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**INVESTIGATING THE EFFICACY OF PEER TUTORING
TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY IN
SMA ULIL ALBAB EAST LOMBOK.**

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Abstract

This study was meant to find out the Efficacy of Peer Tutoring Technique in Improving Students' Speaking Ability. Pursuant to the researcher's pretest and teaching experience, it was found that students speaking ability was low. It was considered necessary for the researcher to conduct action research since this school is the researcher's institution. This study was conducted in action research (PTK). The setting of the study was SMA Ulil Albab East Lombok involving 25 students as the participants of the research. The instruments of the research were test and observation sheets. The criterion of success was KKM in which KKM for East Lombok is 70. The data were analyzed by assessing the criterion of success and also the statistical computation in which the researcher calculated the result of descriptive and inferential statistics. The descriptive statistical analysis shows that the mean scores of the posttest is higher than the pretest, resulting in $83.4 > 70.6$. Therefore, the peer-tutoring technique can improve the students' speaking ability in SMA Ulil Albab, East Lombok, West Nusa Tenggara Province. The sig. (2-tailed) is 0.000 which is lower than the significant level (0.05). Therefore, the peer tutoring technique can improve the students' speaking ability in SMA Ulil Albab, East Lombok, West Nusa Tenggara Province. The result of the t-test is higher than the t-table, $7.67 > 1.70$. This concludes that there is significant different in the teaching of speaking by using peer tutoring technique in improving the students' speaking ability. The total number of students who were considered as active in involving themselves in the teaching

and learning activities has met the criterion of success. It was proven by the percentages of the very active students (56%), supported by the percentage of the active students (32%) achieved 88% which was more 18% than the percentage of criteria of success which was 70%. The result of the posttest shows almost all students got score higher than 70. It means that more than 70% of the students got score 70 or higher. This surely proves that the criterion of success has been met. The teaching of speaking by using peer tutoring technique can help the student's achievement in improving speaking ability.

Kata kunci: *peer tutoring technique, speaking ability.*

Abstrak

Penelitian ini bertujuan untuk menemukan dampak pengajaran menggunakan peer tutoring technique dalam meningkatkan kemampuan berbicara siswa. Berdasarkan pengalaman mengajar dan hasil pretest, ditemukan bahwa kemampuan berbicara siswa rendah, sehingga dianggap perlu bagi peneliti untuk melakukan penelitian tindakan kelas (PTK). Peneliti menagambil tempat penelitian di SMA Ulil Albab yang merupakan yayasan peneliti sendiri, berlokasi di Lombok Timur dan melibatkan 25 siswa. Peneliti menggunakan tes berbicara dan lembar observasi sebagai intrumen dalam penelitian ini. Peneliti memasang kriteria kesuksesan dengan menggunakan nilai KKM lokal untuk Lombok Timur, yakni 70. Peneliti menganalisis data menggunakan metode kriteria kesuksesan dan analisis statistic yang melibatkan deskriptif dan inferensial statistic. Ditemukan bahwa analisis deskriptif statistic menunjukkan rerata posttest lebih tinggi dari pretest, $83.4 < 70.6$. Analisis inferensial statistic menunjukkan bahwa nilai sig. (2-tailed) = 0.000 lebih rendah dari significant level (0.05). Ini menunjukkan bahwa pengajaran menggunakan peer tutoring technique berhasil meningkatkan kemampuan berbicara siswa di SMA Ulil Albab Lombok Timur, Nusa Tenggara Barat. Analisis t-test juga menunjukkan lebih tinggi dari nilai table, $7.67 < 1.70$. Ini menyimpulkan bahwa terdapat perubahan yang signifikan dalam pengajaran Bahasa menggunakan metode peer tutoring technique untuk meningkatkan kemampuan berbicara siswa. Jumlah siswa yang tergolong aktif dalam pembelajaran telah memenuhi kriteria kesuksesan. Persentasi keaktifan siswa yang sangat aktif adalah 56%, sedangkan persentase siswa yang aktif adalah 32%, sehingga berjumlah 88% lebih tinggi 18% dari persentase kriteria kesuksesan yang telah ditetapkan yaitu 70%. Ditemukan juga bahwa lebih dari 70% siswa yang memperoleh nilai 70

dari hasil posttest. Ini menunjukkan lebih dari 70% siswa memperoleh nilai 70 or di atasnya. Ini menyimpulkan bahwa kriteria kesuksesan telah dicapai. Pembelajaran Bahasa yakni berbicara menggunakan metode peer teaching technique terbukti dapat membantu siswa meningkatkan kemampuan berbicara.

Kata Kunci: *Tekhnik Peer Tutoring, Kemampuan Berbicara*

Introduction

In today's digital era, everyday language communication is mostly applied and related to English spoken and also in written form. Nowadays people can communicate and understand other people or someone when they have an interaction and or a conversation. That is why, foreign language students should improve their speaking fluency or ability by practicing English speaking regularly because English is very important in our daily life and English has become a standardized language during today's digital and international communication.

The efforts that have been applied in developing the quality of pre-service teachers in communication in English particularly in Indonesia have been gradually developed and improved simply to balance the progress of nowadays digital and wireless era, mainly to support them in English communication. Speaking subject recently has become the most popular subject in English schooling in Indonesia since it improves the practitioners of English in communication for their daily activities. Besides that, speaking is considered to be the most important skill to learn because it is becoming the main skill for their communication activity, especially digital worldwide communication. Therefore, speaking can be judged as an indicator for EFL students in mastering the language (Nunan, 1999). Moreover, EFL students who have been qualified in speaking will lead them to be a good academic advantage because mostly in EFL countries, such as Indonesia, a school achievement might depend on a good speaking ability (Kayi, 2006).

Meanwhile, in Indonesia, where English is still considered as a foreign language, EFL students are always given English skill subject from the very first schooling such as kindergarten and basic schools, as well as other main skill components such as Bahasa Indonesia, Math and or Arabic for especially Islamic Boarding Schools. From the very beginning level, English is given through basic speaking skill instruction. In this phase, EFL students are expected to develop their ability to speak English in elementary level. In this subject, the English

activity tends to have some fun activities. The students are freely to express some topics without considering too much on their grammatical mistakes and lack of vocabulary. On the other hand, in intermediate English subject, EFL students are expected to develop their speaking ability in intermediate level. In this step, EFL students should start concerning on their grammar and vocabulary acquisition. Moreover, the activities in intermediate speaking are more varied which require EFL students to develop and explore their brain anxiousness and their own confidence.

Chaney (1998) argued that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context”. In developing speaking skill, EFL learners need to develop some other related skills, such as producing connected speech, the ability to interact, talking round gaps in knowledge, speaking in a range context, and balancing accuracy and fluency. These skills require EFL learners to interact with other speakers, including respond to the use of the language toward the persons they are talking to.

Pursuant to review that the researcher reviewed, Paulina (2018) stated that there are eight processes in speaking situation. The processes cover talking to someone face to face, talking to someone on the phone, an EFL learner answering a question in class, someone who is giving a speech, taking part in a meeting, an exchange between a customer and an assistant in a shop, asking stranger for directions, and the last is chatting to friends. The first process, talking to someone face to face, is kind of peer activity which is related to this study. Matera (2008) stated that putting students into a group or pair can get them into more speaking practice. The group or pair can be decided at the beginning of the class so that it won't take a long time in every meeting to decide the group or pair. This group or pair can continue practicing speaking after the class so that they have more practice with their partner. Moreover, EFL learners also can learn some English expression.

In the meantime, some fears might come to EFL students who want to speak English in front of people. Some EFL students are generally have own ideas to speak English in public. Yet, sometimes they have problems in delivering their speech. This fear is sometimes called a speech anxiety that has to do with nervousness in preparing the way of speaking which can be solved by a good preparation and practice (Rybold, 2006). Rybold also explained that some tips to relieve anxiety about speaking, such as preparing a healthy body, preparing the right mind, and practicing a lot.

Further, Paulina (2018) argued that these students usually get embarrassed because of their poor pronunciation and grammar, even in their accent (Marcelo, 2012). EFL students might not know how to build English sentences in front of their friends, or in most cases they are afraid of becoming the part of their friends' joke after delivering their spoken English. The fear that most of EFL students commit will become mistakes which commonly happen sometimes due to their anxiousness which then led them to lose their capability to speak comfortably. It is due to the lack of simply vocabulary that can be a reason and also EFL students are afraid to speak English which discourage them to start a conversation (Laskowsky, 1996). Moreover, when EFL students concern too much in having a good vocabulary to speak up, they will end up waiting for years to have a courage in speaking English.

In this study, a pre-test was delivered to identify the student's confidence in Islamic Senior High School speaking subject by conducting a speaking test in form of interview to measure their prior ability in speaking. The result of the interview shows fear and feeling inconfidence in mostly from the students' performance. The fact unfolds that most students were still shy to deliver opinion they have in front of the class.

This happened due to the students who currently have lower ability in speaking have a big fear to be humiliated by others with higher ability in terms of grammar and vocabulary. As a result, students with higher speaking ability often dominate the class.

The researcher found out that from the delivered pre-test mostly students' achievement in speaking was really poor because of their big fear in speaking performance. Students usually speak with inappropriate eyes contact while uncomfortably see their audiences. This situation leads to students' unconfident atmosphere which results in poor fluency, mispronunciation, grammatical error, and lack of vocabulary.

It was based on this situation, the researcher has tried to apply a certain strategy that has been implemented to overcome such problem, such as doing personal approach by the teacher to the students. The teacher needs to ask and recognize their personal problems in doing speaking performance in order to overcome the problems. Students need a very extra time and a partner to talk and discuss about their learning problems to find a solution. However, working with one-on-one students in class requires much time for the teacher. To find a partner for students to discuss and solve their problems especially their big fear in speaking, a peer tutoring strategy comes up to be the best way to be implemented.

Peer tutoring is a kind of strategy to involve two students or more to have activities like tutor or guide (Topping, 1996). This strategy will help EFL students to learn better and more quickly because peer tutoring provides students to have more opportunities to discuss about kinds of learning they want and they need, more opportunities to have and ask questions without being embarrassed in front of the class so that they can talk and practice bravely without any fear.

Peer tutoring means learning together (Falchikov, 2002). It means having a or some partners to support and improve learning process. In this step, students can learn from partners, friends, normally within the same class. Peer tutoring involves overwhelming experience in a study which values the tutorial process (Beasley, 1995). Vigotsky (1962) stated that skills can be developed greater in peer collaboration. Moreover, peer tutoring technique can make students feel more comfortable in discussing or working on their task in their peer group because of less power dynamic (Capossela, 1998). According to some tips stated by Rybold (2006) above that his last tips is practicing, which certainly requires students to practice in front of family or friends first before going to public, and this activity now can be called a peer tutoring technique.

There are many benefits in doing peer tutoring. Falchikov (2002) found out that peer tutoring helps improving students' skill and encouraging them to elaborate more on the skills, such as speaking skill. It also helps collegial relationships and increase participant students. The performance of students' skill is developed highly from the partners' tutoring. They are also encouraged to responds for questions, improve academic achievement, improve effective practice, and improve vocabulary building. Previous research from Pressley & Hughes (2000) proved that peer tutoring works for all students who have problems with paying attentions, learning, emotion and behavior. It also helps students who learn without any problem. Thus, peer tutoring may come up as an effective way to reduce fear and improve the quality of their speaking skill.

It was based on the background of the study above; the study has been focused on how peer tutoring strategy reduce fear and improve EFL students' speaking skill. The result of the study was expected to provide meaningful contribution for both theory and practice in English teaching and learning, especially in speaking. Theoretically, the study conducted has been expected to enrich the theory development of peer tutoring as a speaking teaching strategy. Practically, it was expected that this study can have beneficial improvement in language teaching, especially for language teachers and lecturers who have the similar problems in teaching speaking skill. In addition, the result of the study is

expected to provide insights for language teachers and lecturers to solve the instructional problems in the class and to assist the student's speaking ability in a best way. Moreover, for students, it is hoped that they can take the benefits of the study in the form of finding a good way in mastering speaking skill.

This study has been focused on the use of peer tutoring strategy to reduce fear and improve students' speaking ability. Yet, it would be delimited specifically to the subjects. The subjects of the study were derived from 3rd grade of SMA Ulil Albab students from Islamic Boarding School in East Lombok who were joining an intermediate English training during the schooling in the era of Covid-19. There are 25 students that has been taken as the sample. The subjects experienced their second year in studying English in English Courses Institution, in Ulil Albab Islamic Boarding School, East Lombok. The subjects had some problems in their speaking ability. Based on the pre-test that the researcher applied, the problem that they have is mostly about having fear to perform speaking in front of the class which lead them into poor fluency, mispronunciation, grammatical error, and lack of vocabulary. As a result, the speaking achievement they got was very poor.

Research Methods

The design of this research was classroom action research which applied quantitative and qualitative data analysis. This design dealt with the utilization of the independent variable (the peer tutoring technique) toward EFL learners' speaking ability. The research step was started from the problem identification found by the researcher in his classroom. A pre-test was conducted to measure the students' prior problems right before utilizing the current peer tutoring technique. This research was designed to apply the peer tutoring technique to solve the problem in English class of the 3rd grade students of SMA Ulil Albab East Lombok, West Nusa Tenggara.

In conducting this action research, the researcher has been collaborating with one collaborator. The collaborator was the teacher who teaches English in this school. It was based on the early agreement; the researcher acted as a teacher implementing the peer tutoring technique and the collaborator provided help to the researcher by observing the teaching process by filling the supporting instrument to gain the supporting data. Before conducting the research, the collaborator was trained on how to use the research instruments such as observation checklists and field notes. The collaborator, who was equipped with those research instruments, observed the researcher and students in the

teaching and learning activities during the implementation of the peer tutoring technique.

The design of action research used in this study was an instructional process adapted from the model proposed by Kemmis and McTaggart (cited in Koshy 2007). It consists of five main steps: problem identification, planning the treatment, acting in the form of teaching, observing that is done by an observer, and reflecting the results of the treatment.

Research Setting and Subjects.

This study has been conducted in Private Senior High School SMA Ulil Albab East Lombok, which is located in Jl. Jurusan Masbagik, East Lombok, West Nusa Tenggara Province. The research subjects were 25 students of the 3rd Grade of SMA Ulil Albab, East Lombok, West Nusa Tenggara, in the academic year 2020/2021. The 3rd grade students consist of 25 students, and this class belongs to the researcher's own class. The 3rd grade students were mostly derived from the local Islamic Boarding School Ulil Albab in which the current school belongs to it. The 3rd grade students have been taken as the sample class, and has been treated by implementing the peer tutoring technique to help them improving their speaking ability.

The researcher utilized non-random sampling as the sampling of the research because this research was designed as action research which is not necessary to randomize the sample. This research has been conducted for the 3rd grade of SMA Ulil Albab which only has one class and is also not possible to be randomized. This was done to maintain the intake setting of the class. The researcher also has consulted with the observer who provides some suggestion in selecting the appropriate samples or participants of the research.

The choice of these participants was based on several considerations. First, the condition of the students is heterogeneous that they come from different background of education, family and level of English proficiency. Second, the majority of the students still have low motivation and self-confidence and they are not really active in involving themselves during the English class. They lack of speaking ability and they have moderate capability in ability. Out of 25 students, there are only 6 students who are categorized as active students. Yet, the others are still considered having the average of English proficiency under those 6 students.

The procedure of the research.

The design of this action research covers five main steps: problem identification, planning the treatment, acting that is done by teaching the students using peer tutoring technique, observing and the final step is reflecting that is done by analyzing the gained data through looking at the results (see Figure 1 below).

This action research was conducted based on students' problem. The study has a pre-test and post-test design. Before the treatment program, all participants were given a pre-test to measure their reading speaking abilities. This class of action research has received the treatment by implementing the peer tutoring technique. This action research has been conducted in cycles. If the criterion of success is not met right after the reflection, the researcher moved on to the next cycle (second cycle). The post-test was administered to all participants after the intervention program that was right in the step of reflection.

The study has been conducted in an English class for the 3rd class of SMA Ulil Albab East Lombok, which has a two-hour class meeting each week. Eight class meetings has been planned by the researcher for the study. In the first meeting, the researcher conducted a pre-test to collect information and to identify on the participants' backgrounds problem on speaking ability. The results of the pre-test showed that only 6 participants have better experience in speaking ability. The 6 students performed better than others or the rest 19 students out of 25 students. The participants then have been taught speaking by using peer tutoring technique in improving their speaking ability. In the second and third meetings and so on, the researcher has administered the peer tutoring technique to the class, in which the participants have been instructed on how to learn from peer tutoring technique in improving their speaking ability.

The preliminary test was conducted to measure students' ability in speaking. The aspects of pronunciation, grammar, vocabulary, fluency, and content comprehension are underlying in the test. The test was conducted under the topic 'Foods I like'. The test required students to choose one food about favorite food, families' favorite food or friends' favorite food. After that, the students had to tell the class about the process of the foods and the benefit they earn from consuming the food. The test indicated that students had average achievement below the minimum passing level which is 70.

In the planning stage, the peer tutoring technique, the lesson plan, and the criteria of success have been designed. The procedure of implementing peer tutoring has been constructed also. The implementation of peer tutoring

technique has been begun by dividing 25 students into five different groups. The first group consists of 5 students with one has a high ability in speaking. The second group consists of 5 students with also has one with a high ability in speaking. So does the third, the fourth and the fifth group. Then, the students have been paired according to number of their groups. Thus, each pair consists of one high speaking ability student and the others with low speaking ability. After that, the topic has been given. They have discussed the topic together, even the students with low speaking ability can talk about their difficulties to their partner so that their partner can help them to solve the problem. Each student speaks about the topic to their partner. They have peer correction about their speaking performance. Finally, each student speaks up in front of the class after having pair correction with the partner.

The lesson plan is also created in order to give clear and effective guideline in the teaching process through the implementation of peer tutoring technique. The lesson plan covers the clear instructional indicators and objectives, instructional materials, instructional media, learning activities, model and method of teaching, and also assessment. In this planning, the criteria of success are also determined based on the improvement of students 'achievement in speaking performance. The achievement is based on the score and the active participation during speaking learning.

The implementation of the planning is based on the lesson plan designed. During the teaching process, the researcher will take the role as the researcher, the practitioner or the lecturer. The observer will be done by an observer that is another teacher teaching in this school. The observation will be conducted during the process of learning to see how students learn speaking through the technique planned.

During the observation, the observer, an assistant teacher teaching there, keeps on making the records of the process by filling the observation checklists and the field notes as the instruments of this study to support the results of the study. The purpose of this step is to know how well the peer tutoring strategy implemented can reduce fear and improve students' speaking achievement.

This reflection step is the last step of the whole process. In this step, all the actions will be evaluated and reflected. The result of peer tutoring technique implementation will be analyzed in order to know the effect of using the peer tutoring technique on teaching speaking and learning process. The data analysis in this step is not only to determine the actions whether they are successful or unsuccessful but also to find out a deep explanation about the implementation of peer tutoring. The result of the analysis will be reflected on the criteria of

success set in this study. If the result achieves the criteria of success, it indicates that the study is successful. However, if it fails to reach the criterion of success, then the researcher has to go to the next cycle and the researcher should revise the plan and the lesson plan.

Instrumentation.

Speaking pre- and post-tests. The pre- and post-tests are group of tests featuring the same text, which measure the participant's ability to perform their speaking ability in English. The participants choose one favorite food and start talking about it in front of the class. These foods are included into questions which are directly chosen by the participant. In the original context, each food is made of many things that we find in our daily lives: fruits, chemical objects, any traditional foods, mixture of many things, imported and local foods, and also any foods that they meet every day in their home. The main idea of the question is to make them aware that the foods they are choosing are made of something and are very beneficial for many things. See Appendix 1 for the instrument of speaking test in this research.

The rationale for using the same test for both pre- and post-measurement is to assure objectively comparable tests, thus avoiding the problem of equating different formats of pre- and post-tests. The timing for the research interval between administrations is considered long enough to control for any short-term memory effects. This is because the participants are not provided with the correct answers after the pre-test, so they have no way of knowing whether their answer is correct; moreover, they are unlikely to remember how they have answered a question the first time. Thus, the interval is deemed long enough to control for any significant learning except for that due to the training.

The observation checklist instrumentation. Observation is an activity which concerns to research object by the sense. In conducting the observation, the researcher submitted the observation checklist to make it more systematic containing list of activity or happening which might happen. It was needed for monitoring condition of class and students and to know student's difficulty with material and method that have been applied during the teaching learning process. In this study the researcher's collaborator watched and checked the events or behavioral pattern of the students.

The researcher listed the student's observable behavior in the observation checklist that indicates their activeness and understanding on the new strategy of peer tutoring technique that has been taught in this school. It

was through the observation checklist; the teacher can see their activities and response during teaching learning process.

Criterion of Success.

In this step, the researcher has 2 kinds of criterion of success. The first one is by using descriptive statistical analysis that is by looking at the results of both pre and post-test mean scores. The second criterion of success that the researcher applies in this research is the score of KKM. This step will be done by looking at the results of mostly or 70 percent of the students can reach or get 70 for this subject. If the criterion of success is met, then the researcher will stop the cycle. However, if the criterion of success is not met yet, then the researcher will continue to the second cycle, that is by revising the plan as well as the treatment within the acting process.

Data Analysis.

After the data is collected, the researcher applied Statistic Package for Social Science for Windows (SPSS) version 22.0 to compute the data collected from reading comprehension pre- and posttests. The participants' speaking performance observation checklist have been also analyzed qualitatively to determine the results of the peer tutoring technique in improving students' speaking ability. The researcher computed the descriptive statistical analysis to investigate whether there are differences in mean score between both pre-test and post-test on speaking ability before and after the treatment of peer tutoring technique. Furthermore, the result of observation checklist has been analyzed qualitatively. The analysis was focused on the students' performance who were trained with the peer tutoring technique in improving their speaking ability. The qualitative analysis has been used as supplementary data to help interpret the results of the statistical analysis.

Research Findings

This part elaborates the findings within one cycle. This part covered the students' test results and involvement on the implementation of Peer Tutoring Technique in Improving Students' Speaking Ability in SMA Uilil Albab East Lombok. The data derived were about the students' test result after the implementation of the technique and the speaking score were gained from the reflection result in the cycle. The gained data were presented in the following elaboration.

The Observation Checklist Results.

This part presents the students' responses and circumstances during the implementation of the Peer Tutoring Technique in Improving Students' Speaking Ability. The data were taken from the observation checklists that was delivered to the observer during the implementation of the treatment. The observation checklist was delivered to the observer. The observer then checked the lists to know the class responses as well as the technique and to find out the student's responses with material and the technique that were implemented within the utilization of this peer tutoring technique. The observer run the observation and checked the lists or behavioral pattern of the students in the observation checklist.

The observer then checked the checklists in order to know the student's responses toward the technique applied and to identify their activeness and responses on the implementation of peer tutoring technique that was applied in this investigation. Eventually, from the results of the observation checklist; the researcher can gain the information about the students' activities and responses during teaching learning activity.

Based on the data that has been derived from the observation checklist for students' responses, it was found that differences in each day of the implementation of the technique. From the first meeting, the researcher found 4 out of 25 students (16%) who were included into **very active** students. It was indicated by their positive responses in dealing with the applied technique. There were 5 students (20%) who were included into **Active** because of their positive responses during the implementation of the technique; and there were 9 students (36%) being considered as **Active enough** and there were 7 students (28%) who were included into **not Active**. During the first meeting, the researcher found that the students' responses seemingly did not show any significance in advance.

It was through the data taken from the observation checklist for students' responses, the researcher found that the students showed positive responses and motivation toward the teaching and learning process using the peer tutoring technique. During the session, all of the students were actively involved in answering the questions given by the researcher. They were asked to answer the questions based on the topic given to them. This activity was considered to help them to get to the topic and well preparation to express their idea from the topic given to them.

During the grouping phase, the researcher found that only some students were discussing with their members and some of them were not responding. The

researcher also found that some “active students” were mostly mastering the groups’ circumstances. Also, based on the data from observation checklist, the researcher found that some of the groups were discussing in *Bahasa Indonesia* due to their limitation of vocabulary mastery.

During the second meeting, the researcher found the students’ responses showed an increase. From the data from the observation checklist, the researcher found that 7 out of 25 students (28%) were found very active. There were 7 students (28%) who were found active, 5 students (20%) were found active enough and 6 students (24%) were found not active. Pursuant to the results of evaluation in this meeting, the researcher found that there were only 52% of the students who were found success in the reaching the criteria of success. On the other hand, due to the criterion of success that was set up to 70%, the students’ finding did not meet the criteria of success. In the meantime, the treatment showed a slight improvement when compared to the result in the first meeting.

Besides that, the result from the observation checklist showed the students’ responses. The researcher found that each student showed their interest in responding the given topic from the teacher, but a slight problem occurred during the application of the treatment in this meeting; the group activity was considered low because only some of them used the opportunity to be active in their speaking activity. In this meeting, the researcher focused on building the students’ knowledge of the topic being given to be practiced within the activity. Another problem also occurred that some active students dominated the rest of the members and their group discussion was mostly practiced in *Bahasa Indonesia* because of their limited vocabulary mastery since the topic given was a little harder for them. However, as the conclusion, most students were showing positive responses and enjoying the class.

Within the third meeting, the students showed improvement, they had better responses in running their group activities. The researcher found this due to had a learning experience from the former meetings. The researcher utilized the peer tutoring technique more carefully by giving them more motivation, attention and warming up. This activity resulted the students’ responses appeared well than the previous meetings. During this meeting, there were 4 students absent due to some reasons and health problem. There were 21 students entered the teaching and learning activities. Pursuant to the data taken from the observation checklist for students’ responses, the researcher found that there were 11 of them (44%) were considered as very active students, 7 of them (28%) were considered as active, 2 of them (8%) were considered as active

enough and 1 of them (4%) were considered as not active students. The result from the observation checklist showed that the active involvement reached 65%. In this meeting, the result of students' responses still did not reach the criteria of success. The researcher needed 5% more to get to 70% which was set up in the criteria of success in the previous pages of this research.

The data from the observation checklist for students' responses also showed that the students' response towards the activity increased better. This result occurred due to the peer tutoring activities was really interesting and they had opportunity to have preparation before proceeding the group discussion. They were motivated to find out any information related to the topic being given to them. On the other hand, because they were coming from different background, some of the students still had problem in understanding some vocabulary that led them conducted their group discussion in *Bahasa Indonesia*. Also, other problem occurred that some of the active students still dominated the group discussion activity. In this meeting, the observer had a chance to provide suggestion to the researcher. The observer suggested that the opportunity for the tutoring and sharing were focused more on the non-active students. The observation checklist also showed that the observer listed several weaker students to be concerned for the next meeting.

Within the fourth meeting, the researcher found that all of the students entered the class for teaching and learning activities. Pursuant to the results taken from the observation checklist for students' responses, there were 14 students (56%) who were found very active students. 8 students (32%) were considered as active, 2 students (8%) were found active enough and 1 of them (4%) were found not active. The data showed that the number of students who were considered as active in involving themselves in the teaching and learning activities has met the criteria of success that was set up in this research. It can be seen from the percentages of the very active students (56%), accompanied by the percentage of the active students (32%), active enough 2% and 4% not active.

The result from the observation checklist showed that the teacher was better in warming up the students to the tutoring activity; this was seen from the students who showed up with their positive responses. The peer tutoring activities and time was working nicely and most of students' responses were positively involved in discussion by using English. As a result, very view of them were using *Bahasa Indonesia*. The peer tutoring session was practiced better since each student got opportunity to talk and express their idea within their peer tutoring within group activities. The students who dominated the activity

was found decreased. The inactive students learned to react and become more active during the peer tutoring session. The researcher listed the percentages of the active students in Table 4.1 below. The following table shows the percentages of the students' responses during the implementation of peer tutoring activities.

Table 1. Students' responses in Cycle One.

Cycle 1	Meeting 1			Meeting 2			Meeting 3			Meeting 4			
Categories	VA	A	AE	VA	A	AE	VA	A	AE	VA	A	AE	
	NA			NA			NA			NA			
Students	4	5	9	7	7	5	6	11	7	2	14	8	2
	7							1			1		
%	16	20	36	28	28	20		44	28	8	56	32	8
	28			24				4			4		
Total percentage of VA+A	36% (9 students)			56% (14 students)			72% (18 students)			88% (22 students)			

The students' speaking test.

This part elaborates the results from the speaking test. The researcher informed the results of the data that was taken from the speaking test. This finding leads to the discussion toward the findings of the data taken from the instrument. Before proceeding to the conclusion of the research, the discussion is presented right after the analysis and the interpretation of the data.

The elaboration of the result was in this part intended to find out the answer the questions of the investigation as stated in previous chapters of the research. To find out the answers of the proposed problem, the researcher analyzed the data obtained from the students speaking test results. In the end, the analysis of the data was considered to determine the implementation of peer tutoring technique in increasing students' speaking ability in SMA Ulil Albab East Lombok in the academic year 2020/2021. In this part, a finishing formula from a t-test analysis of SPSS computation has been applied to find out the significant different on the teaching of speaking by using peer tutoring technique in improving the students' speaking ability.

After the implementation of the peer tutoring technique, the researcher delivered a speaking test for each of the students in the class. This test was meant to measure the students' speaking ability after teaching them by using peer tutoring technique in improving students' speaking ability. After delivering the test, the researcher scored the students and listed them in the following results.

Data Analysis.

The researcher presents the information of the data analysis in this step by using two kinds of analysis, they are descriptive and inferential statistical analysis. These analyses were meant to measure the results of peer tutoring technique in improving students' speaking ability. The researcher put the data that was obtained from the cycle in the tables and measured for the mean scores for each session. This was done to find out the reflection of the research result after the utilization of the technique.

The researcher elaborated the process of data analysis in analyzing the data that was taken from the instrument.

- a. Arranging and putting the score of pre and posttests. Analyzing the data by using early statistical computation to measure the results of descriptive statistical computation in finding out the mean score of pre and posttests.
- b. Analyzing the data by using a further statistical computation to measure the level of the significant of teaching speaking ability by using a specific technique of teaching in form of peer tutoring technique of teaching and learning. This statistical analysis is called inferential statistical analysis which was computed to find out the effect of teaching speaking ability by using peer tutoring technique.
- c. Descriptive Statistical Analysis of SPSS Software. The researcher run the next phase is analyzing the results of pre and posttests between both pre and posttest. The researcher applied a computer software for analyzing the data. The statistical application is called SPSS Statistical Analysis Version 22 from IBM.

Table 2. The Results of Descriptive Statistical Analysis of both Pre and Posttest.

Group Statistics					
				Std.	
	grup	N	Mean	Deviation	Std. Error Mean
skor	1.00	25	70.6400	6.80000	1.36000

2.00	25	83.4000	4.78714	.95743
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Pursuant to the results of descriptive statistical analysis on the Table 4.3 above, the researcher can consider the comparison of the mean scores between both pre and posttest. The mean score of posttest shows higher than that of the pretest, which is $83.4 > 70.6$. This result surely indicates that the students in the class reflects better result after the treatment by using the peer tutoring teaching technique. The teaching of speaking ability by using peer tutoring technique is better in solving the students' problem in improving their speaking ability. The peer tutoring technique is positively improving the students' speaking ability. It is now answering the researcher's problem derived from the research question, that the peer tutoring technique is effective in improving the students' speaking ability in SMA Ulil Albab East Lombok in the academic year of 2020/2021.

The finding indicates that the teaching English speaking by using peer tutoring technique can now be promoted in English language teaching. EFL practitioners, particularly teachers, can surely adopt the results of this investigation in solving problems in EFL setting particularly the teaching of English in the level of middle school in non-English speaking countries. It was certainly pursuant to the above results of descriptive statistical analysis; the researcher can now conclude that the peer tutoring technique is positively improving the students' speaking ability in the level of middle school in East Lombok.

Inferential Statistical Analysis of SPSS Software.

After the steps of computing the results of pre and posttests in form of descriptive statistical analysis, which shows positive and significant effect of applying peer tutoring technique in teaching speaking ability in the level of middle school, the researcher now move on to a further statistical analysis by using computer software of SPSS from IBM for analyzing the data. The further statistical application is similarly applied from SPSS Statistical Analysis Version 22 from IBM. This deeper analysis is called inferential statistical analysis, which certainly examines deeper both the results of pre and posttest.

The following tables shows the results of inferential statistical computation from IBM SPSS Version 22.

Independent Samples Test										
Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed		.978	.328	-7.672	48	.000	-12.76000	1.66321	16.1041	-9.41589

Table 3. The Results of Inferential Statistical Analysis.

Pursuant to the results of inferential statistical analysis above, the researcher can consider the results of significant different found after the computation of the analysis by using independent sample t-test. The result of the sig. (2-tailed) shows .000 which is higher than that of the significant level of 0.05 which was set by the researcher, which is $0.000 > 0.05$. This exactly indicates that the class which was taught by using peer tutoring technique results better in improving speaking ability. The teaching of speaking ability by using peer tutoring technique shows better results. The peer tutoring ability is positively increasing the students' speaking ability. Certainly, this result is now also answering the research question, that the peer tutoring technique is effective in improving the students' ability in SMA Ulil Albab, East Lombok, in the academic year of 2020/2021.

The computed results of inferential statistical analysis shows that there is significant different in teaching English by using peer tutoring technique in

improving the students' speaking ability. The results of the sig. (2-tailed) is 0.000 which is lower than the significant level (0.05). That is why, it is now proven that the teaching of speaking in the level of middle school, especially in SMA Ulil Albab, East Lombok, can be promoted by using peer tutoring technique. That is why, EFL teachers can positively go on with this finding. English teachers in the level of middle schools can teach speaking ability in English by using peer tutoring technique.

Computing the Results of t-test and t-table.

This part elaborates the result from the Table 4.3. above that also we can see the results of the t-test. One way of analyzing the data is by looking the results of the t-test to compare it with the one from t-table. For assuring the results of the research, the researcher also looked at the results of the t-test and the t-table. The result of the t-test shown above is 7.67. The researcher then looked at the result of the t-table which is commonly stated in general in the list of the distribution of the t-table. The researcher found that the results of the t-table is 1.70.

The researcher then compared the results between the t-test and the t-table. It was found that the t-test is 7.67, and the results of the t-table is 1.69. Therefore, the t-test is higher than the t-table, $7.67 < 1.70$. This surely informs us that there is significant different in teaching English by using peer tutoring technique in improving the students' speaking ability. There is positive contribution to the teaching of English-speaking ability by using peer tutoring technique in SMA Ulil Albab, East Lombok, West Nusa Tenggara Province.

Reflection to the Criteria of Success

The result that was taken from the observation checklist showed that the teacher was successful in helping up the students by using peer tutoring technique; this was seen from the students who showed up with their positive responses. The peer tutoring activities and time was working nicely and most of students' responses were positively involved in discussion by using English. As a result, very view of them were using *Bahasa Indonesia*. The peer tutoring session was proven better since each student got opportunity to talk and express their idea within their peer tutoring in group activities. The students who dominated the activity was found decreased. The inactive students learned to react and become more active during the peer tutoring session.

From the analyzed data, it was found that the number of students who were considered as active in involving themselves in the teaching and learning

activities has met the criteria of success. It was proven by the percentages of the very active students (56%), supported by the percentage of the active students (32%) achieved 88% which was more 18% than the percentage of criteria of success which was 70%.

The researcher also looked at the results of the test which finally shows us that almost all students got score higher than 70. It means that more than 70% of the students got score 70 or higher. This surely prove that the criteria of success have been met. The teaching of speaking by using peer tutoring technique can improve the student's achievement in speaking ability.

Discussion.

The analysis of the computed data from the descriptive statistical analysis in the former pages shows that the two mean scores of the pre and posttest results in 83.4 for the posttest and 70.6 for the pretest. This indicates that the class shows higher mean score after the treatment of peer tutoring technique. The class which was taught by using the peer tutoring technique performed better results in improving their speaking ability. The researcher finally can come to the conclusion that based on the results of the mean score from descriptive statistical analysis, it was found that 83.4 for posttest is higher than 70.6 for pretest. That is $83.4 > 70.6$. This finally indicates that the degree of difference between two mean scores is significance for both tests. The teaching of speaking by using peer tutoring technique improves the students' speaking ability in SMA Ulil Albab East Lombok, West Nusa Tenggara Province.

From the result of discussion above, it is clearly informed us that the peer tutoring technique enhanced the students' speaking ability by their own. The strategy was useful in helping the students developed their knowledge, vocabulary and meaning during the implementation of the peer tutoring technique.

The results of inferential statistical analysis also show that there is significant different in teaching English by using collaborative strategy in improving the students' reading comprehension. The results of the sig. (2-tailed) is 0.000 which is lower than the significant level (0.05). That is why, it is now proven that the teaching of speaking in the level of middle school, particularly in SMA Ulil Albab, East Lombok, can be developed by using peer tutoring technique. That is why, EFL teachers can surely go with this finding. English teachers in the level of middle schools can develop students' speaking ability in English by using peer tutoring technique.

This finding supports former research has been conducted by Rokhayani, Nurcahyo, Rukmini, and Sofwan (2017) which covered Peer Teaching as a Simulation for Communicative Classroom English Rehearsal. They found out that one of the professional competences that should be owned by English teachers is classroom English skill since they have to deliver instructions in various classroom context. Their finding shows exactly at describing how peer teaching is practiced by the students of the English Education Department as a simulation activity to use classroom English in delivering classroom's instruction. Their study revealed that their finding promotes help for student and teachers in improving their communicative competence in classroom instructional process.

This finding also strengthened the finding from Karim and Mohammed (2018) who investigated the Implementation of Peer Teaching to Enhance English Students' Language Learning: Kurdish EFL Teachers' and Students' Perspectives. They argued that a student-centered instructional method that can engage students during class and outside the class to reveal common misunderstandings. Their findings also revealed that the guidelines and purposes of implementation of the method, and the benefits and difficulties of its implementation in English language classes.

Another research finding that the current research finding supports is Sembiring (2018) who conducted a research on Applying Peer Teaching Technique to Improve Students' Grammar Achievement third semester students of English Education Study Program, Universitas Katolik Santo Thomas, in academic year 2017/ 2018. He conducted the research by applying Classroom Action Research (CAR), which had been conducted in two cycles and each cycle consisted of three meetings. The results of the test shows that the mean score of pretest is 15, formative test is 35 and posttest is 63. The result of observation checklist and fieldnotes showed that the students were interested in teaching and learning conditional sentences by applying peer teaching technique. These indicated that there was a significant improvement of the students' grammar achievement by applying peer teaching technique.

This finding also corroborates a former finding from Paulina (2018) who investigated Peer Tutoring Technique in helping students reducing fear in improving speaking ability. Her study was aimed to solve the problem in the speaking class dealing with the students fear and the bad quality of speaking ability using peer tutoring technique.

Finally, she came up with the result stating that after having a good result in reducing fear and improving speaking ability, peer tutoring comes up as the best strategy to be implemented in speaking class. The result proved some

former theories mentioned that peer tutoring helps students to encourage and improve their skill. In addition, the class condition can be more active and achieve the goal of student-centered learning which requires students to participate more during the learning process.

Conclusion.

Pursuant to the results of the descriptive statistical analysis shows that the mean scores of the posttest is higher than the pretest, resulting in 83.4 < 70.6. This means that the application of the peer tutoring technique can enhance the students' speaking ability in English. The researcher positively can come to the final conclusion that based on the results of the mean score from descriptive statistical analysis, it was found that the degree of difference between two mean scores is different for both tests in the teaching of English speaking by using peer tutoring technique. Therefore, the peer tutoring technique can improve the students' speaking ability in SMA Ulil Albab, East Lombok, West Nusa Tenggara Province.

The inferential statistical analysis shows that there is significant different in teaching English by using peer tutoring technique in improving the students' speaking ability. The sig. (2-tailed) is 0.000 which is lower than the significant level (0.05). Therefore, the peer tutoring technique can improve the students' speaking ability in SMA Ulil Albab, East Lombok, West Nusa Tenggara Province.

The results of the t-test is higher than the t-table, $7.67 < 1.70$. This certainly concludes that there is significant different in the teaching of speaking by using peer tutoring technique in improving the students' speaking ability. Thus, there is a contribution to the teaching of English speaking by using peer tutoring technique in SMA Ulil Albab, East Lombok, West Nusa Tenggara Province.

The total number of students who were considered as active in involving themselves in the teaching and learning activities has met the criteria of success. It was proven by the percentages of the very active students (56%), supported by the percentage of the active students (32%) achieved 88% which was more 18% than the percentage of criteria of success which was 70%.

The results of the posttest shows that almost all students got score higher than 70. It means that more than 70% of the students got score 70 or higher. This surely prove that the criteria of success have been met. The teaching of speaking by using peer tutoring technique can help the student's achievement in improving speaking ability.

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