

PEER TO PEER LEARNING ACTIVITY AT ZEC OF IAIN LANGSA

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2023 M/ 1444 H**

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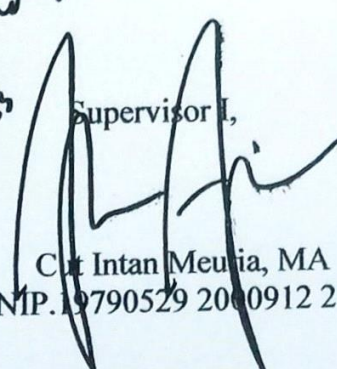
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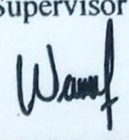
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Requirement
For The Degree of *Sarjana Pendidikan (S.Pd)* In English Language Education

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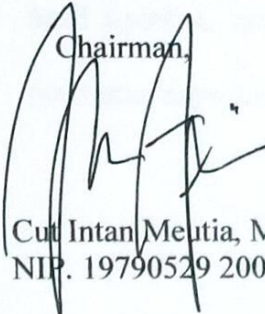
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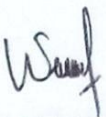
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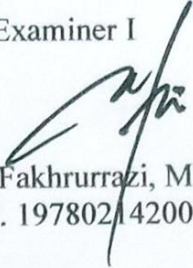
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "Pear To Pear Learning Activity at ZEC of IAIN Langsa" untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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The Researcher

Fera Intan Mutia

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ABSTRACT

Fera Intan Mutia, 2023. Pear To Pear Learning Activity at ZEC of IAIN Langsa.
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This research aimed to find out the students ability in English conversation by using peer to peer learning activity at ZEC of IAIN Langsa and to find out the difficulties do students face in improving their English conversation at ZEC of IAIN Langsa. The method of research was qualitative. The subject of research were tenth students at ZEC of IAIN Langsa. The data were collected by using observation and interview. The result of the research the students ability in English conversation by using peer to peer learning activity gives positive value to students' conversation skills where students are able to provide their opinions and ideas in English discussions, through peer to peer learning activities by implementing a collaboration system students become more knowledgeable which they can developed to practice students' conversations in English. Then, the difficulties do students face in English conversation of students in speaking English is limited vocabulary mastery which makes students have to think more when conveying their opinions and also their arguments to present to their friends. In addition, students often do not understand the meaning of what their friends are talking about, but this does not matter.

Key Word: *Peer to Peer learning Activity*

CHAPTER I

INTRODUCTION

A. Background of Study

People are embedded in a variety of social networks. A peer group consists of those who are of roughly equal status. *Peers* are a collection of individuals with whom the individual identifies and affiliates and from whom the individual seeks acceptance or approval. Two elements are particularly salient in this definition: *connection and acceptance*

First, peers are a group of people with whom an individual spends time and feels a sense of connection. Gibson states that Peers and peer groups are “situated through shared participation in particular types of behaviors and activities”. Not all students necessarily feel a sense of connection with other students in their university. Only when students are united by a shared identity or by participation in common activities do they form a peer group.¹

Second, a peer group is one from whom an individual seeks acceptance or approval. According to Abraham Maslow’s hierarchy of needs, seeking acceptance from others is among the most important needs for survival and happiness. Maslow hypothesized that individuals seek to fulfill increasingly complex sets of needs. Once an individual has fulfilled the basic physiological needs (such as shelter and food) and obtained personal safety, the next task is to secure love or

¹ Gibson, M. A., Gandara, P., & Koyama, J. P. (2004). The role of peers in the schooling of U.S. Mexican youth. In M. A. Gibson, P. Gandara, & J. P. Koyama (Eds.). *School connections: U.S. Mexican youth, peers, and school achievement* (pp. 1-17). New York: Teachers College Press. P. 4.

acceptance.² This often takes the form of seeking acceptance from peers. Identifying with and seeking acceptance from a peer group often go hand in hand. Tierney states that “Affiliation and acceptance are exclusively interrelated – each generates the other”. Being a member of a peer group necessitates that a student feel a sense of identification with his or her peers.³

We define a *peer group* as any set of same-age peers linked by a common interest or identity with whom individuals engage in sustained interaction. Sustained interaction suggests that individuals interact with the same set of peers on a regular basis over a significant amount of time. To ensure this sustained interaction, individuals must be invested in their peer groups and feel a sense of accountability to other members. Peer groups can refer to a student’s set of close friends, a student’s classmates, or a student’s teammates. Students can be part of or influenced by multiple peer groups at the same time. Their success is also shaped by their position within peer groups and various social networks.

The term *‘peer learning’* suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning.

Peer learning is not a single, undifferentiated educational strategy. It encompasses a broad sweep of activities. They ranged from the traditional proctor model, in which senior students tutor junior students, to the more

² Abraham Maslow, A Theory of Human Motivation. In J. M. Shafritz, J. S. Ott, & Y. S. Jang (Eds.), (Cambridge: New York, 2005), p. 65.

³ Tierney, W. G. & Colyar, J. E. The role of peer groups in college preparation programs. In W. G. Tierney, Z. B. Corwin, & J. E. Colyar (Eds.). *Preparing for college* (pp. 49-68). (Albany: State University of New York Press, 2005) p. 51

innovative learning cells, in which students in the same year form partnerships to assist each other with both course content and personal concerns. Other models involved discussion seminars, private study groups, a buddy system or counseling, peer- assessment schemes, collaborative project or laboratory work, projects in different sized (cascading) groups, workplace mentoring and community activities.

Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning. Peer learning is becoming an increasingly important part of many courses, and it is being used in a variety of contexts and disciplines in many countries.

Formalized peer learning can help students learn effectively. At a time when university resources are stretched and demands upon staff are increasing, it offers students the opportunity to learn from each other. It gives them considerably more practice than traditional teaching and learning methods in taking responsibility for their own learning and, more generally, learning how to learn. It is not a substitute for teaching and activities designed and conducted by staff members, but an important addition to the repertoire of teaching and learning activities that can enhance the quality of education.

Boud states that, in peer learning, students will construct their own meaning and understanding of what they need to learn. Essentially, students will be involved in searching for, collecting, analyzing, evaluating, integrating and

applying information to complete an assignment or solve a problem.⁴

Thus, students will engage themselves intellectually, emotionally and socially in “constructive conversation” and learn by talking and questioning each other’s views and reaching consensus or dissent.⁴Based on the above explanation, the writer would like to conduct a research which is entitled, “**Peer To Peer Learning Activity At ZEC of IAIN Langsa**”.

B. Research Question

Based on the above background, this study focuses on the following questions

1. How is students ability in English conversation by using peer to peer learning activity at ZEC of IAIN Langsa?
2. What difficulties do students face in English conversation atZEC of IAIN Langsa?

C. Purpose of Study

The purpose of this study are as the following:

1. To explore students ability in English conversation by using peer to peer learning activity at ZEC of IAIN Langsa
2. Find out the difficulties do students face in improving their English conversation at ZEC of IAIN Langsa

⁴ David Boud, Introduction: Making the move to peer learning. In D. Boud, R. Cohen, & J. Sampson. *Peer Learning for Higher Education*. (pp. 1–20). (London: Kogan Page Limited, 2001), p.16.

D. The Scope of Study

This study will be conducted at Zawiyah English Club (ZEC) of IAIN Langsa to find out the students' ability in English conversation by using peer to peer learning activity at ZEC of IAIN Langsa and the difficulties the students face in English conversation at ZEC of IAIN Langsa, the writer only concentrates on students speaking ability.

E. Significance of Study

This study is expected to provide meaningful contribution either for theoretical or practical concerns. Theoretically, the result of this study is expected to enrich the existing theory of peer to peer learning. Practically, the result of this study is expected to give a broader overview for the students on peer to peer learning activity

Meanwhile, for the students, they are hoped to gain better understanding on peer to peer learning activity and be involved in searching for, collecting, analyzing, evaluating, integrating and applying information to complete an assignment or solve a problem in speaking skill. Besides, for the ZEC management, it would give contribution in developing the ZEC members to improve their ability in English conversation.

In addition, it is hoped that the result of this study can be used as a reference for other researchers to solve the same problem in peer to peer learning activity, for the writer herself, it can be a great input on how to help students to

improve their English conversation by peer to peer learning activity.

F. Definition of Key Terms

To avoid misunderstanding, the writer defines key terms used in this research as follows:

Boud explains that Peer learning in its broadest sense means students learning from and with each other in both formal and informal ways.⁵The emphasis is on the learning process, including the emotional support that learners offer each other, as much as the learning task itself.

ZEC, it is an organization so called Zawiyah English Club where the students of English department take part in this club to improve their speaking ability by practicing speaking with the members of *ZEC*.

⁵ David Boud, Introduction: Making the move to peer learning. In D. Boud, R. Cohen, & J. Sampson. *Peer Learning for Higher Education*. (pp. 1–20). (London: Kogan Page Limited, 2001), p. 18.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter would describe research finding and discussion. The research finding was to found about peer to peer learning activity at ZEC IAIN Langsa. This research instrument used for analyze data observation and interview. This research aims to determine peer to peer learning activity at ZEC . The researcher obtained data through observation, interview. The subject of research was 10 students at ZEC of IAIN Langsa. The research was conducted on 10th August 2023 until 3th September 2023. Students observation and interview activity at secret ZEC romm of IIAN Langsa.

To obtain information related to observations and interviews, the researcher directly observed fifteen students who took part in the ZEC class during their activities. Observation activities were carried out during three weeks of meetings. Then, after conducting observations to obtain more complete and clear information regarding about peer to peer learning process at ZEC of IAIN Langsa, the researcher conducted interviews with five students who were directly involved in peer to peer learning activities at ZEC. The results of observations and interviews are as follows

1. Students Ability in English Conversation by Using Peer to Peer Learning Activity At ZEC

Peer to peer learning activity at ZEC of IAIN Langsa is one of the study groups held for all majors. This activity to increase students' insight and knowledge and also of course to create a critical generation of students. To obtain data related to students' conversation skills through peer to peer learning activities, researchers carried out observations to take part in learning activities at ZEC of IAIN Langsa which were carried out over four meetings starting on August 10 2023. In this observation activity the researcher observed all the processes carried out by students through peer to peer learning activities.

While observing peer to peer learning activities, researchers found very active and creative learning activities which were clearly visible from the learning process starting from the presentation of learning activities to the discussions held during these activities. Apart from that, all students seemed very enthusiastic about participating in learning activities carried out in groups and there were also fun activities carried out such as games that were provided between activities so that the learning atmosphere became more lively and energetic which showed students' interest in honing their conversation skills.

Apart from that, peer to peer learning activities also involve students becoming more insightful in the process of their learning activities because those who have more insight and experience share their insights and experiences with their peers. So, other students who do not understand the parts discussed will have new insights through this activity. In this activity, students become more open-

mindful because students exchange ideas and also give their opinions so that an interesting discussion or presentation process is formed and is also full of insights possessed by students who are experienced or who have no experience at all related to the topic they are discussing.

Meanwhile, peer to peer learning activities at ZEC provide experience for students who take part in these learning activities through the collaboration system implemented and also the learning formation process which really supports students in developing their experience by working together and also exchanging experiences that provide experience. -interesting experiences for students so that they have new experiences from the learning process they are participating in with a system that is capable of involving all students providing their opinions, ideas, experiences, and some of them can even solve the problems they are discussing based on their own experiences.

Moreover, the peer to peer learning activity at ZEC of IAIN Langsa, where the learning process involves a discussion system and small groups are also formed for them to discuss their activities, really helps students in improving their conversational talents, especially through exchanging ideas, questions that make students become more trained and accustomed to speaking English and also make students more confident in developing their language through discussion activities that involve all students in the group participating in displaying their skills or knowledge without feeling afraid, not confident, because their peers The peer learning activities that students participate in make them braver and less afraid to express themselves. Because, it seems they treat themselves the same and without

differentiating between one another.

Therefore, from creating interactive discussions in peer to peer learning activities, these learning activities also appear to be very comfortable for each student, where when some of their friends don't understand, they guide each other by explaining the understanding they have. So that during discussion activities or learning processes, students do not appear to feel strange. On the contrary, the peer to peer learning activities at ZEC of IAIN Langsa really show the friendly attitude of all students in taking the class. So that, the conversations that occur during the discussion process are very interactive and active which makes students really enjoy their class.

This really helps students to have new insights that they can develop which becomes the foundation for students to practice their conversations through the interactions they create in the peer to peer learning activity process. Apart from that, they also have the freedom to share all the insights they have and no one brings each other down in conveying their insights. In fact, they really respect every opinion of a group and even other group friends. Even though there are objections put forward by other group friends, they still communicate well and politely so that they are well received by the party being denied. This is of course greatly supported by the peer to peer learning activity process.

Therefore, this peer to peer learning activity is an active learning activity and there is no visible passivity when the learning activity takes place because they have almost the same thoughts and insights and can also combine their ideas and thoughts which give rise to interesting ideas or opinions within them. Thus, it

is very effective for students who have to interact and train a lot to hone their skills because all students are free to argue. Even though it is carried out using a collaborative peer to peer learning system, the activity also creates an independent learning process where each student in the group must provide their ideas and opinions for discussion and then they will convey their own opinions even though they are studying in a group way.

Thus peer to peer learning activities really help students to develop their positive attitudes towards the learning they are taking part in. Apart from really helping students to have an open mind, it can also create students who have broad insight which they can then channel into their daily activities. Apart from that, the existence of this peer to peer learning activity will also really help students to improve their academic achievements because students already have a reference from the peer to peer learning activity learning process which is equipped with courage, self-confidence, and students dare to appear without being afraid to provide the arguments and understanding they have. Thus, based on the results of observations made in this peer to peer learning activity, it really helps develop student conversations through the activities carried out in the learning process and is also very well trained for their exposure in interacting and communicating through peer to peer learning activities.

2. Find out the difficulties do students face in improving their English conversation at ZEC of IAIN

a. Students opinion about speaking class

The researcher conducted interviews with 5 students to find out their answers regarding English conversation and their difficulties in interacting using English. Although, during the observation activity the researcher saw that this peer to peer learning activity really helped students to develop their conversations, of course there were also obstacles. The following are students' answers regarding speaking class;

GH stated:

I think, speaking class is the most effective class for honing my English skills, because in that class I tend to be encouraged to do more active practice rather than just theory. I can learn more quickly and correct the mistakes I make in English. Usually speaking classes start with a warm-up which is done by greeting each other by asking how they are. Then the participants are presented with topics which are usually given in the form of questions to be answered and discussed together.

AG statement

Speaking classes are very good for practicing English language skills because with speaking classes we have a place to find partners who have the same interests as us. There are many activities in speaking classes, for example interacting with each other in English, having conversations in English, speeches, debates, etc.

Likewise with the answers of SF

Speaking classes are very good and useful, because with speaking classes we have a platform or place to practice our speaking skills with conversation partners who have the same interests and goals as us, namely to speak English fluently. There are many activities in speaking classes, for example interacting with each other in English, having conversations in English, speeches, debates, etc.

Meanwhile, it is supported by the statements of NH and PM

This speaking class is a very good place for those interested in developing English language skills and also practicing conversation. Because when we take a speaking class it will make it very easy for us to practice mastery of our vocabulary through interactions carried out in class.

PM stated :

I think the speaking class is very interesting, and also important for us as students, and the activities that I like the most are debates, discussions and also conversations.

Based on the students' overall answers regarding their opinions about the speaking class, students who were involved in peer to peer activities had a very positive view of the speaking class. Besides their interest in studying English more deeply. According to them, speaking English really helps them to have more insight into communicating other than the language they use every day. Apart from that, with speaking classes they are also greatly helped to develop their concepts, ideas, knowledge and understanding which they explain through speaking in English.

b. Peer to peer learning activities on English speaking skills

The following is a student explanation regarding peer to peer learning activities on their speaking abilities,

GH prove;

Learning activities using the peer to peer method are felt to be very effective and interesting, any learning that is done while playing and in groups will definitely be very enjoyable so that the learning process feels more fun and not boring, which has a positive impact on my speaking skills.

AG answer;

In my opinion, learning activities using the peer to peer method are very interesting, because we learn while playing and in groups so the learning process feels more fun and not boring, thus having a positive influence on my speaking skills.

SF add

Peer to peer learning activities really help me be confident in learning. I feel freer to discuss and express my opinions in my limited English because in this activity I practice and discuss with my peers where I don't feel embarrassed and it is easier to understand how my friends can correct the mistakes I make when practice speaking so that I learn faster.

NH statement

It would be very helpful, plus my goal is to improve my English skills and automatically need friends to talk to. So this peer to peer activity really helped me to improve my English through discussion processes and so on.

PM add

I think peer to peer learning activities really help me in improving my speaking by frequently interacting and providing opinions and also sharing insights, making me indirectly hone my English speaking skills.

Through statements given by students, peer to peer learning really helps them in speaking English. Because to practice speaking we certainly need friends to practice it in everyday life so that we get used to it and also become more fluent in using English. From the answers they explained in interviews, students really showed their interest in peer to peer learning activities. This is because the concept of peer to peer learning makes them freer and more comfortable to discuss, collaborate, exchange ideas, broaden their knowledge and also share their experiences with each other and they do not bring each other down during

learning activities. So that through peer to peer learning activities they create an energetic, positive learning atmosphere which is filled with discussion of interesting material and even accompanied by other interesting things such as implementing games, providing challenges and so on. So this peer to peer activity really has a positive influence on learning activities and broadens students' insight

c. peer to peer have positive impact for students conversation activity

Interactions carried out in peer to peer learning activities in collaboration and also providing each other with the understanding they have. The following is the students' explanation of how they interact in peer to peer learning activities;

GH explained;

In class, interacting using English as much as possible is important so that my speaking skills improve. Therefore, I will try as much as possible to speak English.

While AG

When given the opportunity to interact, I immediately give my opinion and the understanding I have to interact using English as much as possible so that my speaking skills can improve.

SF add;

Usually in this activity what I do is occasionally ask general questions to my friends. These are questions that in our daily activities we actually very often get or give to people around us but we rarely think about learning how to say or respond to them in English. And of course, before asking, I have also studied this so that when I find friends who don't understand it, I can also teach and share that knowledge with others.

NH statement

I practice my speaking skills in peer to peer activities by trying to respond when I am asked to give answers or questions given by my friends, because if I respond often it will really help me in practicing my speaking skills and

will also help me in activities other social activities because I already have experience through this peer to peer activity

PM said

Yes, of course it has had a very positive impact on my ability to develop language. Apart from that, peer to peer learning activities are very positive for IAIN Langsa students

Based on the students' explanation points related to the impact of peer to peer learning activities on their conversational abilities, peer to peer learning activities are very helpful and support students' mentality to be actively involved in various social activities that involve many people and those who take part in peer to peer learning activities are equipped with insight. accompanied by responsibility and courage to be actively involved in these activities. Apart from that, it can be described that peer to peer activities really build students' motivation and talent to have the courage to appear not only in peer to peer study groups but also in other activities such as attending seminars, discussion forums which make students dare to present themselves. So from the students' overall answers it is very clear that this peer to peer activity really has a positive impact and is beneficial for students in participating in many social activities.

d. Students difficulties in speaking English

Most people don't speak English easily because it is not the language used every day. Especially for Indonesians who have a variety of mother tongues other than English. Therefore, of course there are difficulties they encounter when learning English. The following is an explanation from students regarding their difficulties in speaking English;

GH argue;

I experienced some difficulties in understanding the person I was talking to, but I don't think it was a serious difficulty

AG add;

Of course, there are difficulties I have in speaking English, for example, my lack of vocabulary, I'm still confused about grammar, I don't have enough partners to practice with, etc.

SF stated

Yes, I still feel like I lack vocabulary and am not yet proficient in English pronunciation. I need someone else to correct me and teach me the correct way to pronounce it.

NH answer

Of course, I experience difficulties, because my vocabulary is not extensive enough, so sometimes I have difficulty understanding the meaning of what the person I am talking to is saying. However, I always try to practice it often in my activities so that it is easier for me to develop my language.

PM add

sometimes I have a lot of ideas that I need to express but I'm confused about conveying them in English that can be easily understood by everyone.

To speak English, we must have skills such as mastery of vocabulary and also knowledge about developing words into sentences. For students studying English, of course they have difficulty communicating in English. From all the students' answers, they had difficulty mastering vocabulary which they still really need to master and learn. Apart from that, their difficulties are because they do not use English in their daily activities so it really needs to be sharpened and trained to make them accustomed to speaking English. Apart from that, their problem is that when they are talking, they often forget the sentences they want to say due to

their limited vocabulary. Therefore, this peer to peer learning activity really contributes to their vocabulary mastery and also really helps them to work together in developing their interests and abilities

e. Collaboration with friends makes it easier to speak English

One way to practice speaking is to have an interlocutor who can provide insight and also have continuity when having a conversation with that person. So collaboration plays a very important role in practicing speaking. The following are statements submitted by students;

GH stateD:

Yes, because with peer-to-peer collaboration we can increase our experience in learning English and increase our self-confidence because we have a partner to talk and exchange ideas, get direct feedback, so we have the opportunity to practice speaking in situations that are similar to life. In fact, it is more relaxed and casual, which is different from just talking to yourself or practicing using formal language.

AG explained

I really agree that collaboration makes it easier to have English conversations, because the process of this collaboration makes each student more confident in having conversations and without being afraid of making mistakes.

SF added

In practice, this collaboration really helps us in having conversations with the materials provided and discussed in the style and language of each student which creates something interesting when presenting the results they are discussing through peer to peer activities.

NH argued

That's fine, because peer to peer collaboration encouraged me and others to do a lot of practice by being presented with random material to discuss. So this made me learn a lot of new things from unexpected topics and also easily understand everything that should or should not

be done through simple and fun explanations from fellow friends who were involved in this peer to peer activity.

PM also said

Collaboration carried out in peer to peer activities really helps students in interacting and also helps students in developing speaking, because the activity process implemented makes us more accustomed to speaking English.

Based on this explanation, it can be concluded that students' difficulties in speaking English are that they do not have a very broad command of the vocabulary and also students are sometimes confused when understanding what is said by friends or interlocutors and also students have ideas when they want to speak, they find it difficult to pronounce them in English. English because they are constrained by limited vocabulary, but they are still motivated to practice their vocabulary because peer to peer learning activities provide a platform for students to be more confident with the collaboration system implemented which can make students more insightful in providing their experiences even though they are constrained by vocabulary.

Which is not too much, but they guide each other, tell, criticize and give advice to their fellow friends without bringing each other down so that the difficulties are covered by the collaboration carried out in peer to peer learning activities and also provide opportunities for students to be braver in participating. and to develop their potential with the skills they have which will train their language to appear in front of many people through social activities held on campus or in their environment therefore peer to peer activities really make a good contribution to the development of student conversation and also overcome

students' obstacles in learning the language

B. Discussion

Based on the findings, it is known that students' conversation skills in peer to peer activities really help students in developing their conversation speaking skills.

Peer to peer learning activities are able to improve students' conversation speaking because the learning process is carried out collaboratively and is also supported by implementation which is carried out by prioritizing insight into students' experiences and ideas. During learning activities students are given material randomly and then asked to discuss the material in small groups. which has been determined by them to carry out activities discussing the material, students are required to give all their opinions in one group without exception to share their experiences, their thoughts and also the concepts they have in discussing the material they have.

Therefore, peer to peer learning activities really prioritizes guidance from fellow friends who have more insight to share with other friends so that none of the students feel inadequate or have difficulty during the learning process. Apart from that, students also look active during peer to peer learning activities. A comfortable, friendly class atmosphere can be seen when they discuss and present the results of their discussions through very warm conversations, therefore peer to peer activities really support the development of students' conversation speaking and train their vocabulary with the various arguments they have which they then

develop into an idea which is discussed in their respective groups.

The difficulty of students in speaking English is limited vocabulary mastery which makes students have to think more when conveying their opinions and also their arguments to present to their friends. Apart from that, students often do not understand the meaning of what their friends are talking about, but this does not matter. One problem that disrupts peer to peer activities is because students are equipped with the confidence and courage to provide their responses and solutions without fear of being wrong because the other friends become listeners and mentors for their friends who deliver the material so that problems or difficulties are faced. students can be overcome by the activities implemented in collaborative learning in new peer to peer activities, therefore these difficulties do not become obstacles for students as long as peer to peer activities are carried out.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research that has been done about peer to peer learning activity at ZEC of IAIN Langsa, the researcher concludes that:

1. Students ability in English conversation by using peer to peer learning activity

Peer to peer learning activity gives positive value to students' conversation skills where students are able to provide their opinions and ideas in English discussions, through peer to peer learning activities by implementing a collaboration system students become more knowledgeable which they can develop to practice students' conversations in English. In addition, peer to peer learning facilitates students to become braver, more confident and think critically to develop the skills they have.

2. The difficulties do students face in English conversation

The difficulty of students in speaking English is limited vocabulary mastery which makes students have to think more when conveying their opinions and also their arguments to present to their friends. Apart from that, students often do not understand the meaning of what their friends are talking about, but this does not matter. One problem that disrupts peer to peer activities is because students are equipped with the confidence and courage to provide

their responses and solutions without fear of being wrong because the other friends become listeners and mentors for their friends who deliver the material so that problems or difficulties are faced.

B. Suggestion

Based on the result of the study, the researcher puts some suggestions to the following parties.

1. For students

The students need to enrich their experiences in vocabulary mastery.

They also need to increase their motivation and interest to learn vocabulary well to make their conversation more good

2. For teacher

also can apply interesting methods to develop the students' ability, use the interesting materials

3. Other researcher

Other researchers can analyze other aspects in other skills in English language and the result of this study may be used as early information to conduct further researcher