# Improving Speaking Skill through Peer Tutoring Strategy to Members of An English Meeting Club

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**Abstract**

*English speaking skill helps people to communicate and interact with other people. The objective of the research is to know whether peer tutoring strategy is able to or not to improve the speaking skill of members of YEMC of MTs YMPI Rappang in learning speaking through peer tutoring strategy. This research used pre-experimental method by one group pre-test post-test design. The population was the members of YMEC of MTs YMPI Rappang. The sample of this research was 20 members. The technique of sampling was total sampling technique. The data was analyzed by using SPSS version 17 computer software and the second question was analyzed by using questionnaire. The result calculation of mean score pre-test of students was 7, and mean score post-test of students was 10,35. It showed that members' seapking skill was improved. The result finding that SPSS output for paired sample t-test= 11,513 and sig (2-tailed) = 0,000. This out reveals that sig= 0,000 < p-value= 0,05. It showed the alternative hypothesis (Ha) is accepted, which t-test value (11,513)was greater than t-table value (2,093). Based on data analysis, the researcher concluded that through peer tutoring strategy can improve the speaking skills at members of YEMC of MTs YMPI Rappang. Based on the calculation, peer tutoring strategy has a very strong influence to improve the members speaking skill.*

***Keywords***: *Peer Tutor Strategy, Speaking Skill*

## 1. Introduction

Communication in foreign language is a bridge to get information, knowledge and culture. English learning is a special accomplishment. Millions of people learn language, but a little of them succeed in mastering it. The first obvious reason is that learners of foreign language already mastering another language. Native language structure is the first obstacle in learning new language. The beginner in a foreign language has learned his first language that it is hard for him to say the same things in a different way (Brown, 1994). Therefore, speaking skills are crucial due to its use in interacting with others. In speaking, person gives the message to listener. Speaker is a person who gives the message and listener is person who receives the message. The speaker and the listener have to cooperate with each other to avoid misunderstanding between them. This process is known as conversation. On a daily life, conversation is something undeniable which is always happen. To be able to have a meaningful conversation, not only good yet skillful speaking skills are a must (Vidhiasi, 2020). Based on the data, 50% students demand an interesting teaching and learning process from an English teacher, who is friendly, professional in delivering materials and has a great speaking ability (Muthi'ah, 2020).

English is one of the subjects for students of junior high school. This subject requires them to learn at least four hours per week. They are expected to be able to communicate with other people around the world. Hence, they must study English in their

schools. Based on the reality which is happening in MTs Yayasan Madrasah Pendidikan Islam (YMPI) Rappang, some students have high skills in English but the others still need some supplements to support them in studying English. There is an English club named YMPI English Meeting Club (YEMC) which is supporting and improving the English skills of its member. It has existed about one year. There are 24 members, include two generations. They are 9 members as the first generation and 15 members as the second generation. They have a meeting once or twice in a week.

The headmaster and teachers are proud of seeing the improvement of some students who joins in that meeting club even though only some of them are able to speak English while the others are still low in speaking English. In teaching and learning English, it needs to apply many strategies to improve the learners' skills. One of the strategies which have not been applied is peer tutoring. This strategy is needed by the students because the students will feel free to ask or respond one another the given material from the teacher. In other words, the students' self-confidence will be better in communicating among them rather than to the teacher meanwhile the students' self-anxiety can be under control by themselves.

A research "A case study of peer tutoring program in higher education" by Chen, Ching and Liu,Chan-Cheng, They found that peer tutoring was successfully implemented for university student at National Formosa University in Taiwan during academic years 2007-2009. There were 12 tutors providing peer tutoring service, through a Teaching Excellent Project at the dormitory learning resources center (LRC). For the past 3 years, the project has proven to be a true success; tutors now not only work closely with tutees, but they also assist the LRC instructor during training and activity integrated and instruction session.

Peer tutoring with skilled and experienced instructors is one way to promote extracurricular education service for university student. It is also a method for improving educational effectiveness whereby tutors work together to implement strategy through a systematic process. The results clearly demonstrate that the reciprocal peer tutoring program has been successful in regard to tutor and tutees' achievement, motivation and attitudes.(Cheng, 2015). Meghan Opuda Swam in his result study (Effect of peer tutoring on the reading fluency and comprehension of seventh grade student) suggested that although weekly progress monitoring may be a component of increasing reading skill, working with a partner may contribute to increased perception of reading improvements for individual students (Swam, 2014).

Based on the research findings above, the researcher can conclude that peer tutoring is favorable to be put as the strategy in learning. To know more about this peer tutoring strategy, the researcher would like to conduct a research about "Improving speaking skills through peer tutoring strategy at member of YMPI English Meeting Club (YEMC) at MTs YMPI Rappang Kabupaten Sidrap".

## 1.1. Concept of Speaking and Communication

Keith and Morrow, speaking ability is an activity to produce utterances in oral communication, this activity is involving two or more people, in which the participants are both speaker and hearer have to react in what they hear and make their contribution of high speed, so that each participant has an intention or a set of intentions that he want (Morrow, 2011). Speaking is to say something from feeling and mind expressed through the sequence of sound, vocabularies, phrase and sentences that contain meaning (Bahar, 2013). Communication is an activity of expressing ideas and feelings or of giving people

information (Bull, 2003). G.G. Brown in Santheesh Mathew, communication is transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver (Mathew, 2012).

## 1.2. Concept of Peer Tutoring

Peer Tutoring is the system of instruction in which learners help each other and learn by teaching. Also known as 'Cross-age tutoring', 'Youth Tutoring Youth', and 'Each One Teach One', peer tutoring is one of the most effective methods in promoting student-centered learning. The main task of the professional teacher is to facilitate the activity of the non-professionals (student-tutors) as they teach their peers (tutees) (Tan, 2003). Bruffe asserted that institutionalized peer tutoring, which began as an education experiment during the 1970s can also be recognized as one method of encouraging more student-centered activity, including: self-corrected learning or informal group discussions, to ensure that they are appropriate, efficient and effective. Peer tutoring is an economically and educationally effective intervention for person with disabilities that can benefit both the tutor and tutee, socially and educationally by motivating them to learn (Chen, 20115).

Peer tutoring is a kind of peer-mediated, peer-assisted learning, employed problem solving and systematic teaching strategies to help the disabled student. Further, Dineen, Clark and Risley emphasized that opportunities for skill practice and social interaction are particularly meaningful for at-risk students and students with disabilities. The other kind of peer tutoring program: Cross-Age tutoring is a peer tutoring approach that brings together students of different age, with older student assuming the role of tutor and youngest student assuming the role of tutee. Hall & Stegila stated that cross-age tutoring has been successfully applying to student with varying disabilities (Chen, 2015). Damon and Phelps in Baltasar Gracian defined Peer Tutoring as an approach in which one child instructs another child in material on which the first is an expert and the second is a novice. Some define the relationship as being between two students of the same age, whilst others define it as a relationship between an older tutor and younger tutee, or a tutor having a greater proficiency than the tutee in a particular subject area (Gracian, 2013). By paying attention on the definitions above, the researcher simply infer that peer tutoring is one of the nice strategies of student centered learning which can be applied across many academic subject include English.

According to Ornstein in Nur Afifah, there are 3 kinds of peer tutoring, they are: (1) Students tutor other within the same class. The tutor and tutee should be in one class; (2) Older students tutor students in lower grades outside of class. The tutor should be older than tutee. (3) Two students work together and help each other as equals with learning activities. Two students work together and help each other (Afifah, 2011). Peer tutoring strategies can be effective if in practice if carefully prepared, trained tutors, the material presented, designed according to the location to be effective.

## 2. Method

The method applied in this research is pre-experimental design with one-group pre-test post-test design.The design is described as follow:
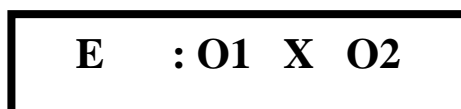
$$ E \quad : O1 \quad X \quad O2 $$

**Figure 1**. Pre-Experimental Method with one group pre-test and post-test design

Where:
E      = Experimental Class
O1    = Pre-test
X      = Treatment
O2    = Post-test

During this study process, the location of this research dwelt at MTS YMPI Rappang, Sidrap regency, South Sulawesi. The duration, then, of this study spent one month in weeks of September- October 2015. The population of this research was the member of YMPI English Meeting Club (YEMC) at MTs YMPI Rappang in Sidrap Regency. It consists of 20 members. The researcher drew samples by applying total sampling technique. The instrument used in this research is oral test. To analyze the data, the researcher used SPSS computer software to present descriptive statistical information.

## 3. Results

### 3.1. Findings

In order to know the members' result in speaking, the researcher calculated the result of the members' pre-test and post-test which was presented in the following table to find out the significant difference between pre-test and post-test.

**Table 1.** Pre-test Score

|     |         | Pre Test |
| --- | ------- | -------- |
| N   | Valid   | 20       |
|     | Missing | 0        |
| Mean |        | 7.40     |
| Median |      | 7.500    |
| Std. Deviation | | 1.314 |
| Variance |    | 1.726    |
| Minimum |     | 5.00     |
| Maximum |     | 10.00    |

The description of the pre-test can also be seen in the following statistical histogram which was processed by using SPSS as well.
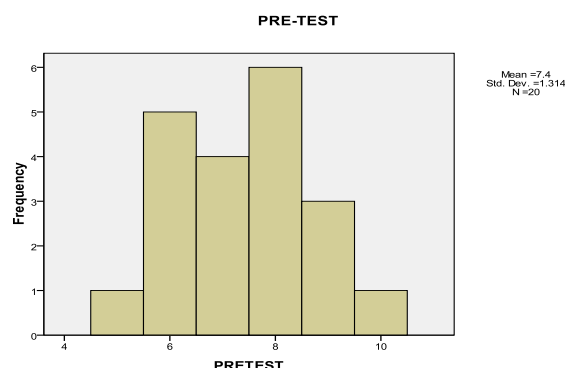


**Figure 2**. The pre-test score distribution and frequency

Based on the result of pre-test analyzed in the table above, it was stated that the total score of this test ranges from one to twelve. The highest total score was achieved by

respondent 015 with 10 total score. On the other hand, the respondent 014 achieved five as the lowest total score. However, the overall members achieved 4,7 as the average score for their speaking is "Good" before learning by using peer tutoring.

The data gathered in the post-test were also processed and analyzed by using SPSS and the result of the analysis can be illustrated in the following statistical description:

**Table 2.** Post-test Score

|     |         | Post Test |
| --- | ------- | --------- |
| N   | Valid   | 20        |
|     | Missing | 0         |
| Mean |        | 10.35     |
| Median |      | 11.00     |
| Std. Deviation | | 1.182   |
| Variance |    | 1.397     |
| Minimum |     | 8.00      |
| Maximum |     | 12.00     |

The description of the post-test can also be seen in the following statistical histogram which was processed by using SPSS as well.
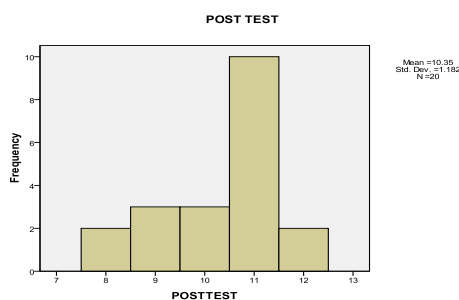


**Figure 3**. The post-test score distribution and frequency

To know whether the null hypothesis accepted or rejected, the independent t-test is used. The Paired samples test which is used in testing the hypothesis.

**Table 3.** Paired Sample Test

|     | Paired Differences | | | | | | | |
|     | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | T | Df | Sig. (2-tailed) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pair 1 Pretest - Posttest | -2.950 | 1.146 | .256 | -3.486 | -2.414 | -11.513 | 19 | .000 |

From the table above, it was found that paired sample t-test = 11,513 and sig (2-tailed) = 0,000. This out reveals that sig = 0,000 < p-value = 0,05. This showed that the treatment had significant main effect on the members' improvement in speaking skill. The null hypothesis was therefore rejected.

### 3.2. Discussion

In this section, the concern of the researcher in speaking component is fluency and accuracy. Since fluency discussed about how the members produced a word and did not need a long time pauses to make a sentences and accuracy discussed about the ability of the student to arrange the words with a correct grammatical and with a good pronunciation.

Based on the description of the data through the test, the researcher kindly explained that in the previous section showed that the members' speaking skill has improvedafter giving the treatment. The members score after having treatment was higher than before giving treatment. Before the researcher gave the treatment, the members faced some problems in speaking, it had happened because of some factors, they were:

The first was some of the members did not know how to describe something or someone and some of them did not understand well even though they actually have ever got the material in the classroom. The researcher knew about that case after telling the members about it. They said that when they studied about the descriptive text material, they were given only many theories but they were less of practicing, so they have not been master yet and they need to practice with their friend such as in peer tutoring strategy. It was proved when they got the pre-test on the first meeting. Most of the members could answer the first and the second question fluently and correctly but when the researcher continued the next question then asked "Please, describe about your school!" It was the third question of pre-test. Immediately, he was speechless and nervous while said "I don't know Sir". So the researcher tried to explain it. And next, the researcher then continued to mention the next questions.

The second was some of the members were less of vocabulary, although they have already memorized many vocabularies before, but they seldom used that vocabulary. Occasionally they wanted to convey their ideas in English but they forgot the vocabularies consequently they purposed to combine some words with second language. It was happened when the researcher did observation before starting the research and tried to analyze the speaking skills of the members. The researcher spoke English with the members correctly when he firstly came then greeted the members. All of them respond confidently but when the researcher talked more and more unfortunately in the middle conversation they found some obstacles. They directly used second language most of the time even put it as a habit. There was also one of the members who was being stopped talking immediately and smiling innocently, then the researcher tried to know the reason why, finally the researcher's question was answered when she said *"tidak kutahu Bahasa Inggrisnya Sir"*. In English it means, I don't know the English, Sir.

The next was the members were not used to share with their friends who had not known and understood the material either inside or outside the classroom. Moreover, the members who did not know and understand the material were lazy to ask with their friends who knew the material well. So they did not have a good collaboration.

On the other side, there were some improvements which was achieved by the members of YEMC in MTs YMPI Rappang after applied through "peer tutoring" strategy, they were:

Firstly, the members were able to describe something or someone in English correctly and confidently. They all were not only knowing theory but also practicing more and more so it could make them understand because the activity in peer tutoring process. They had finally known and understood the way to describe something or someone after sharing sincerely and collaborating happily with their friends. The members were found to describe someone or something because they did it many times in the treatment.

Secondly, the members were able to speak English fully and fluently than before, they felt free and confidence to speak English. Because they got many vocabularies from their friends and they practiced many times in peer tutoring. Besides that, they were motivated with their friends automatically.

The last was all the members were inspired to share more with their friends. They have been aware that sharing is actually important, sharing is basically helping, sharing is sincerely caring and sharing is really needed by everyone, every time and everywhere. Because they have felt the wonderful of helping and sharing to each other, also the power in collaborating.

During the learning process or the activity of peer tutoring, the members were enjoying the process. They felt fun and they did not feel bored, because they did some activities. The members were enjoying the strategy that they have not found before. They felt a new atmosphere. The tutors were spirit for guiding and sharing with their group and the members were active and easy to ask each other. And also they communicated with their tutor bravely and happily. They helped each other pleasurably; they cooperated well so they created a good cooperation and a nice collaboration.

When the members as a tutee did not know the learning material or the given topic to be described, they were easy and spontaneous to ask their tutor or the other members. They were not shy to learn many things with their friends as their tutors at the time. It seems like in the theory of peer tutoring handbook for tutors and mentor teachers of Anette M. Tudor as presented at page 16 in chapter two.

Before the researcher gave treatment to the members, the score of pre-test was 7,4 and after giving the treatment, the post-test was 10,75 the mean score between the result of pre-test and post-test had significant difference. The result of pre-test and post-test in which the result of compulatation of T- table value (2,093) in which the result of freedom (df) = N-1 = 20-1 = 19 for level of significance  0,05 = 2,093 thus the value of T-test was greater than the t-table 11, 513 ≥ 2, 093.

From the explanation above, it automatically could be concluded that there was a significant difference between the members' speaking skill before and after giving treatment through "peer tutoring" strategy at member of YMPI English Meeting Club YEMC at MTs YMPI Rappang. It showed that the alternative hypothesis (H$_a$) was accepted and the null hypothesis (Ho) is rejected. So, it can not be denied that "peer tutoring" strategy was able to improve speaking skill at the members of YMPI English Meeting Club of MTs YMPI Rappang.

Marking ward on the members' result found that members' accuracy and fluency was the most speaking indicator, which gained much improvement than others. It was derived by analyzing the members' pre-test and post-test where the mean score pre-test was 7.4 and  then gained  much better in post-test with mean score 10,35.Therefore researcher concluded that "peer tutoring" strategy was effective for improving members' speaking skill especially their accuracy and fluency.

## 4. Conclusion

Based on the findings of the study, the researcher put forward following conclusions:

The research of data analysis test showed that there was a significant difference between the members' speking skill before and after being taught through "peer tutoring" strategy, it was proved by the development of mean score from 7,4 on pre-test to 10,35 on post-test, while the T-test value 11,513. Therefore, "peer tutoring" strategy was able to improve speaking skill of the members of YMPI English Meeting Club (YEMC) at MTs YMPI Rappang. The research of data analysis showed that the members of YMPI English Meeting Club (YEMC) at MTs YMPI Rappang were very interested and motivated in learning speaking through "peer tutoring" strategy. It was proved by the cumulative score is 918 with strongly agree. Those proved that the students interested and better after being treated by this strategy.

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