Peer Teaching Process in English Subject at SMPN 4 Langsa

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Abstract

The focus of this study is an attempt to figure out the peer teaching process in English subject in pandemic situation at SMPN 4 Langsa. Peer teaching method is a teaching method for delivering subject material with the peers' help. In this research, the researcher used phenomenology approach of qualitative research. The process of collecting data was done by applying the interview, observation and questionnaire. The questionnaires were conducted to 30 respondents from the eighth-grade students at SMPN 4 Langsa, while the interview and observation were conducted to 4 respondents from the eighth grade students at SMPN 4 Langsa who have the roles as peer tutor. Result showed that Peer teaching process began when the students have problems in learning English with their English teacher. It was revealed that the peer teaching showed a good implication in order to get an effective learning process in English subject. the researcher suggested to the eighth-grade students at SMPN 4 langsa have to improve their skill in English and realize their own learning method in order to increase and stimulate them in learning English in the teaching learning process.

Keywords: *Peer Teaching, Peer Tutor* and *Covid-19*

1. INTRODUCTION

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

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One of them is by holding the peer teaching method, which is basically focused on the students as the learners.[2]

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

In order to apply the online teaching and learning, the educators in Indonesia hold the online classes and online meetings due to the Covid-19 that shook the entire world. Especially in SMPN 4 Langsa, the teaching learning process hold by using online classes. Due to the policy of Government in Langsa, all academic insititutions need to change their face-to-face teaching into online teaching. Furthermore, the school has been hold the online teaching during some months. It starts from august until now. The online teaching provides great opportunities and great challenges. However it also serves many disadvantages for the students. One of them is lacking of the effectiveness and the flexibility in delivering the knowledge from the teacher to the students. Indeed, in order to find out the way to improve the student's efficiency in this recent condition, it needs to hold another method to improve their learning especially in English. One of them is by applying the peer teaching method, which is recently conducted at SMPN 4 Langsa.

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

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

researcher is interested in analyzing and finding out the peer teaching process in English subject at SMPN 4 Langsa.

2. LITERATURE REVIEW

Peer-assisted learning or peer teaching and learning describes a collaborative and co-operative teaching and learning strategy; learners are active equal partners, students are self-directed, share in interventions and actively participate in discussions and feedback.[3]

Peer tutoring is a type of collaborative learning strategy in which students support each other's learning rather than relying solely on an adult teacher. Peer tutoring is one of collaborative approach where pairs of students interact to assist each other's academic achievement by one student adopting the role of tutor and the other the role of tutee. Peer tutoring has been well validated for promoting the development of low-level skills, such as reading.[4] Peer tutoring can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. In either co-peer or near peer situations, both learners are likely to understand the material better by applying it in the peer tutoring setting.

In conclusion, peer teaching gives teacher specific instructional methods to help students improve their skills and critical thinking-abilities. It can become an important learning element that assists the

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

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

students in learning how to solve problems, collaborate with others, and think creatively.

According to Gordon, the strengths of peer tutoring are as follows:[5]

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

On the other hand, Peer tutoring has some weaknesses. Peer tutoring decreases practice time and physical engagement, increase chance of of giving and receiving incorrect feedback, and increases opportunity for conflict or small talk.[6]

Furthermore, the weaknesses of Peer tutoring are as follows:

1) Too much time and effort to train tutors
2) Tutor impatience
3) Academic subject suitability for peer tutoring

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[5]   Edward E. Gordon, *Peer Tutoring: A Teacher's Resource Guide*, (2005), 45.

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

4) Lack of expertise on the tutor's part

2.2 Covid-19 Health Pandemic Protocol

COVID – 19 is a new virus that attacks the respiratory system. It first appeared in Wuhan China, in December 2019, was then named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2) and causes Coronavirus Disease-2019 (COVID-19).[7] The World Health Organization declared COVID-19 a pandemic on the 11th of March 2020.[8]

Coronavirus disease 2019 (COVID-19) pandemic is an ongoing problem in more than 200 countries in the world.[9] COVID-19 has been identified as the cause of an outbreak of infectious respiratory disease in Wuhan, People's Republic of China.[10] As of 31 March 2020, there were 719,758 confirmed cases worldwide. The number of deaths related to COVID-19 also reached 33,673 worldwide. The pandemic has resulted in a rapid surge in research in response to the condition. Hence, Indonesia has been hit badly by SARS-CoV-2 infection.

Mass screening was chosen by the State Palace to be implemented in March 2020. In the end of March 2020, Indonesia's president finally decided to implement large-scale social restriction / *Pembatasan Sosial Berskala Besar* in cities and provinces, instead of regional quarantine. Regional quarantine is one of four types of health quarantine according to 2018 Health Quarantine Law. The government also emphasises the need to stay at home for all Indonesian citizens. To date, regional quarantine is

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[7] Better Work Indonesia, *Compilation of Guidelines on Covid-19 Transmission, Prevention & Management*, (International Labour Organization, 2020), 5.

[8] Elizabeth M. Westrupp, et.al., *"Study Protocol for The Covid-19 Pandemic Adjustment Survey (CPAS): A Longitudinal Study of Australian Parents of A Child 0-18 Years"*, (Frontiers in Psychiatry, 2020), 11(10), 3.

[9] World Health Organization, *Coronavirus Disease (Covid-19) Situation Dashboard*, (Geneva, CH: World Health Organization, 2020), 36.

[10] Adhikari SP, et.al., *Epidemiology, Causes, Clinical Manifestation and Diagnosis, Prevention, and Control of Coronavirus Disease (Covid-19) During The Early Outbreak*, A Scoping Review, 2020, 9(1), 29.

applicable only to neighbourhood / *rukun tetangga* (RT) or villages.7 A lockdown scenario was initially prepared in Jakarta and West Java in March 2020. However, the capital city dropped the plan following the rejection from the central government and the Greater Jakarta Transportation agency.[11]

The following are the recommended ways to prevent the spread of COVID-19 in the workplace according to the Ministry of Health and the WHO:[12]

1. Wash your hands regularly using water and soap or alcohol-based hand-rub or sanitizer.

2. Ensure that the workplace is clean and hygienic. Surfaces (such as benches and tables) and objects need to be wiped regularly using disinfectant to

   prevent contamination on surfaces.

3. Encourage good respiratory hygiene at work. When coughing and sneezing, cover your nose and mouth with a tissue or upper arm (not with   your palm).

4. Consult with local authorities before going on a business trip, postpone trips to an area/country where this virus was found. Avoid travelling/going outside the house when feeling unwell.

5. Do not come to work/stay at home if unwell.

6. Maintain your health and fitness so that your body's stamina remains in good shape and your body's immune system is kept strong.

7. Avoid contact with other people or travel to public places.

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[11] MI. Goiano & G. Ghaliya, *Turf War Undermines COVID-19 Fight in Indonesia*, (The Jakarta Post, 2020), 5.

[12] World Health Organization, *Getting Worplace Ready for Covid-19*, accessed on 28 February from https://www.who.int/docs/default-source/searo/indonesia/covid19/getting-workplace-ready-forcovid-19-indonesian.pdf?sfvrsn=db8990c2_2

8. Avoid touching the eyes, nose and mouth (facial triangle).

9. Use a mask to cover your mouth and nose when sick or when being in public places.

10. Safely dispose of used tissues and masks (e.g. in the trash).

11. Always monitor the development of COVID-19 disease from official and accurate sources.

12. Follow the directions and information from the health officer and the Local Health Office.

3. METHODS

In this research the researcher used phenomenology approach of qualitative research. Qualitative is used to investigate a problem in order to get clear understanding of certain phenomenon.[13] Qualitative research is focus on understanding the 'insider's perspective' of people and their culture, and this requires direct personal and often participatory contact". So, the researcher used qualitative method to get rich information and deeper understanding from participants' perspectives.

Qualitative research assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study) is one in which the insights and outcomes generated by the research cannot be applied to contexts or situation beyond those in which the data were collected.[14] The researcher used a qualitative approach in this research. It is the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed. Hence, because of these reasons, the researcher wanted to

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[13] J.W. Cresswell, *Educational Research, (4th ed)*, (Boston: Pearson Education, 2012), 19.
[14] David Nunan, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992), 3.

describe about the peer teaching process in English subject at SMPN 4 Langsa.

4. RESULT

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

Table 1.
Percentage of The Items of The Questionnaire

No	Items of Questionnaire	Frequency			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	*I like learning English.*	25% (5 Students)	50% (10 Students)	25% (5 Students)	-
2.	*I am happy when my friend teaches me English.*	35% (7 Students)	45% (9 Students	20% (4 Students)	-
3.	*I am enthusiastic and active when my friend teaches me English.*	65% (13 Students)	25% (5 Students)	10% (2 Students)	-
4.	*I could understand any English materials that my friend has been taught me.*	30% (6 Students)	45% (9 Students)	25% (5 Students)	-
5.	*I am motivated to learn English with friends.*	35% (7 Students)	50% (10 Students)	5% (1 Student)	10% (2 Students)

No.					
6.	*I am actively involved in asking questions and opinions about English material to my friend.*	40% (8 Students)	35% (7 Students)	15% (3 Students)	10% (2 Students)
7.	*In my opinion, English is important for my future.*	45% (9 Students)	30% (6 Students)	15% (3 Students)	10% (2 Students)
8.	*Learning English with my friend is more fun and excited than with my English teacher.*	70% (14 Students)	30% (6 Students)	-	-
9.	*I am brave in answering the questions directly who is asked by my friend.*	45% (9 Students)	40% (8 Students)	5% (1 Student)	10% (2 Students)
10.	*I can practice English material directly.*	45% (9 Students)	45% (9 Students)	5% (1 Student)	5% (1 Student)

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

5. DISCUSSION

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

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

Based on the result of the study, the researcher finds out the peer teaching process in teaching English subject in pandemic situation at SMPN 4 Langsa. Peer teaching process began when the students have any problems in learning English with their English teacher. The students did not understand about what the English teacher has explained in the teaching learning process. Hence, the students prefer to ask for help with their friend who has a role as a peer tutor.

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

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

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

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

6. CONCLUSION

Based on finding and discussing in the previous chapter, the researcher derived the conclusion in these three following points:

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

2. It was revealed that the Peer teaching process began when the students have any problems in learning English with their English teacher. Hence, the students prefer to ask for help with their friend who has a role as a peer tutor.

3. In this pandemic situation, it was revealed that the peer teaching showed a good implication in order to get an effective learning process in English subject. Based on the result of the research, the researcher finds out that Peer teaching is more effective in teaching English subject rather than with the English teacher. Indeed, the students are confident to ask and answer any English topic in the peer teaching process.

7. REFERENCES

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