

Peer Teaching As a Method of Improving Students' Speaking Skills

Erma Damayanti
ermadamayanti@jagakarsa.ac.id

Lili Wahdini
liliwahdini@jagakarsa.ac.id

Abstract

This research used classroom action research, the samples of the research consisted of 37 students. The instruments were observation sheet and speaking test to measure students' improvement in speaking fluency through peer teaching tutoring method. The data obtained from the test were tabulated and analyzed into percentage and mean score. This research aimed to find out the students' improvement in speaking fluency. The problem statement of the research was how does Peer Teaching Method improve the students' speaking fluency. The result of students' improvement through peer teaching tutoring method, the mean score of cycle I was 48.72% improved to 71.11% in cycle II. They are higher rather than mean score of diagnostic test 34.76%. It means that there was improvement of students' speaking ability in terms of fluency. Based on the result of the analysis, it was concluded that the teaching speaking fluency through peer teaching tutoring method improved students' ability.

Keywords: *Peer teaching, teaching method, speaking skills, TEFL*

INTRODUCTION

Speaking English is an important skill to have, especially in today's globalized world where English is widely used as a language of communication, commerce, and education. Based on its function, speaking skills is important because it can boost our career and support our ability to socialize with many people (Rao, 2019). For example, in business and career opportunities, English is the language of international business and commerce, and many multinational companies require their employees to have a good command of English. Being able to communicate effectively in English can open up new job opportunities and increase your chances of career advancement.

Besides that, having a good speaking skills in English also can give benefit to our education and cultural life. For Education, English is the language of instruction in many universities and educational institutions around the world, and being able to speak English fluently can give you access to a wider range of academic resources and opportunities for

further study (Ratnaningsih, 2019). In cultural life, English is also an important language for cultural exchange and understanding, as it allows people from different countries and backgrounds to communicate and share their ideas and perspectives.

Several methods have been recommended by experts to enhance English speaking skills (Sari & Sembiring, 2019). It is including practicing speaking regularly, finding a conversation partner or joining a language exchange program, listening to native speakers to improve pronunciation and speaking style, expanding vocabulary and grammar knowledge by learning new words and phrases every day, focusing on pronunciation and imitating native speakers, recording oneself speaking and identifying areas for improvement, using speaking prompts to practice in different contexts, and joining a speaking group to build confidence and develop speaking skills in a supportive environment.

For the development of students' speaking skills in educational institutions

(schools or universities), there is one method that can be developed and used for this purpose (Hussain, 2017). The method in question is peer teaching. Peer teaching is a method of instruction in which students teach or tutor other students. In this approach, students take on the role of teacher, explaining concepts and providing guidance to their peers. Peer teaching can take place in a variety of settings, such as classrooms, study groups, or online forums. Peer teaching has several benefits. It allows students to take an active role in their own learning, and can help reinforce their understanding of the material. It also helps to develop important communication and leadership skills, as students must be able to explain concepts clearly and provide effective feedback. In addition, peer teaching can be an effective way to address different learning styles and needs. Students may be more comfortable asking questions or seeking clarification from their peers than from a teacher or instructor. Peer teaching can also help to create a supportive and collaborative learning environment, where students feel comfortable sharing their ideas and perspectives. Overall, peer teaching is a valuable teaching method that can benefit both the student teachers and their peers.

In relation to the issues as process of problem identification, the researcher formulates the research question: How does the Peer Teaching Tutoring Method improve the students' speaking skills? By answering these questions, the researcher hopes that the purpose of this study is to find out how effective the use of the peer teaching method in teaching students' speaking skills will be achieved.

It is hoped that this research will provide benefits to EFL (English as a foreign language) teachers and instructors regarding the use of peer teaching tutoring method in improving students' speaking skills. Therefore, this research is limited to applying the Peer Teaching Tutoring Method in the classroom and the improvement of students' speaking skills

which include their accent and effectiveness.

METHOD

The research methodology used in this study was quantitative, and it employed a classroom action research approach to investigate the students' speaking skills (Atmowardoyo, 2018). The research focused on a specific classroom or group of students, and the researcher assumed the role of a teacher during the study. The study followed a cyclical process that involved four steps: planning, action, observation, and reflection. If the first cycle was unsuccessful, the process would continue to the next cycle, with each cycle including planning, action, observation, evaluation, and reflection.

FINDINGS AND DISCUSSION

The discussion section of the study provided a detailed description of the findings, which demonstrated the effectiveness of the peer teaching tutoring method in improving students' speaking fluency in terms of accent and effectiveness. The improvement in students' speaking fluency in terms of accent and effectiveness was clearly evident from the table presented in the study.

the students' improvement of speaking fluency among D-Test to Cycle I table.

No.	Indicators	D-Test	Cycle I	Improvement (%)
		Mean Score	Mean Score	
1.	Accent	37.81	48.32	10.51%
2.	Effectiveness	31.72	49.13	17.41%
ΣX		69.53	97.45	27.92%
\bar{X}		34.76	48.72	13.96%

The table presented above displays the scores of the students' speaking fluency in terms of accent and effectiveness. Prior to the implementation of the peer teaching tutoring method, the diagnostic test

showed that the accent was very poor (37.81%). After the implementation of the method in cycle 1, the score improved to fairly poor (48.32%), which indicates an improvement of 10.51%. Additionally, the table reveals that the diagnostic test score for speaking effectiveness was 31.72%, which is lower than cycle 1 (49.13%). Although there was an improvement of 17.41% from the diagnostic test to cycle 1, the score still falls under the category of poor. Therefore, it is necessary to continue with cycle 2, with a revision of the lesson plan and teaching materials to achieve the targeted improvement.

The students' improvement of speaking fluency among cycle 1 to cycle 2 table.

No.	Indicators	Cycle 1	Cycle 2	Improvement (%)
		Mean Score	Mean Score	
1.	Accent	48.32	70.78	22.46%
2.	Effectiveness	49.13	71.45	22.32%
ΣX		97.45	142.23	44.78%
\bar{X}		48.72	71.11	22.39%

The table displays the scores of students in accent and effectiveness after the teacher revised the lesson plan and teaching material in cycle 2. The students' score in accent improved from fairly poor (48.32%) in cycle 1 to fairly good (70.78%) in cycle 2, indicating an improvement of 22.46%.

Additionally, the score of students' effectiveness in speaking fluency also improved from poor (49.13%) in cycle 1 to fairly good (71.45%) in cycle 2, indicating an improvement of 22.32%. Based on these results, the implementation of peer teaching tutoring method was effective in improving students' speaking fluency and achieving the target score of 70.00% in cycle 2.

The mean scores of the diagnostic test, cycle 1, and cycle 2 indicate a significant improvement in students' speaking ability in terms of accent and effectiveness through the

implementation of peer teaching tutoring method.

Students' improvement of speaking fluency among cycle 1 to cycle 2 table.

No	Indicator	D-Test	Cycle 1	Improve ment	Cycle 2	Improve ment
		Mean Score	Mean score		Mean Score	
1	Accent	37.81	48.32	10.51%	70.78	22.46%
2	Effectiveness	31.72	49.13	17.41%	71.45	22.32%
ΣX		69.53	97.45	27.92%	142.23	44.78%
\bar{X}		34.76	48.72	13.96%	71.11	22.39%

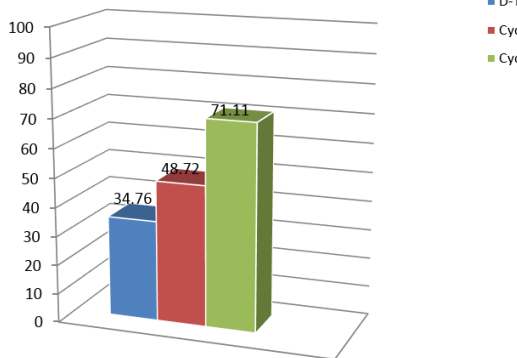
The table presented above displays the progress of speaking fluency in terms of accent and effectiveness, as observed in a classroom action research involving the use of peer teaching tutoring method.

The table demonstrates that prior to the implementation of peer teaching tutoring method, the students' speaking fluency was very poor (34.76%) based on the diagnostic test. The data source's mean score also showed that the fluency was poor in general. After the implementation of the peer teaching tutoring method, the students' fluency improved in cycle 1 to 48.72%, although still classified as poor. The improvement in fluency from diagnostic test to cycle 1 was 13.96%. However, in cycle 2, the improvement significantly increased to 22.39%.

Therefore, the implementation of the peer teaching tutoring method had a significant impact on the students' fluency improvement, with an improvement of 13.96% from the diagnostic test to cycle 1, and a further 22.39% improvement from cycle 1 to cycle 2. These results suggest that the teacher's target of achieving a 70.00% fluency level can be met in cycle 2.

The result of the students' improvement can be shown as the following graphic:

Figure 1. the students' improvement among d-test to cycle 1 and to cycle 2.



The graph above demonstrates that there was an improvement in the students' speaking fluency from the diagnostic test score (34.76) to cycle 1 (48.72), even though it was still classified as fair and the target (70.00) was not achieved. Therefore, the researcher conducted cycle 2 with corrective activities, which resulted in a score of 71.11, classified as fairly good. This indicates a significant improvement in the students' writing (22.39%) and the target was finally achieved. The implementation of peer teaching tutoring method was found to be effective for the students.

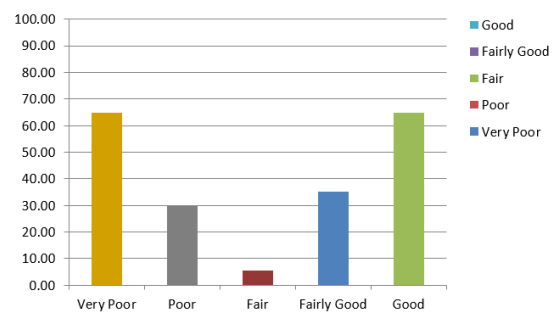
The Classification and Percentage of the Students' Achievement in Speaking Fluency

The classification and percentage of students' achievement in speaking fluency; accent and effectiveness.

Classification	Scores	D. Test		Cycle 1		Cycle 2	
		Fq	%	Fq	%	Fq	%
Excellent	90 – 100	-	-	-	-	-	-
Very good	80 – 89	-	-	-	-	-	-
Good	70 – 79	-	-	-	-	24	64.86%
Fairly good	60 – 69	-	-	-	-	13	35.13%
Fair	50 – 59	2	5.40%	24	64.86%	-	-
Poor	40 – 49	11	29.72%	13	35.13%	-	-
Very poor	0 – 39	24	64.86%	-	-	-	-
Total		37	100	37	100	37	100

The table above presents the frequency of students' speaking fluency in cycle 1, where none of the students achieved a good or very good score. However, after implementing the peer teaching tutoring method and conducting post-action in cycle 2, the number of students achieving a fairly good score increased to 13 (35.13%) and the number of students achieving a good score increased to 24 (64.86%). This shows that the method can be helpful for improving the students' speaking fluency.

Figure 2. the classification and percentage of the students' achievement in speaking fluency; accent and effectiveness.



The Observation Result of the Students' Activeness in teaching and learning process

The following table shows the students' participation in teaching and learning.

Table: the students' observation result in learning speaking

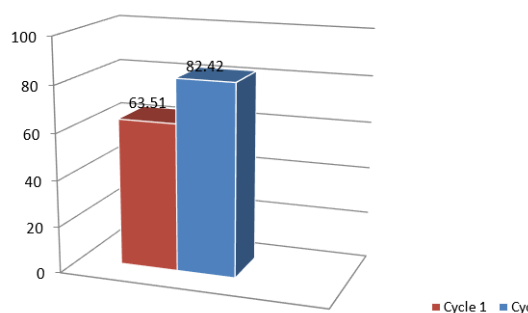
Cycles	Participation				Mean Score \bar{X}
	1 st Meeting %	2 nd Meeting %	3 rd Meeting %	4 th Meeting %	
Cycle 1	61.48%	60.81%	66.21%	65.54%	63.51%
Cycle 2	79.72%	82.43%	85.13%	82.43%	82.42%

The presented table indicates the level of student engagement in the teaching and learning process, as observed by an

external observer. It shows the percentage of student activity in each meeting of cycle I and cycle II. In cycle I, the percentages range from 60.81% to 66.21%, while in cycle II, the percentages range from 79.72% to 85.13%. The average score for cycle I is 63.51%, and for cycle II, it is 82.42%.

The result of the students' improvement can be shown as the following graphic:

Figure 3: the students' observation in learning process.



The chart above displays the students' participation during the teaching and learning process in speaking fluency using the peer teaching tutoring method. It shows how the students' participation changed from cycle I to cycle II. In cycle I, the mean score for student participation was 64.58%, but in cycle II, it increased to 84.11%. This indicates that there was a significant improvement in student engagement with the implementation of the peer teaching tutoring method.

Discussion

This section of the discussion focuses on interpreting the findings obtained from the observation of the students' level of participation in the teaching and learning process, their improvement in speaking fluency in terms of accent and effectiveness, and their attitudes towards the peer teaching tutoring method.

The Improvement of Students' in Speaking Fluency

The analysis of the data indicates that the students' speaking ability in terms of accent and effectiveness improved significantly. This is evident from the results of the diagnostic test and the speaking tests conducted in cycle I and II. The mean score of the students' diagnostic test was 34.76, which was lower than the mean score of 48.72 in cycle I and 71.11 in cycle II, which were based on their writing of a recount text. The improvement in the students' speaking fluency in terms of accent and effectiveness is as follows:

Accent

The findings from the speaking test analysis showed that the students' fluency in speaking had improved significantly. In cycle 1, the mean score was 48.32, in cycle 2 it was 70.78, while the mean score of the diagnostic test was 37.81. The presentation of the data analysis revealed that initially, 15 students (40.54%) had a very poor score, 14 students (37.83%) had a poor score, and 8 students (21.62%) had a fair score. However, in cycle 1, there was an improvement where none of the students got a very poor score, 11 students (29.72%) had a poor score, and 26 students (70.27%) had a fair score. In cycle 2, the improvement continued, with 16 students (43.24%) being fairly good, 16 students (43.24%) being good, and 5 students (13.51%) being very good. These results demonstrate that the implementation of the peer teaching tutoring method was effective in enhancing the students' speaking fluency, particularly in terms of accent.

Effectiveness

The students' speaking ability was assessed using a speaking test, and the data analysis showed that their mean score for fluency in cycle I was 49.13, while it was 71.45 in cycle II. These scores were higher

than the mean score of the diagnostic test, which was 31.72. During the diagnostic test, 27 students (72.97%) received a "very poor" score, 8 students (21.62%) received a "poor" score, and 2 students (5.40%) received a "fair" score. However, the results improved in cycle I, with no students receiving a "very poor" score, 13 students (35.13%) receiving a "poor" score, 22 students (59.45%) receiving a "fair" score, and 2 students (5.40%) receiving a higher score. In cycle II, the improvement continued, with no students receiving scores of "very poor", "poor", or "fair". Instead, 9 students (24.32%) received a score of "fairly good", 23 students (62.16%) received a score of "good", and 5 students (13.51%) received a score of "very good".

The researcher has analyzed the data from the speaking tests and concluded that using the peer teaching tutoring method can improve students' speaking ability. The mean scores for cycle I and cycle II were 49.13 and 71.45 respectively, which are higher than the mean score of the diagnostic test (31.72). The researcher observed improvement from the first cycle to the second cycle.

At the beginning of the research, the researcher faced several challenges, particularly with the school's condition. The researcher believed that the school was not an appropriate environment for effective learning, which negatively impacted the students' mood. Another challenge was the students' low proficiency in English, which hindered their learning during the first meeting in cycle 1. To overcome this obstacle, the researcher decided to focus on strengthening the students' English basic skills before implementing the peer teaching tutoring method.

The researcher conducted two meetings and implemented several research items, resulting in a significant improvement in the students' English proficiency and the efficiency of the

teaching-learning process. To clarify this point, an explanation is provided below.

The researcher started by introducing herself to the class in English, and then asked simple questions to gauge the students' proficiency and understand their psychology. After explaining her role as a researcher, the researcher encouraged the students to engage in easy conversations.

During the next meeting, the researcher checked the attendance and inquired about the students' English proficiency to identify any areas for improvement. The researcher then spent 10-15 minutes providing a brief explanation of English basics, followed by a detailed explanation of speaking fluency, including accent and effectiveness. Finally, the students were asked to discuss their daily activities with their friends, and the researcher provided corrections and feedback.

The researcher took attendance and inquired about the absent students' condition in terms of their English ability. The researcher then explained how to improve speaking fluency using peer teaching tutoring method, and allowed the students to work on their own for 60 minutes. The researcher checked attendance to identify students with low English ability, and corrected their speaking while providing explanations on English basics like pronunciation and spelling. The researcher checked attendance again in cycle 2 and divided the students into five groups with seven to eight students in each group. Each group chose a leader who gave a tutorial on "If-clauses" to their team members, becoming a peer teacher.

CONCLUSION

From the results and discussion, the researcher has arrived at the following conclusion. The implementation of peer teaching tutoring technique has increased student engagement in speaking activities, particularly in asking and answering

questions, as well as giving comments. Peer teaching tutoring can be considered a valuable variation in English language teaching, as it aims to enhance students' speaking fluency. The results of the study show that the mean score increased from 48.72% in cycle I to 71.11% in cycle II, which is significantly higher than the mean score of the diagnostic test (34.76%). Therefore, the researcher concludes that peer teaching tutoring is a necessary teaching method variation that has introduced a new dimension to English language teaching and is essential in improving students' speaking skills.

in *Linguistics and Education (BirLE) Journal*, 2(4), 507-513.

REFERENCES

- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-204.
- Hussain, S. (2017). Teaching speaking skills in communication classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3), 14-21.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Ratnaningsih, P. W. (2019). The use of Google Classroom application for writing and speaking in english education class. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 5(1), 93-110.
- Sari, A. S. P., & Sembiring, R. K. B. (2019). Improving Students' English Speaking Skill Through the Implementation of Talking Stick Method to the Fifth Grade Students of State Primary School 028226 Binjai. *Budapest International Research and Critics*

Damayanti, Wahdini, "Peer Teaching as A Method of Improving Students' Speaking Skills"