

PEER TEACHING TECHNIQUE IN TEACHING ENGLISH AT VOCATIONAL SCHOOL

Ramadhan Akbar Teja; Susiati

Program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta

Abstrak

Peer teaching merupakan metode pembelajaran yang efektif karena peer teaching menggunakan kelompok belajar untuk melaksanakannya dan juga dalam setiap kelompok belajar terdapat satu siswa yang menjadi pemimpin bagi teman-teman lain dalam kelompoknya. Penelitian ini mencoba menerapkan teknik peer teaching dalam konteks pengajaran bahasa Inggris di sekolah kejuruan. Penelitian ini menggunakan pendekatan metode kualitatif deskriptif. Penelitian ini menunjukkan bahwa meskipun metode ini efektif dalam meningkatkan rasa percaya diri dan keterampilan sosial siswa. Temuan menunjukkan bahwa metode peer teaching ini dapat meningkatkan semangat belajar, rasa percaya diri siswa dan kerjasama kelompok.

Kata Kunci: Penerapan, Peer teaching

Abstract

Peer teaching is an effective learning method because peer teaching uses study groups to implement it and also in each study group there is one student who becomes the leader for the other friends in the group. This research try to implementation peer teaching techniques in the context of teaching English at vocational schools . This research uses descriptive qualitative methods approach. This research shows that although this method is effective in increasing students' self-confidence and social skills. The Findings show that this peer teaching method can increase enthusiasm for learning, students' self-confidence and group collaboration.

Keywords: Implementation, Peer teaching

1. INTRODUCTION

Education is a vital force in shaping a nation's future, necessitating thorough exploration of its influencing factors for quality improvement. As Johnson (2013) aptly puts it, "Education is the key to unlocking the door to the future," highlighting its significance for future generations. The ever-evolving landscape of educational thought and practices is driven by research findings and adaptations to the evolving education system components (Rahman & Munandar, 2022).

Peer teaching methods have shown promise in enhancing teacher professional development, as demonstrated in the research of Johnson and Smith (2016). They found that collaborative efforts among teachers, such as teamwork and joint reflection, can elevate teaching skills and boost students' English comprehension. Suherman (Anggorowati, 2011)

also underscores the value of learning resources beyond the teacher, advocating for the role of smarter peers and family members as tutors. Anderson and Brown (2018) further validate the potential of peer teaching methods by emphasizing the creation of a collaborative and inclusive learning environment. Their research highlights the benefits of teachers sharing knowledge, experiences, and effective strategies, positively impacting professional development and student learning progress. This journal delves into the experiences of English teachers who have embraced peer teaching methods in their classrooms. Through classroom observations, interviews, and data analysis, we aim to assess the influence of these methods on both teacher professional development and student learning outcomes. By integrating our findings with existing research, our goal is to provide practical recommendations and guidelines for educational institutions and practitioners seeking to effectively implement peer teaching methods in English education. Sahar Hamdy, Fatma Gouda, Maha Abdeen (2013): Explored the impact of peer teaching on the performance of undergraduate nursing students in a nursing administration course. The study found that peer teaching resulted in significantly better performance compared to traditional assistant teaching.

Researcher found several previous studies to help build this research such as : Peter Chomba, David Sani (2016): Investigated the efficacy of peer teaching in teacher preparation at the University of Zambia and concluded that peer teaching is a useful strategy for teacher training.

Indra Joni, Rian Vebrianto, Zubaidah Amir (2020): Employed the Peer Teaching method to enhance learning motivation and student outcomes in mathematics, with positive results observed in SMAN 35 Jakarta. Shri Ramaswamy (2013): Conducted a pilot-test of student peer teaching in science and engineering education, recommending the incorporation of cooperative learning elements.

Jonathan G. and Robert L. (2020): Studied peer instruction in different classes and found that students tended to pair up with peers of similar abilities. The results highlighted the potential benefits of randomly pairing students to encourage active discussion.

Aris Eko and Endri Triwiyono (2018): Investigated the implementation of peer teaching to reduce competence gaps in vocational students, employing qualitative methods like observation and interviews. Komm, Jirangru, and Nico (2020): Explored factors influencing the satisfaction score of the peer teaching method in higher education, using quantitative data collection and questionnaires.

Khusniyah (2019): Reviewed theories and studies on enhancing speaking skills in EFL contexts through peer-teaching methods using qualitative research. Arif Yulianto (2019):

Focused on improving students' learning outcomes in the context of modern/contemporary art through the application of peer-teaching methods, utilizing quantitative data collection. Masroya Budi Sri (2017): Investigated the improvement of writing paragraph skills using the peer teaching method in a senior high school, employing the Classroom Action Research method with positive outcomes observed at SMAN 35 Jakarta.

In this journal, researchers conducted observations and interviews at SMK Muhammadiyah 2 Andong Boyolali. And researchers will involve English teacher participants who have implemented peer teaching methods in their teaching practice. The researcher's aim in researching this was because the researcher saw that several students lacked self-confidence and courage to give opinions and answer questions given by the teacher during class activities. Based on data from observations and interviews, researchers obtained results including that this peer teaching method can increase students' self-confidence and also train students to be brave in expressing opinions and expressing their opinions when carrying out class activities.

2. METHOD

In this research, researchers used qualitative research. This type of qualitative research is used to analyze data in the form of observations and interviews with students' and teachers because the aim of this research is to describe the implementation of learning using the peer teaching method. The researcher conducted her research at SMK Muhammadiyah 2 Andong. It was done between 16 May - 19 May 2022. The subject of this research is 2 teachers English at Muhammadiyah 2 vocational high school Andong. The object of the research was the implementation, obstacle and advantages Peer Teaching Technique for teacher development in Teaching english at vocational school in Andong Boyolali. Technique of collecting data in this research divided into 2 parts, namely observation and observation. Technique of analyzing data in this research divided into 3 parts that is data reduction, data display, draw a conclusion.

3. RESULT AND DISCUSSION

In this research, we will discuss the implementation of learning methods, one of which is peer teaching techniques. Peer teaching is a learning technique that uses discussion methods in a group and there are several students who help each other. In this chapter the researcher uses observation and interview research methods to find several results from the that the researcher created.

3.1 The implementation of peer teaching method in teaching English at Vocational School in Andong Boyolali

The implementation of the peer teaching method at SMK Muhammadiyah 2 Andong was when the researcher made observations in class by sitting at the back during class activities and then the teacher gave directions regarding today's learning using this peer teaching method. The method used to apply this method is to create groups and in each group there is one student who becomes the leader for his friends. And in this observation the teacher explained lesson of Procedure text.

3.1.1 Pre activities

The teacher opened the class by greeting the students'

The teacher informs students' about the implementation of the peer teaching method in learning this time. Then the teacher opens class activities. The teacher starts the lesson by greeting students' in English. Before the teacher explains the material, make several groups containing 5 student members in each group. And the teacher chooses one student from the group to be the leader in the group and the leader's job in the group is to guide and explain the material that will be presented in end of the class activities.

Teacher : Good morning students', before we start our lesson today. Let's Answer my salam. Assalamu'alaikum Warahmatullahi.

Student's : Waalaikumsalam Warahmatullahi Wabarakatuh.

Teacher : Good, how are you today?

Student's : Im fine ma'am. And you?

Teacher : Im fine too. thank you. any absence today?

Student's : No ma'am.

Teacher : Before starting the lesson, I will divide you into several groups. one group consists of 5 people, because today we will use the peer-to-peer learning method and then will discuss in your respective groups about today's material. And today we will study about procedure text.

The students' then move to form their own groups

Student's : Already ma'am.

Teacher : Okay thank you. I will give the lesson material for today.



Picture 1. Teacher ask students' to make a group

3.1.2 During Activities

The teacher gives direction and support to students'.

During the learning process, teachers encourage students' to share knowledge, solve problems together, and ask questions that encourage critical thinking. The teacher also observes interactions between students' to ensure that each member of the student group actively participates in learning activities. . And the student who is elected as chairman also explains the material to fellow students. and there were also several leaders who also asked the teacher about the material studied to explain to their fellow group members.



Picture 2. Leader of student ask about lessons

3.1.3 Closing Activities

The teacher reflects or repeats the material that has been learned today at the end of the lesson. When students' carry out discussions between students' they use informal language between students' which is different from what the teacher conveys when teaching with the usual method. At the end of the lesson the teacher repeats and asks students' about what was learned today.



Picture 3. Leader of student reflect the material

The researcher also conducted interviews with the English teacher to strengthen the researcher's observations. Based on the results of interviews conducted by researchers, it is explained as follows:

Teacher EP : “Dilihat dari kondisi siswa pada saat pembelajaran, anak-anak menjadi lebih antusias dari sebelumnya karena mereka bebas bertanya kepada temannya dan juga tidak segan-segan bertanya tentang apa yang siswa kesulitan dalam mengerjakannya, namun terlihat masih ada beberapa siswa yang tidak meremehkan tanggung jawabnya. dalam mengerjakan tugasnya dan juga masih ada beberapa siswa yang rasa percaya dirinya juga kurang”

(“Judging from the condition of the students’ during learning, the children became more enthusiastic than before because they were free to ask their friends and also did not hesitate to ask about what the students’ had difficulty doing, but it seemed that there were still some students’ who do not underestimate their responsibilities. in doing their assignments and there are still some students’ whose self-confidence is also lacking”)

So after conducting interviews, the researcher got the results conveyed by the speaker, namely that the application of peer teaching techniques is good for student learning, but there are still obstacles faced by teachers when applying this technique when they teach.

Next, the researcher conducted an interview with one of the student who had studied using the peer teaching method. The essence of the discussion is:

Student BA : “Menyenangkan sekali, kak. Apalagi saya juga termasuk orang yang lebih suka belajar bersama teman dengan menggunakan metode peer teaching. Aku jadi lebih paham dan seru juga bisa mengajari sesama siswa ya, padahal ada beberapa siswa yang

kurang suka dengan cara ini karena mungkin mereka pendiam dan tidak berani bertanya kepada teman sesamanya.”

(“It's really fun, bro. Moreover, I am also one of those people who prefers to study with friends using the peer teaching method. "I understand more and it's fun to be able to teach fellow students', even though there are some students who don't like this method because maybe they are quiet and don't dare ask their fellow students'.”)

From the interviews obtained, conclusions can be drawn that the implementation of the peer teaching method has succeeded in increasing students' enthusiasm and grades, but it is still not optimal, it needs improvement in students' and their group work.

So it can be concluded that in the implementation of the peer teaching method there are still many shortcomings, there needs to be improvements in the enthusiasm for learning, student self-confidence and group cooperation so that students' in groups can communicate well and not rely on the smart ones alone and a sense of courage needs to be developed to express opinions in groups.

3.2 Teacher's obstacles in using peer teaching method in teaching English at Vocational School in Andong Boyolali?

There are several obstacles that occur to teachers when carrying out teaching activities using the peer teaching method, including :

3.2.1 Requires a relatively long time.

Based on the researcher's observations when conducting observations, one of the challenges in using the peer teaching method is that teaching or student understanding requires a relatively longer time because the conditions in the classroom are not conducive. based on interviews by researchers conducted with English teacher regarding the obstacles in implementing this technique, namely:

Teacher WS : “Kendala pertama yang saya alami adalah penyampaian materi yang relatif lebih lama karena kondisi kelas kurang kondusif, mungkin kendala itulah yang saya alami mas”

(“The first obstacle I experienced was the delivery of the material which took relatively longer because the class conditions were not conducive, perhaps that is the obstacle I experienced, sir.”)

After conducting an interview with the WS teacher. The researchers obtained significant results, that is the first obstacle relatively long learning time because unconducive

classroom conditions.

3.2.2 Lack of self-confidence and in students’.

The researcher saw and observed during class learning the students’ lack of self-confidence when learning using the peer teaching method. and also the researcher conducted an interview with the English teacher, namely Teacher EP, to strengthen this research. The core of the interview was:

Teacher EP : “Kendala yang kami hadapi dalam menerapkan hal ini ke depan di sekolah kami adalah kurangnya rasa percaya diri dan percaya diri pada siswa saat membimbing atau mengajar atau memahamkan kepada teman-temannya”

(“The obstacle we face in implementing this in the future in our school is the lack of self-confidence and confidence in students’ when guiding or teaching or explaining to their friends.”)

After the researcher conducted an interview with the EP teacher. The researchers found that the next obstacle that teachers had to face when implementing this technique was the lack of confidence among students’ in discussing with their friends.

3.2.3 Dominated by talkative student’s

During the lesson, the researcher saw that there were several groups that were unfair and were also dominated by groups that talked a lot and also groups that were quiet. That is the obstacle for teachers in implementing the peer teaching learning method. and also the researcher conducted an interview with the English teacher. The core of the interview is:

Teacher WS : “Ya, bagi saya metode ini bagus mas, namun Teacher menghadapi kendala. Salah satunya adalah adanya ketidakadilan dalam pengelompokan, ada kelompok yang banyak bicara, ada juga kelompok yang semua siswanya pendiam, ada juga kelompok yang tidak mendengarkan temannya.”

(“Yes, for me this method is good, but teachers face many obstacles. One of them is that there is unfairness in grouping, there are groups that are talkative, there are also groups where all the students’ are quiet, there are also groups that don't listen to their friends.”)

And after conducting the final interview on the first day, the researcher found that the final obstacle conveyed by the WS teacher was that it was unfair when dividing groups when the teacher asked students’ to form groups in learning activities in class.

3.3 Advantages of using peer teaching method in teaching English at Vocational School in Andong Boyolali?

There are several advantages to implementing peer teaching techniques. including:

3.3.1 Improve their verbal skills to communicate and express opinions.

Based on the researcher's observations during class activities, the advantage of applying peer teaching techniques is that it helps students' to increase their self-confidence in communicating and sharing opinions with fellow students' when discussing the material being studied.

And also to strengthen this research, researchers also conducted interviews with teacher EP.

The contents of the interview are:

Teacher EP : “Keuntungan penerapan metode peer teaching ini di kelas bagi kami adalah siswa bisa melatih verbal skill mereka dan mereka dapat mengekspresikan pendapat mereka, mereka akan bertanya kepada temannya tanpa rasa malu dan ragu.”

(“The advantage of implementing this peer teaching method in class for us is that students' can practice their verbal skills and they can express their opinions, they will ask their friends without feeling embarrassed or hesitant.”)

Based on interviews and observation with EP teachers about the benefits of implementing this technique. Researchers know that this peer teaching technique can improve verbal skills and students' can express their opinions without embarrassment.

3.3.2 Train students' to be innovative and creative in learning activities.

Based on the researcher's observations during class activities using the peer teaching technique, the second advantage is that students' can train their innovative and creative side and can also face the problems they face when discussing with their friends. and to strengthen this research, the researcher also conducted an interview with one of the WS teachers, the contents of the interview are:

Teacher WS : “Menurut saya mas, teknik peer teaching ini sangat membantu siswa karena teknik ini mendorong sisi inovatif dan kreatif siswa dalam berdiskusi atau berdiskusi dengan temannya agar materi yang diajarkan dapat saling dipahami satu sama lain.”

(“In my opinion, sir, this peer teaching technique is very helpful for students' because this technique encourages the innovative and creative side of students' in discussing or discussing with their friends so that the material being taught can be mutually understood by each other.”)

Based on interviews and observations that researchers have conducted. The second advantage in this research is that students' can train their innovative and creative side in discussions during class activities.

3.3.3 Train students' abilities to interact and collaborate with their friends.

Based on researchers' observations during learning activities, another advantage of applying peer teaching techniques for teaching and learning activities is that it trains students' to interact and collaborate with their group friends.

And the researcher also conducted an interview with one of the class XII students' who carried out learning activities using peer teaching techniques to strengthen this research. The contents of the interview are:

Student BA : "Wah teknik peer teaching ini sangat baik untuk Teacher dan siswa, salah satunya melatih saya dan siswa lainnya untuk saling berinteraksi dan juga saling membantu jika ada teman yang kurang memahami materi yang dipelajari saat itu."

("Wow, this peer teaching technique is very good for teachers and students', one of which is training me and other students' to interact with each other and also help each other if there are friends who don't understand the material being studied at that time.")

Based on interviews and observations that researchers have conducted. The final advantage in this research is that students can practice their ability to interact between students and collaborate during class activities.

4. CLOSING

Based on the results of the research and discussion, the researcher drew conclusions about the implementation of Peer Teaching Technique for Teacher Development in Teaching English at Vocational School in Andong Boyolali. The results of the research can be concluded that Learning activities in class using peer teaching techniques can increase self-confidence and train students' social skills with their peers. This can be seen from interviews with several students' as shown in the research results. Even though the implementation method is effective, the peer teaching method is not easy to apply and teachers face many obstacles. By learning using peer teaching techniques, students' become more active. and increase students' enthusiasm, and make them think critically. Difficulties faced by teachers in applying this technique include: relatively long learning times, unfairness when dividing groups, and there are also some students' who are not confident when asking questions or giving opinions to their friends.

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