

# The Effect of Peer Tutoring Strategy on Students' Vocabulary Achievement at SMK Negeri 1 Rantau Utara

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## Abstrak

Peer tutoring is a type of instructional strategy in which students are taught by their peers, who have been trained and supervised by the classroom teacher. Peer tutoring involves having students work in pairs, with another student of the same age or grade. Peer tutoring is an extremely powerful way to improve student academic, social, and behaviors. The population in this study were all class XI Accounting SMK Negeri 1 Rantau Utara Rantauprapat 2018/2019 academic year consisting of 104 people. The research sample was taken using a saturated sample technique with the experimental method. The average student achievement outcomes using peer tutoring = 76.17 with a standard deviation of 7.18 while those that do not use = 55.82 with a standard deviation of 14.53. From the difference in mean values from real level  $\alpha = 0.04$  indicates that students who get treatment peer tutoring is better than those who don't get it. So, that it can be seen that the use of peer tutoring strategy can effect students' vocabulary achievement at SMK Negeri 1 Rantau Utara in Academic Year 2018/2019.

**Keyword : Peer Tutoring Strategy, Vocabulary**

## 1. INTRODUCTION

Vocabulary is a basis of language, it is very important to master in our language. vocabulary is a set of words known to a person or other eternity, or that are parts of specific language (Aitchison, 2001). The vocabulary of a person is defined either as the set of all words that are understood by that person when constructing new sentences.

Vocabulary is the main content of language. People use vocabulary to construct a sentence to express the idea. By having a lot of vocabularies, people can express more ideas. Vocabulary achievement is an important element in second language acquisition. Without grammar little things can be conveyed, without vocabularies nothing can be conveyed. The mastery of vocabulary is essential in order to construct sentences that contains some messages for social interaction.

Language teaching experts generally agree that vocabulary is one of the most important aspects for foreign language students to acquire since it is significant in conveying the meaning of a message. In brief, vocabulary represents a set of words of a language and vocabulary have its own meaning to express speaker's mind or feeling in meaningful way.

Based on the Writer's experience when doing observation at SMK Negeri I Rantau Utara most of students do not interested with English lesson because of the English lesson is difficult to read and have to remember the meaning of the words. Then, the reality in the school, the target of English lesson of the student is low and the average of the English lesson of the students are 50 but the target of the school is 60 – 65.

Because of that the students' do not interest to learn English and the score of English lesson is low, the writers want to try to use a strategy by using peer tutoring to involve their vocabulary in English and the strategy is not done yet before by the teacher.

Conducted a meta-analysis of 82 studies in schools, reporting Substantial cognitive gains for both tutees and tutors (Sharpley, A.N., L.R. Ahuja, M. Yamamoto, 1981) Same-age tutoring appeared as effective as cross-age tutoring and training of tutors significantly improved eventual outcomes.

Royal (2007) suggest an intriguing combination of social and academic activity happening outside the traditional classroom environment. Another aspect of these findings is that students accessing tutoring are interacting with peers who they may not have associated with otherwise. Specifically, these programs gave students a place to interact outside their typical social networks, thereby extending the social networks of both the tutors and the tutees. The positive reciprocal relationship that seems to have been created between tutors and tutees may have served to generate social capital for both groups. Additionally, these tutoring environments seem to be a part of the curricular structure that could influence the conversion of social capital.

Based on the relevant study by using the peer tutoring, the writer can conclude that assistance provided by peers in general can provide good results. The role of peers can foster and generate competition for healthy learning outcomes, because students are made tutors, their existence is recognized by their peers. In one class the age difference between students one and the other students is of course relatively small or almost the same, so that in one class there are groups of peers who interact between students with each other so that behavioral

patterns are used in their association. In these interactions do not rule out the possibility of one student with other students helping each other and needing in learning to obtain learning outcomes. Then, peer tutoring can foster and generate competition in healthy learning outcomes and foster the spirit of learning to improve learning achievement.

### **1.1 Formulation of the Problem**

Based on the background of the study, the writer formulated the problem, "Is there effect of peer tutoring strategy on students' vocabulary achievement at SMKNegeri I Rantau Utara?"

### **1.2 Objectives of the Research**

The objective of the study "to find out the effect of peer tutoring strategy on students' vocabulary achievement at SMKNegeri I Rantau Utara".

### **1.3 Vocabulary**

In learning a foreign language, students are required to master four language skills; listening, speaking, reading, and writing. To master those four language skills cannot be separated from vocabulary. Vocabulary is one of the most tangible parts of language and one of the first things to take attention (Richards, 2001). Vocabulary is a basic unit in building up skills and knowledge. In addition, vocabulary is principal to successful language acquisition. (David, 2015)

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Moreover, some experts explain the importance of vocabulary learning. Firstly, according to David Wilkins, as cited in Thornbury, vocabulary learning is important than grammar learning because "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Furthermore, someone who learns grammar can say very little with grammar and someone who learns words and expression can say almost anything with words (Scott Thornbury, 2002: 13). Secondly, Michael McCarthy (1990: 8) stated "no matter how well and successfully the student learns grammar and the sounds of second language are mastered, without words communication cannot happen in meaningful way.

According to Hatch and Brown (1995: 1), vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Learning vocabulary is closely related with learning about words. Language users build a sentence by combining words for their communication to other people. The more words a language user learns, the more ideas she/he will have. As Milton says (2009: 3) that words are the building blocks of language and without them there is no language. Vocabulary serves as a useful and fundamental tool for communication and acquiring knowledge.

Hornby (1995) defined vocabulary in three senses that cover a) the total number of the words which make up a language; b) all the words known to a person or used in a particular book, subject, etc; and c) a list of words with their meaning (AS, n.d.). The importance of vocabulary was also noted by Richards and Renandya (2002) believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Brown, (2001, cited in Utami, 2014), however, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. In this sense, vocabulary is regarded as one of essential factors that gives big influence to the people's communication.

According to Krashen and Terrell stated in David Nunan book (1991: 117) "the status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching". On the other word, vocabulary has become one of the object of the research in the methodology of teaching till become as a result of the development of communicative approach.

Vocabulary should be taught especially for foreign language teaching learning activity, because even the students have mastered grammatical from the could not the communication in foreign language without mastering a vocabulary. To master a language is not easy because some aspects of language are not easy to learn, it is impossible to learn a language without mastering vocabulary.

### **1.4 Peer Tutoring**

Peer tutoring is the process in which a pre-trained successful student teaches a concept or skill to another student or to a group of students under the leadership of the teacher (Gearheart et al., 1992).

Peer tutoring is often referred by educators as it increase the learning rate, contribute to social skill development, develop a range of other skills, and provide emotional benefits to the students (McKellar, 1986; Ayzazo and Aljadef-Abergel, 2014). The students both improve their friendship relations and assist each other in learning

thanks to the group studies they perform within the scope of peer tutoring. When studying together, using more similar and clear utterances positively affects the success of the peers (Karakoç, 2002). In addition, peer tutoring contributes to student motivation towards courses besides developing discussion, expression and interrogation skills (Topping et al., 2011).

Peer tutoring is implemented in different ways. In mutual peer tutoring, one of the aforementioned ways, the teaching and learning roles of the students can be swapped as they are at the same level. In cross peer tutoring, on the other hand, peer matching is mostly between the successful students and the ones who have some learning difficulties. Students with academic competency always take the teaching role, the others are learners. Mercer and Mercer (2005: 51) define peer tutoring as “an instructional arrangement in which the teacher pairs two students in a tutor-tutee relationship to promote learning of academic skills or subject content”.

Peer tutoring refers to the process of having learners help each other on a one-to-one basis. Two types of this kind of peer tutoring are found in adult literacy and basic education: “near peer” in whom one learner is more advanced than the other; and “co-peer” in which the learners are fairly well matched in skill level. Examples of near peer pairings include more academically capable learners working with those experiencing difficulty. When co-peers are paired, learners are able to work together as equals and gain a better understanding of the materials by learning from each other. Although peer tutoring is done with pairs of learners, sometimes having learners work in groups of three better meets the needs of both the learners and the learning task.

Peer tutoring refers to students working in pairs to help one another learn material or practice an academic task. Peer tutoring works best when students of different ability levels work together. During a peer tutoring assignment, it is common for the teacher to have students switch roles partway through, so the tutor becomes the tutee. Since explaining a concept to another person helps extend one’s own learning, this practice gives both students the opportunity to better understand the material being studied.

## 2. DISCUSSION

This research will use quantitative research. This research will be conducted at SMK Negeri 1 Rantau Utara of the grade XI students (Accounting) in Academic Year 2018-2019.

This school was chosen because the eligibility for researcher to obtain data to answer the problem. The research was conducted during November 2018.

### 2.1 Population

Population is a group of individuals that have some more characteristics in common that are interest to the researcher, Best and Khan (2002:13). In this study, the population of the research is all of grade XI (eleventh) students at SMK Negeri 1 Rantau Utara. The total number of Accounting students are 104 students.

**There are 4 (four) parallel class, namely:**

Class	Totals
XI Accounting 1	34
XI Accounting 2	36
XI Accounting 3	34
<b>Totals</b>	<b>104</b>

### 2.2 Sample

Sample is a portion of a population. It means that sample is a part of population that will be observed. The researcher used cluster sampling in the experiment. Cluster sampling is sampling which is not individual but a group of individuals who are naturally together (Ary, 2010). The researcher take only two classes as the samples in this research. The first class is XI Accounting 1 as the experimental group and XI Accounting 2 as the control group. The two classes used by the writer have been representing the three existing classes. In addition, the researcher take only XI Accounting 1 and XI Accounting 2 because based on the result of the test in that school, these two classes gained similar average achievements.

Class	Group	Test	Treatment	Test
XI Accounting 1	Experimental Group	Pre-test	Experimental treatment	Post-test
XI Accounting 2	Control Group	Pre-test	Common treatment used by teacher	Post-test

### 2.3 Technique of Data Analysis

The collecting of data must be done by technique of data analysis, but before doing the test hypothesis, so, the regulation of the test have done such normality and homogeneity test. To choose the research approach with some experimental design for testing the significance of the research. If comparing two result of the research by comparing the mean like one shot case study. The technique of analysis data is statistics that used for testing of hypothesis by formula:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{SD x_1^2}{N_1 - 1} + \frac{SD x_2^2}{N_2 - 1}}}$$

Where :

- X<sub>1</sub>** = Average (mean) of sample groups that has the higher scores
- X<sub>2</sub>** = Average (mean) of sample groups that has the lower scores
- N<sub>1</sub>** = The total of sample pre-test
- N<sub>2</sub>** = The total of sample post test
- SD** = Mixed standard Deviation

### 2.4 Data Analysis

The data were taken from the sample in SMK Negeri 1 Rantau Utara. There are were 70 samples divided into two groups namely, experimental and control group. The data was collected from pre-test and post-test after applying the test to the experimental group and control group. The result from both group can be seen below :

#### 2.4.1 The Result Of Pre-Test And Post-Test Of Experimental Group :

- a. The total score of pre-test : 1898
- b. The mean of the pre-test : 55.82
- c. The highest score of pre-test : 70
- d. The lowest score of pre-test : 40
- e. The total score of post-test : 2590
- f. The mean of the post-test : 76.17
- g. The highest score of post-test : 90
- h. The lowest score of post-test : 68

#### 2.4.2 The result of pre-test and post-test of control group :

- 2.4.2.1 The result score of pre-test : 1902
- 2.4.2.2 The mean of the pre-test : 52.83
- 2.4.2.3 The highest score of pre-test : 60
- 2.4.2.4 The lowest score of pre-test : 40
- 2.4.2.5 The total score of post-test : 2433
- 2.4.2.6 The mean of the post-test : 67.58
- 2.4.2.7 The highest score of post-test : 80
- 2.4.2.8 The lowest score of post-test : 55

### 3.CONCLUSION

Models of peer tutoring that is Classwide Peer Tutoring (CWPT), Cross-age Peer Tutoring (CAPT), Peer Assisted Learning Strategies (PALS), Reciprocal Peer Tutoring (RPT), Sama-age Peer Tutoring. The mean of the experimental group between pre-test and post-test is 20.75 and the mean of control group between pre-test and post-test is 14.53 it means in experimental group is more effective than in control group. The result of analyzing the data, the score of t-test is higher than t-table (6.98 > 2.00 ). it means that  $t_{test} > t_{table}$ , where t-table is 2.00 and t-test is 6.98, so t-test is higher than t-table.

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