnya mengenai materi bahasa inggris.</p> | | | |
| 8. | <p>The students practice directly towards the English material that has been taught by his/her friend.</p> <p>Siswa mempraktekkan langsung mengenai materi bahasa inggris yang sedang diajarkan oleh temannya.</p> | | | |
| 9. | <p>The students are brave to answer the questions who asked by his/her friend.</p> <p>Siswa berani menjawab pertanyaan yang diajukan oleh temannya tentang materi bahasa inggris.</p> | | | |

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| | | | | |
| 10. | <p>The students conclude the English material that has been taught by his/her friend and explain it by using their own words.</p> <p>Siswa mampu menyimpulkan mengenai materi bahasa inggris yang diajarkan dan menjelaskan kembali materi bahasa inggris yang sudah dipelajari.</p> | | | |

Appendix 3

QUESTIONNAIRES SHEET

Student's Name :

Class :

Petunjuk 1 :

1. Jawablah pertanyaan sesuai dengan kejujuran anda.
2. Hasil jawaban dari angket tidak berpengaruh pada nilai anda.
3. Jawaban yang anda pilih hanya bertujuan sebagai penelitian ilmiah.

Petunjuk 2 :

Berilah tanda (\surd) pada kolom SS, S, TS, atau STS sesuai dengan kejujuran anda dengan ketentuan:

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

| No. | Pernyataan (Statements) | SS | S | TS | STS |
|-----|--|----|---|----|-----|
| 1. | Saya suka pelajaran bahasa inggris. <i>I like learning English.</i> | | | | |
| 2. | Saya senang teman saya yang mengajari saya bahasa inggris. <i>I am happy when my friend teaches me English.</i> | | | | |

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| 3. | <p>Saya antusias dan aktif saat teman saya mengajarkan saya.</p> <p><i>I am enthusiastic and active when my friend teaches me English.</i></p> | | | | |
| 4. | <p>Saya dapat memahami apa yang teman saya ajarkan mengenai materi bahasa inggris.</p> <p><i>I could understand any English materials that my friend has been taught me.</i></p> | | | | |
| 5. | <p>Saya termotivasi ingin belajar bahasa inggris karena teman saya mengajarkan saya materi bahasa inggris.</p> <p><i>I am motivated to learn English because my friend teaches me English.</i></p> | | | | |
| 6. | <p>Saya berani dan aktif bertanya dan mengemukakan pendapat mengenai materi bahasa inggris kepada teman saya.</p> <p><i>I am actively involved in asking questions and opinions about English material to my friend.</i></p> | | | | |
| 7. | <p>Bagi saya, bahasa inggris itu penting untuk masa depan saya.</p> <p><i>In my opinion, English is important for my future.</i></p> | | | | |
| 8. | <p>Belajar bahasa inggris bersama teman saya lebih menyenangkan dibandingkan saat belajar bersama guru saya.</p> <p><i>Learning English with my friend is more fun and excited than with my English teacher.</i></p> | | | | |
| 9. | <p>Saya berani menjawab langsung pertanyaan yang diberikan oleh teman saya mengenai materi bahasa inggris.</p> <p><i>I am brave in answering the questions directly who is asked by my friend.</i></p> | | | | |
| 10. | <p>Saya bisa mempraktekkan langsung mengenai materi bahasa inggris yang diajarkan oleh teman saya.</p> <p><i>I can practice English material directly.</i></p> | | | | |

Appendix 4

RESEARCH INTERVIEW LIST OF INTERVIEW'S QUESTIONS (DAFTAR PERTANYAAN WAWANCARA)

1. Do you often teach your friends about English material in your English class?
Is your friend excited?
(Apakah kamu sering mengajari temanmu saat di dalam kelas bahasa inggris?
Apakah teman-temanmu antusias?)
2. How many times in a day do you teach your friends about English material?
(Berapa dalam kali sehari kamu mengajari teman-temanmu tentang materi bahasa inggris?)
3. What are your reasons in teaching your friends about English material?
(Apa alasan kamu mengajari temanmu tentang materi bahasa inggris?)
4. Do your friends understand when you teach them about English material?
(Apakah teman-temanmu paham saat kamu mengajari mereka tentang materi bahasa inggris?)
5. Why do you teach your friends meanwhile your teacher has taught the English material in English class?
(Mengapa kamu mengajari temanmu padahal guru bahasa inggris sebelumnya sudah menjelaskan tentang materi tersebut di dalam kelas bahasa inggris?)
6. How do you teach your friends about English material in your class?
(Bagaimana cara kamu mengajari temanmu tentang materi bahasa inggris di dalam kelas? Apakah kamu menggunakan gesture atau menggunakan bahasa kamu sendiri saat berkomunikasi?)
7. Is there an problem when you teach your friends about English material?
(Apakah ada masalah saat kamu mengajari teman-temanmu tentang materi bahasa inggris?)
8. How do you interact with your friends when teaching them about english material?

(Bagaimana cara kamu berinteraksi dengan temanmu saat mengajari mereka tentang materi bahasa Inggris?)

9. Do you think your friends understand better when you teach them or when your English teacher teaches that English material?

(Apakah menurutmu temanmu lebih cepat paham saat kamu yang mengajari temanmu atau pada saat gurumu yang mengajar materi tersebut?)

10. Based on your opinion, what are the advantages and disadvantages of teaching your friends?

(Menurutmu apa keuntungan dan kelemahanmu mengajari teman-temanmu?)

Appendix 5

OBSERVATION IN THE CLASS

Student's Name : Rossa Alifah Zuhra (Participant 1)

Class : VIII-6

The Student's Observation in Learning Process

| No. | Statement | Yes | No | Description |
|-----|--|-----|----|--|
| 1. | <p>The students are able to be actively involved in the learning process.</p> <p><i>Siswa dapat aktif berkontribusi saat proses pembelajaran bersama temannya.</i></p> | √ | | <p>The students could be more active in participating in the teaching learning process with her friend.</p> <p><i>Siswa dapat aktif berpartisipasi dalam proses belajar mengajar bersama temannya.</i></p> |
| 2. | <p>The students pay attention towards the explanation of his/her friend.</p> <p><i>Siswa memperhatikan penjelasan temannya mengenai materi bahasa inggris.</i></p> | √ | | <p>When the students acted as a tutor that explained the English material to her friend, the other students could listen and pay attention to her friend's explanation of the English material.</p> <p><i>Saat temannya yang berperan sebagai tutor menjelaskan mengenai materi bahasa inggris, temannya yang lain menyimak dan memperhatikan penjelasan temannya.</i></p> |
| 3. | <p>The students are able to understand the English material taught by his/her friend.</p> <p><i>Siswa dapat memahami materi bahasa inggris yang diajarkan oleh temannya.</i></p> | √ | | <p>The student who acted as a peer tutor could make her friend understand better about the English material or the English topic that they learnt.</p> <p><i>Temannya yang berperan sebagai guru dapat membuat</i></p> |

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| | | | | <i>nya lebih cepat memahami mengenai materi bahasa inggris.</i> |
| 4. | <p>Learning is done by using english language.</p> <p><i>Pembelajaran digunakan menggunakan bahasa inggris.</i></p> | √ | √ | <p>In the teaching learning process between the peer tutor and other students, they did not use English as their language. Indeed, they used informal language that could make them easier to understand the English material better.</p> <p><i>Saat proses belajar mengajar yang dilakukan antara teman dan temannya yang lain, mereka menggunakan bahasa informal yang dapat lebih memudahkan mereka memahami materi bahasa inggris.</i></p> |
| 5. | <p>The students look more active and excited when his/her friend teach them.</p> <p><i>Siswa terlihat lebih aktif dan semangat saat temannya mengajarnya.</i></p> | √ | √ | <p>In the teaching learning process with her friend as a peer tutor, other students looked happier, more active, and excited in the English learning process.</p> <p><i>Saat belajar bersama temannya, siswa terlihat gembira dan aktif dalam proses pembelajaran.</i></p> |
| 6. | <p>The students ask the questions directly to her/his friend about the english material.</p> <p><i>Siswa menanyakan langsung hal-hal yang tidak dipahami kepada temannya.</i></p> | √ | √ | <p>The students were active in asking the question directly or the English material that still needed more explanation to her friend as a peer tutor.</p> <p><i>Siswa aktif bertanya hal secara langsung kepada temannya saat ada hal-hal yang ingin ditanyakan atau materi yang masih belum dipahami secara</i></p> |

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| | | | | <i>jelas.</i> |
| 7. | <p>The students practice directly towards the English material that has been taught by his/her friend.</p> <p><i>Siswa mempraktekkan langsung mengenai materi bahasa inggris yang sedang diajarkan oleh temannya.</i></p> | √ | | <p>When her friend acted as a peer tutor, the students were brave to give example of the English material and practice directly about the English topic they learnt.</p> <p><i>Saat temannya yang berperan sebagai tutor, siswa berani mencontohkan dan mempraktekkan langsung mengenai materi atau topik bahasa inggris yang sedang diajarkan.</i></p> |
| 8. | <p>The students conclude the English material that has been taught by his/her friend and explain it by using their own words.</p> <p><i>Siswa mampu menyimpulkan mengenai materi bahasa inggris yang diajarkan dan menjelaskan kembali materi bahasa inggris yang sudah dipelajari.</i></p> | √ | | <p>In the teaching learning process with her friend, the student could conclude the English material or the English topic they learnt by using their own words.</p> <p><i>Saat proses pembelajaran bersama temannya, siswa terlihat dapat menyimpulkan kembali materi yang diajarkan oleh temannya menggunakan bahasa mereka sendiri.</i></p> |

Student's Name : Muhammad Fauzan (Participant 2)

Class : VIII-6

The Student's Observation in Learning Process

| No. | Statement | Yes | No | Description |
|-----|--|-----|----|--|
| 1. | <p>The students are able to be actively involved in the learning process.</p> <p><i>Siswa dapat aktif berkontribusi saat proses pembelajaran bersama temannya.</i></p> | √ | | <p>The students could be more active in participating in the teaching learning process with her friend. Eventhough, the peer tutor who taught him was his friend.</p> <p><i>Siswa terlihat aktif berpartisipasi dalam proses belajar mengajar bersama temannya. Meskipun yang mengajarnya adalah teman sebayanya sendiri, siswa malah lebih aktif berpartisipasi dibandingkan saat bersama gurunya.</i></p> |
| 2. | <p>The students pay attention towards the explanation of his/her friend.</p> <p><i>Siswa memperhatikan penjelasan temannya mengenai materi bahasa inggris.</i></p> | √ | | <p>When the student acted as a tutor that explained the English material to his friends, the other students could listen and pay attention to his friend's explanation of the English material. Eventhough, sometimes they joked around together with their friends.</p> <p><i>Saat temannya yang berperan sebagai tutor menjelaskan mengenai materi bahasa inggris, temannya yang lain menyimak dan memperhatikan penjelasan temannya. Walaupun, terkadang diselingi dengan candaan sesama teman, siswa menyimak dengan</i></p> |

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| | | | | <i>baik apa yang dijelaskan temannya</i> |
| 3. | <p>The students are able to understand the English material taught by his/her friend.</p> <p><i>Siswa dapat memahami materi bahasa inggris yang diajarkan oleh temannya.</i></p> | √ | | <p>The student who acted as a peer tutor could make his friends understand better about the English material or the English topic that they learnt.</p> <p><i>Temannya yang berperan sebagai guru dapat membuatnya lebih cepat memahami mengenai materi bahasa inggris.</i></p> |
| 4. | <p>Learning is done by using english language.</p> <p><i>Pembelajaran digunakan menggunakan bahasa inggris.</i></p> | | √ | <p>In the teaching learning process between the peer tutor and other students, they did not use English as their language. Indeed, they used informal language that could make them easier to understand the English material better.</p> <p><i>Saat proses belajar mengajar yang dilakukan antara teman dan temannya yang lain, mereka menggunakan bahasa informal yang dapat lebih memudahkan mereka memahami materi bahasa inggris.</i></p> |
| 5. | <p>The students look more active and excited when his/her friend teach them.</p> <p><i>Siswa terlihat lebih aktif dan semangat saat temannya mengajarnya.</i></p> | √ | | <p>In the teaching learning process with his friend as a peer tutor, other students looked happier, more active, and excited in the English learning process.</p> |

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| | | | | <p><i>Saat belajar bersama temannya, siswa terlihat gembira dan aktif dalam proses pembelajaran.</i></p> |
| 6. | <p>The students ask the questions directly to her/his friend about the english material.</p> <p><i>Siswa menanyakan langsung hal-hal yang tidak dipahami kepada temannya.</i></p> | √ | | <p>The students were active in asking the question directly or the English material that still needed more explanation to his friend as a peer tutor. Sometimes, the peer tutor and the students discussed the english topic together.</p> <p><i>Siswa aktif bertanya hal secara langsung kepada temannya saat ada hal-hal yang ingin ditanyakan atau materi yang masih belum dipahami secara jelas. Terkadang, teman yang berperan sebagai guru sebaya juga berdiskusi dengan teman lainnya sambil belajar.</i></p> |
| 7. | <p>The students practice directly towards the English material that has been taught by his/her friend.</p> <p><i>Siswa mempraktekkan langsung mengenai materi bahasa inggris yang sedang diajarkan oleh temannya.</i></p> | √ | | <p>When his friend acted as a peer tutor, the students were brave to give example of the English material and practice directly about the English topic they learnt.</p> <p><i>Saat temannya yang berperan sebagai tutor, siswa berani mencontohkan dan mempraktekkan langsung mengenai materi atau topik bahasa inggris yang sedang diajarkan.</i></p> |
| 8. | <p>The students conclude the English material that has been taught by his/her friend and explain it by using their own words.</p> | | √ | <p>In the teaching learning process with her friend, the students could conclude the English material or the English topic they learnt by using their own words. But, there were sometimes the students who</p> |

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| | <p><i>Siswa mampu menyimpulkan mengenai materi bahasa inggris yang diajarkan dan menjelaskan kembali materi bahasa inggris yang sudah dipelajari.</i></p> | | | <p>could not conclude the English topic well.</p> <p><i>Saat proses pembelajaran bersama temannya, siswa terlihat malu untuk menyimpulkan kembali materi yang diajarkan oleh temannya. Namun demikian, saat proses pembelajaran siswa dapat memahami dan menyerap apa yang diajarkan temannya. Tetapi, ada juga beberapa siswa yang lain yang tidak bisa menyimpulkan dengan baik.</i></p> |
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Student's Name : Anissa Cintya Bella (Participant 3)

Class : VIII-6

The Student's Observation in Learning Process

| No. | Statement | Yes | No | Description |
|-----|--|-----|----|---|
| 1. | <p>The students are able to be actively involved in the learning process.</p> <p><i>Siswa dapat aktif berkontribusi saat proses pembelajaran bersama temannya.</i></p> | √ | | <p>The students could be more active in participating in the teaching learning process with her friend. Especially, the female students who looked more active to learn with their female tutor.</p> <p><i>Siswa terlihat aktif berpartisipasi dalam proses belajar mengajar bersama temannya. Terutama, siswa perempuan yang terlihat lebih aktif belajar bersama tutor sebaya perempuannya.</i></p> |

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| 2. | <p>The students pay attention towards the explanation of his/her friend.</p> <p><i>Siswa memperhatikan penjelasannya mengenai materi bahasa inggris.</i></p> | √ | <p>When the students acted as a tutor that explained the English material to her friend, the other students could listen and pay attention to her friend's explanation of the English material.</p> <p><i>Saat temannya yang berperan sebagai tutor menjelaskan mengenai materi bahasa inggris, temannya yang lain menyimak dan memperhatikan penjelasan temannya.</i></p> |
| 3. | <p>The students are able to understand the English material taught by his/her friend.</p> <p><i>Siswa dapat memahami materi bahasa inggris yang diajarkan oleh temannya.</i></p> | √ | <p>The student who acted as a peer tutor could make her friend understand better about the English material or the English topic that they learnt. They looked more comfort to learn English with their peer tutor than their English teacher.</p> <p><i>Temannya yang berperan sebagai guru dapat membuatnya lebih cepat memahami mengenai materi bahasa inggris. Mereka terlihat lebih nyaman belajar bahasa inggris bersama tutor teman sebayanya dibanding gurunya.</i></p> |
| 4. | <p>Learning is done by using english language.</p> <p><i>Pembelajaran digunakan menggunakan bahasa inggris.</i></p> | √ | <p>In the teaching learning process between the peer tutor and other students, they did not use English as their language. Indeed, they used informal language that could make them easier to understand the English material better.</p> <p><i>Saat proses belajar mengajar yang dilakukan antara teman dan temannya yang lain, mereka menggunakan bahasa informal yang dapat lebih</i></p> |

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| | | | | <p><i>memudahkan mereka memahami materi bahasa inggris.</i></p> |
| 5. | <p>The students look more active and excited when his/her friend teach them.</p> <p><i>Siswa terlihat lebih aktif dan semangat saat temannya mengajarnya.</i></p> | √ | | <p>In the teaching learning process with her friend as a peer tutor, other students looked happier, more active, and excited in the English learning process. They also sometimes joke around and laugh together while learning English with their peer tutor.</p> <p><i>Saat belajar bersama temannya, siswa terlihat gembira dan aktif dalam proses pembelajaran. Mereka juga terkadang sering bercanda dan tertawa ringan sambil belajar bahasa inggris bersama tutor sebayanya.</i></p> |
| 6. | <p>The students ask the questions directly to her/his friend about the english material.</p> <p><i>Siswa menanyakan langsung hal-hal yang tidak dipahami kepada temannya.</i></p> | √ | | <p>The students were active in asking the question directly or the English material that still needed more explanation to her friend as a peer tutor.</p> <p><i>Siswa aktif bertanya hal secara langsung kepada temannya saat ada hal-hal yang ingin ditanyakan atau materi yang masih belum dipahami secara jelas.</i></p> |
| 7. | <p>The students practice directly towards the English material that has been taught by his/her friend.</p> <p><i>Siswa mempraktekkan langsung mengenai materi bahasa inggris yang sedang diajarkan oleh temannya.</i></p> | √ | | <p>When her friend acted as a peer tutor, the students were brave to give example of the English material and practice directly about the English topic they learnt.</p> <p><i>Saat temannya yang berperan sebagai tutor, siswa berani</i></p> |

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| | | | | <i>mencontohkan dan mempraktekkan langsung mengenai materi atau topik bahasa inggris yang sedang diajarkan.</i> |
| 8. | The students conclude the English material that has been taught by his/her friend and explain it by using their own words. <i>Siswa mampu menyimpulkan mengenai materi bahasa inggris yang diajarkan dan menjelaskan kembali materi bahasa inggris yang sudah dipelajari.</i> | √ | | In the teaching learning process with her friend, the student could conclude the English material or the English topic they learnt by using their own words. <i>Saat proses pembelajaran bersama temannya, siswa terlihat dapat menyimpulkan kembali materi yang diajarkan oleh temannya menggunakan bahasa mereka sendiri.</i> |

Student's Name : Muhammad Aulia (Participant 4)

Class : VIII-6

The Student's Observation in Learning Process

| No. | Statement | Yes | No | Description |
|-----|---|-----|----|---|
| 1. | The students are able to be actively involved in the learning process. <i>Siswa dapat aktif berkontribusi saat proses pembelajaran bersama temannya.</i> | √ | | The students could be more active in participating in the teaching learning process with her friend. Eventhough, the peer tutor who taught him was his friend. <i>Siswa terlihat aktif berpartisipasi dalam proses belajar mengajar bersama temannya. Selain itu, karena yang mengajarnya adalah</i> |

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| | | | | <p><i>teman sebayanya sendiri, siswa malah lebih aktif berpartisipasi dibandingkan saat bersama gurunya.</i></p> |
| 2. | <p>The students pay attention towards the explanation of his/her friend.</p> <p><i>Siswa memperhatikan penjelasan temannya mengenai materi bahasa inggris.</i></p> | √ | | <p>When the student acted as a tutor that explained the English material to his friends, the other students could listen and pay attention to his friend's explanation of the English material. Eventhough, sometimes they joked around together with their friends.</p> <p><i>Saat temannya yang berperan sebagai tutor menjelaskan mengenai materi bahasa inggris, temannya yang lain menyimak dan memperhatikan penjelasan temannya.</i></p> |
| 3. | <p>The students are able to understand the English material taught by his/her friend.</p> <p><i>Siswa dapat memahami materi bahasa inggris yang diajarkan oleh temannya.</i></p> | √ | | <p>The student who acted as a peer tutor could make his friends understand better about the English material or the English topic that they learnt.</p> <p><i>Temannya yang berperan sebagai guru dapat membuatnya lebih cepat memahami mengenai materi bahasa inggris.</i></p> |
| 4. | <p>Learning is done by using english language.</p> <p><i>Pembelajaran digunakan menggunakan bahasa inggris.</i></p> | | √ | <p>In the teaching learning process between the peer tutor and other students, they did not use English as their language. Indeed, they used informal language that could make them easier to understand the English material better.</p> |

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| | | | | <p>Saat proses belajar mengajar yang dilakukan antara teman dan temannya yang lain, mereka menggunakan bahasa informal yang dapat lebih memudahkan mereka memahami materi bahasa Inggris.</p> |
| 5. | <p>The students look more active and excited when his/her friend teach them.</p> <p><i>Siswa terlihat lebih aktif dan semangat saat temannya mengajarnya.</i></p> | √ | | <p>In the teaching learning process with his friend as a peer tutor, other students looked happier, more active, and excited in the English learning process. Sometimes, they joke around and laugh together with their friends while learning.</p> <p><i>Saat belajar bersama temannya, siswa terlihat gembira dan aktif dalam proses pembelajaran. Siswa terlihat lebih berani dalam mengemukakan pendapatnya mengenai materi bahasa Inggris. Terkadang, mereka juga bercanda dan tertawa bersama sambil belajar bersama temannya.</i></p> |
| 6. | <p>The students ask the questions directly to her/his friend about the English material.</p> <p><i>Siswa menanyakan langsung hal-hal yang tidak dipahami kepada temannya.</i></p> | √ | | <p>The students were active in asking the question directly or the English material that still needed more explanation to his friend as a peer tutor. Sometimes, the peer tutor and the students discussed the English topic together.</p> <p><i>Siswa aktif bertanya hal secara langsung kepada temannya saat ada hal-hal yang ingin ditanyakan atau materi yang masih belum dipahami secara jelas.</i></p> |

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| 7. | <p>The students practice directly towards the English material that has been taught by his/her friend.</p> <p><i>Siswa mempraktekkan langsung mengenai materi bahasa inggris yang sedang diajarkan oleh temannya.</i></p> | √ | | <p>When his friend acted as a peer tutor, the students were brave to give example of the English material and practice directly about the English topic they learnt.</p> <p><i>Saat temannya yang berperan sebagai tutor, siswa berani mencontohkan dan mempraktekkan langsung mengenai materi atau topik bahasa inggris yang sedang diajarkan.</i></p> |
| 8. | <p>The students conclude the English material that has been taught by his/her friend and explain it by using their own words.</p> <p><i>Siswa mampu menyimpulkan mengenai materi bahasa inggris yang diajarkan dan menjelaskan kembali materi bahasa inggris yang sudah dipelajari.</i></p> | √ | | <p>In the teaching learning process with her friend, the students could conclude the English material or the English topic they learnt by using their own words. But, there were sometimes the students who could not conclude the English topic well.</p> <p><i>Saat proses pembelajaran bersama temannya, siswa terlihat dapat menyimpulkan kembali materi yang diajarkan oleh temannya menggunakan bahasa mereka sendiri.</i></p> |

Appendix 6

TRANSCRIPT OF INTERVIEW

➤ *Participant 1 (Student X from Class VIII-8)*

Q1 : Do you often teach your friends about English material in your English class? Is your friend excited? (*Apakah kamu sering mengajari temanmu saat di dalam kelas bahasa inggris? Apakah teman-temanmu antusias?*)

P1 : lumayan sering ngajarin kawan bahasa inggris, paling sering ya pas habis pelajaran bahasa inggris atau pas waktu jam istirahat gitu buk.

Q2 : How many times in a day do you teach your friends about English material? (*Berapa dalam kali sehari kamu mengajari teman-temanmu tentang materi bahasa inggris?*)

P1 : tergantung berapa kali pelajarannya sih. Biasanya kalau dalam seminggu ada tiga hari belajar bahasa inggris. Jadi Cuma di hari itu aja belajar bahasa inggrisnya. Tapi kadang di hari-hari lain kalau ada kawan yang minta ajarin dan tanya tentang bahasa inggris ya saya ajarin buk ke kawan.

Q3 : What are your reasons in teaching your friends about English material? (*Apa alasan kamu mengajari temanmu tentang materi bahasa inggris?*)

P1 : supaya kawan-kawan ngerti tentang bahasa inggris. Karna sayang pas guru jelasin kawan banyak yang gak ngerti dan gak berani tanya. Jadi saya bantu jelasin dan ajarin kawan-kawan supaya ngerti.

Q4 : Do your friends understand when you teach them about English material? (*Apakah teman-temanmu paham saat kamu mengajari mereka tentang materi bahasa inggris?*)

P1 : kebanyakan mereka paham apa yang saya ajarin buk, tapi kadang ada juga beberapa yang ga paham. Karna kadang ada juga yang kurang ngerti pas guru jelasin, guru nya pun kadang ga jelas-jelas kali ngejelasinnya buk.

Q5 : Why do you teach your friends meanwhile your teacher has taught the English material in English class? (*Mengapa kamu mengajari temanmu padahal guru bahasa inggris sebelumnya sudah menjelaskan tentang materi tersebut di dalam kelas bahasa inggris?*)

P1 : karna supaya kawan-kawan juga tau kalau bahasa inggris itu penting. Walaupun ada guru yang uda ajarin, kawan ga berani tanya sama gurunya. Jadi saya yang tanya kalau ada yang kurang jelas pas guru jelasin. Habis tu baru saya jelasin ke kawan-kawan, baru kawan ngerti.

Q6 : How do you teach your friends about English material in this Covid-19 Pandemic situation? (*Bagaimana cara kamu mengajari temanmu tentang materi bahasa inggris di masa pandemic Covid-19 ini?*)

P1 : ini kan lagi covid buk. kami juga belajar disekolah pakek shift gitu buk. Jadi kadang pun karna pandemik gini sulit belajar disekolah buk, guru nya pun ga jelas-jelas kali ngajarinnya. Kadang dikirim video belajar gitu lewat grup wA. Jadi kawan banyak yang ga ngerti. Sering tanyain ke saya buk, minta ajarin. Jadi kadang pas waktu istirahat di sekolah, saya ajarin buk. Atau pas lagi ga ada kelas, kadang juga ada yang chat dan telfon dari wA minta ajarin caranya.

Q7 : How do you interact with your friends when teaching them about english material? Do you use gesture or your own words when teaching your friend about english? (*Apakah kamu menggunakan gesture atau menggunakan bahasa kamu sendiri saat mengajari temanmu bahasa inggris?*)

P1 : hmm.. kadang kawan sering tanya arti kata gitu buk, jadi saya peragain. Kadang ada yang tanya cara baca nya, jadi saya kasi tau cara bacanya. Tergantung sih sebenarnya buk.

Q8 : Do you think your friends understand better when you teach them or when your english teacher teaches that English material? (*Apakah menurutmu temanmu lebih cepat paham saat kamu yang mengajari temanmu atau pada saat gurumu yang mengajar materi tersebut?*)

P1 : kayaknya kawan-kawan lebih paham pas saya ajarin, karna orang ini ga berani ngomong sama guru, gak berani tanya sama guru. Jadi kawan-kawan tanya sama saya disuruh jelasin yang ibuk jelasin tadi.

Q9 : Based on your opinion, what are the advantages and disadvantages of teaching your friends in this pandemic situation? (Menurutmu apa keuntungan dan kelemahan mu mengajari teman-temanmu?)

P1 : keuntungannya senang aja kalau yang saya ajarin itu orang ini paham, apalagi ajarin kawan-kawan sendiri. Udah gitu kan buk lagi masa covid gini, waktu belajar disekolah juga makin dikit. Kawan juga banyak ngeluh karna ga paham yang diajari guru, jadi saya ajarin. Kayaknya ga ada kelemahannya dan ruginya untuk saya buk, malah kalau saya ajarin kawan saya malah lebih paham lagi.

➤ *Participant 2 (Student Y from Class VIII-8)*

Q1 : Do you often teach your friends about English material in your English class? Is your friend excited? (Apakah kamu sering mengajari temanmu saat di dalam kelas bahasa inggris? Apakah teman-temanmu antusias?)

P2 : Tergantung buk, kadang pas kawan ga ngerti aja baru saya ajarin kawan-kawan buk.

Q2 : How many times in a day do you teach your friends about English material? (Berapa dalam kali sehari kamu mengajari teman-temanmu tentang materi bahasa inggris?)

P2 : ngga tiap hari buk. Karna dalam seminggu cuma tiga hari belajar bahasa inggris. Jadi Cuma di hari tertentu aja belajar bahasa inggrisnya, pas kawan-kawan ada yang ga paham baru saya ajarin.

Q3 : What are your reasons in teaching your friends about English material? (Apa alasan kamu mengajari temanmu tentang materi bahasa inggris?)

P2 : Karna sayang pas guru jelasin kawan banyak yang gak ngerti dan gak berani tanya buk. Jadi saya bantu jelasin dan ajarin kawan-kawan supaya ngerti.

Q4 : Do your friends understand when you teach them about English material? (Apakah teman-temanmu paham saat kamu mengajari mereka tentang materi bahasa inggris?)

P2 : kebanyakan lebih paham yang saya ajarin buk. Kawan-kawan ga berani tanya sama guru kalau ga paham karna ibuk itu sering marah-marah, jadi ditanya ke saya buk.

Q5 : Why do you teach your friends meanwhile your teacher has taught the English material in English class? (Mengapa kamu mengajari temanmu padahal guru bahasa inggris sebelumnya sudah menjelaskan tentang materi tersebut di dalam kelas bahasa inggris?)

P2 : karna supaya kawan-kawan juga tau kalau bahasa inggris itu penting. Walaupun ada guru yang uda ajarin, kawan ga berani tanya sama gurunya. Jadi saya yang tanya kalau ada yang kurang jelas pas guru jelasin. Habis tu baru saya jelasin ke kawan-kawan, baru kawan ngerti.

Q6 : How do you teach your friends about English material in this Covid-19 Pandemic situation? (Bagaimana cara kamu mengajari temanmu tentang materi bahasa inggris di masa pandemic Covid-19 ini?)

P2 : cara ngajarinnya ya tergantung buk. Kalau lagi covid gini kadang jarang jumpa kawan di sekolah, dan guru juga kurang jelas ngejelasinnya. Kalau lagi di sekolah pas istirahat kawan minta ajarin, tapi kadang pas duduk-duduk diluar sama kawan saya ajarin juga buk, sering juga gitu buat PR bahasa inggris sama-sama. Jadi sekalian saya ajarin buk.

Q7 : How do you interact with your friends when teaching them about english material? Do you use gesture or your own words when teaching your

friend about english? (*Apakah kamu menggunakan gesture atau menggunakan bahasa kamu sendiri saat mengajari temanmu bahasa inggris?*)

P2 : seringnya pakek kata-kata gitu buk. Kawan sering gatau arti kata nya, saya yang kasi tau. kadang cara ngajarin nya peragain langsung gitu buk katanya. Kawan kadang banyak ga tau arti kata ya saya peragain buk

Q8 : Do you think your friends understand better when you teach them or when your english teacher teaches that English material? (*Apakah menurutmu temanmu lebih cepat paham saat kamu yang mengajari temanmu atau pada saat gurumu yang mengajar materi tersebut?*)

P2 : yang saya lihat kayaknya kawan-kawan lebih paham pas saya ajarin, karna orang ini ga berani ngomong sama guru, gak berani tanya sama guru. Guru nya juga sering marah-marah, takut tanya orang ni.

Q9 : Based on your opinion, what are the advantages and disadvantages of teaching your friends? (*Menurutmu apa keuntungan dan kelemahan mu mengajari teman-temanmu?*)

P2 : ya senang aja kalau ajarin kawan sendiri, orang ni pun paham. Ga ada ruginya juga buk ngajarin kawan-kawan, dapat pahala juga kan buk.

➤ *Participant 3 (Student Z from Class VIII-8)*

Q1 : Do you often teach your friends about English material in your English class? Is your friend excited? (*Apakah kamu sering mengajari temanmu saat di dalam kelas bahasa inggris? Apakah teman-temanmu antusias?*)

P3 : selama ini kayaknya lumayan sering ngajarin kawan bahasa inggris buk, biasa pas habis pelajaran bahasa inggris atau pas waktu jam istirahat gitu buk.

Q2 : How many times in a day do you teach your friends about English material? (*Berapa dalam kali sehari kamu mengajari teman-temanmu tentang materi bahasa inggris?*)

P3 : ga tiap hari buk, tergantung berapa kali pelajarannya. Biasa kalau dalam seminggu ada tiga hari belajar bahasa inggris. Jadi Cuma pas di hari itu aja belajar bahasa inggrisnya.

Q3 : What are your reasons in teaching your friends about English material?
(Apa alasan kamu mengajari temanmu tentang materi bahasa inggris?)

P3 : karna kawan banyak yang ga ngerti bahasa inggris. Dan saya juga suka bahasa inggris. Jadi saya suka ngajarin orang ni kalau ga paham dan gatau tentang bahasa inggris.

Q4 : Do your friends understand when you teach them about English material?
(Apakah teman-temanmu paham saat kamu mengajari mereka tentang materi bahasa inggris?)

P3 : kebanyakan ngerti yang saya ajarin buk, tapi kadang ada juga beberapa yang ga paham. Karna kadang ada juga yang kurang ngerti pas guru jelasin, guru nya pun kadang ga jelas-jelas kali ngejelasinnya buk.

Q5 : Why do you teach your friends meanwhile your teacher has taught the English material in English class?
(Mengapa kamu mengajari temanmu padahal guru bahasa inggris sebelumnya sudah menjelaskan tentang materi tersebut di dalam kelas bahasa inggris?)

P3 : karna walaupun ada guru yang uda ajarin, kawan ga berani tanya sama gurunya. Jadi saya yang tanya kalau ada yang kurang jelas pas guru jelasin. Habis tu baru saya jelasin ke kawan-kawan, baru kawan ngerti. Kawan pun cepat paham yang saya jelasin dari pada gurunya.

Q6 : How do you teach your friends about English material in this Covid-19 Pandemic situation?
(Bagaimana cara kamu mengajari temanmu tentang materi bahasa inggris di masa pandemic Covid-19 ini?)

P3 : kalau lagi covid gini kan jarang keluar saya buk, takut juga kan. Biasanya disekolah pas ada waktu senggang, kawan yang tanyain dan minta ajarin ke saya.

Ya saya ajarin buk sebisa saya. Saya juga memang suka bahasa inggris. Mungkin makanya kawan sering minta ajarin ke saya. Kadang sering juga lewat chatting dan wA buk.

Q7 : How do you interact with your friends when teaching them about english material? Do you use gesture or your own words when teaching your friend about english? (Apakah kamu menggunakan gesture atau menggunakan bahasa kamu sendiri saat mengajari temanmu bahasa inggris?)

P3 : biasanya paling sering kawan telfon lewat wA atau chat gitu tanya tentang bahasa inggris. Kadang tanya arti kata, arti teks dan paragraph gitu buk. Jadi saya jelasin sebisa saya buk. Kalau pas lagi disekolah, sering juga saya peragain kata-katanya langsung gitu. Kawan lebih cepat paham gitu. kadang tanya dulu yang mana yang ga pahamnya, baru saya contohin dan ajarin buk. Kadang juga kalau kawan ada yang gatau arti langsung saya peragain gitu buk, cepat paham kalau gitu.

Q8 : Do you think your friends understand better when you teach them or when your english teacher teaches that English material? (Apakah menurutmu temanmu lebih cepat paham saat kamu yang mengajari temanmu atau pada saat gurumu yang mengajar materi tersebut?)

P3 : lebih cepat paham pas saya ajarin buk, buktinya orang ni bisa langsung contohin contoh yang lain tentang topiknya buk. Orang ini ga berani ngomong sama guru, gak berani tanya sama guru. Jadi kawan lebih cepat paham yang saya jelasin.

Q9 : Based on your opinion, what are the advantages and disadvantages of teaching your friends? (Menurutmu apa keuntungan dan kelemahan mu mengajari teman-temanmu?)

P3 : keuntungannya apa ya.. senang aja kalau yang saya ajarin itu bermanfaat buat kawan buk, kan pun kawan-kawan sendiri. Puas aja gitu buk senang saya.

Kayaknya ga ada kelemahannya dan ruginya untuk saya buk, malah suka ajarin kawan saya karna bisa lebih cepat paham.

➤ *Participant 4 (Student X from Class VIII-8)*

Q1 : Do you often teach your friends about English material in your English class? Is your friend excited? (Apakah kamu sering mengajari temanmu saat di dalam kelas bahasa inggris? Apakah teman-temanmu antusias?)

P4 : kalau ngajarin kawan lumayan sering buk, pas lagi orang ni ga paham aja sih buk. Kawan-kawan suka kalau saya ajarin orang ni cepat paham. Senang kawan buk antusias juga mau belajar.

Q2 : How many times in a day do you teach your friends about English material? (Berapa dalam kali sehari kamu mengajari teman-temanmu tentang materi bahasa inggris?)

P4 : tergantung buk. Karna ga tiap hari ada pelajaran bahasa inggris. Biasanya kalau dalam seminggu ada tiga hari belajar bahasa inggris. Jadi Cuma di hari itu aja belajar bahasa inggrisnya. Tapi kadang di hari-hari lain kalau ada kawan yang minta ajarin dan tanya tentang bahasa inggris ya saya ajarin buk ke kawan.

Q3 : What are your reasons in teaching your friends about English material? (Apa alasan kamu mengajari temanmu tentang materi bahasa inggris?)

P4 : pertama kan buk, kawan banyak ga ngerti bahasa inggris. Kebetulan saya pun suka bahasa inggris buk, keren aja gitu. Jadi saya ajarin yang saya bisa buk. Kadang juga yang guru jelasin kawan banyak yang gak ngerti dan gak berani tanya. Jadi saya bantu jelasin biar cepat paham.

Q4 : Do your friends understand when you teach them about English material? (Apakah teman-temanmu paham saat kamu mengajari mereka tentang materi bahasa inggris?)

P4 : cepat paham yang saya ajarin lagi buk, tapi kadang ada juga beberapa yang ga paham. Mungkin kalau sama guru takut kawan-kawan buk. Karna kadang ada juga yang kurang ngerti pas guru jelasin, guru nya pun kadang ga jelas-jelas kali ngejelasinnya buk, sering marah-marah gitu. Jadi kawan pun ga berani.

Q5 : Why do you teach your friends meanwhile your teacher has taught the English material in English class? (Mengapa kamu mengajari temanmu padahal guru bahasa inggris sebelumnya sudah menjelaskan tentang materi tersebut di dalam kelas bahasa inggris?)

P4 : karna supaya kawan-kawan cepat paham buk. Saya juga tau kalau bahasa inggris itu penting. Walaupun kadang uda dijelasin guru, kawan tetap ga ngerti ga berani tanya sama gurunya. Jadi kalau ada yang kurang jelas pas guru jelasin, kawan tanya ke saya dan saya jelasin buk.

Q6 : How do you teach your friends about English material in this Covid-19 Pandemic situation? (Bagaimana cara kamu mengajari temanmu tentang materi bahasa inggris di masa pandemic Covid-19 ini?)

P4 : ya kalau kawan ada yang ga paham dan gatau arti, kawan biasa tanya ke saya artinya. Atau minta ajarin contohnya gimana gitu buk. Kalau sama guru gak berani tanya orang ni buk, takut, gurunya judes buk. Jadi ya tanya sama saya ya saya jelasin buk, sayang juga orang ni gak paham.

Q7 : How do you interact with your friends when teaching them about english material? Do you use gesture or your own words when teaching your friend about english? (Apakah kamu menggunakan gesture atau menggunakan bahasa kamu sendiri saat mengajari temanmu bahasa inggris?)

P4 : biasanya pakek kata-kata sendiri buk, yang cepat orang ni ngerti. Kadang saya peragain langsung kata-kata bahasa inggrisnya. kawan langsung tau jawabannya. Kadang juga kalau ada yang gatau cara bacanya, kawan sering tanya ke saya gimana cara bacanya.

kadang saya tanya dulu mana yang ga jelas guru jelasin tadi. Ya saya jelasin gitu terus buk yang saya tau dan pahami. kadang cara ngajarin nya suruh baca bacaan bahasa inggris yang ada di buku gitu, missal ada yang gatau cara bacanya, baru tanya balek ke saya buk, saya ajarin lagi.

Q8 : Do you think your friends understand better when you teach them or when your english teacher teaches that English material? (Apakah menurutmu temanmu lebih cepat paham saat kamu yang mengajari temanmu atau pada saat gurumu yang mengajar materi tersebut?)

P4 : saya yakin kan buk kawan lebih paham yang saya jelasin. Karna orang ni ga takut sama saya, karna kan saya kawannya buk. Apalagi kadang pas guru jelasin, orang ni ga berani nanya kalau ada yang ga jelas. Kalau saya berani terus tanya buk sama gurunya. kayaknya kawan-kawan lebih paham pas saya ajarin, kalau ada yang ga jelas pun langsung tanya saya buk gak takut-takut tanya.

Q9 : Based on your opinion, what are the advantages and disadvantages of teaching your friends? (Menurutmu apa keuntungan dan kelemahan mu mengajari teman-temanmu?)

P4 : keuntungannya bagus gitu bisa ajarin kawan, puas juga buk kalau kawan paham yang saya ajarin. Senang orang ini paham, apalagi ajarin kawan-kawan sendiri kan buk, ya ga ada ruginya lah buk. Dan saya juga ga keberatan ngajarin kawan, malah ilmunya juga bisa tahan lama buk.

Appendix 7

DOCUMENTATION



