THE IMPLEMENTATION OF PEER TUTORING STRATEGY IN ENGLISH LEARNING AT JUNIOR HIGH SCHOOL

UNDERGRADUATE THESIS

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ii

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THESIS

This Thesis has been examined and approved in Partial Fulfillment of the
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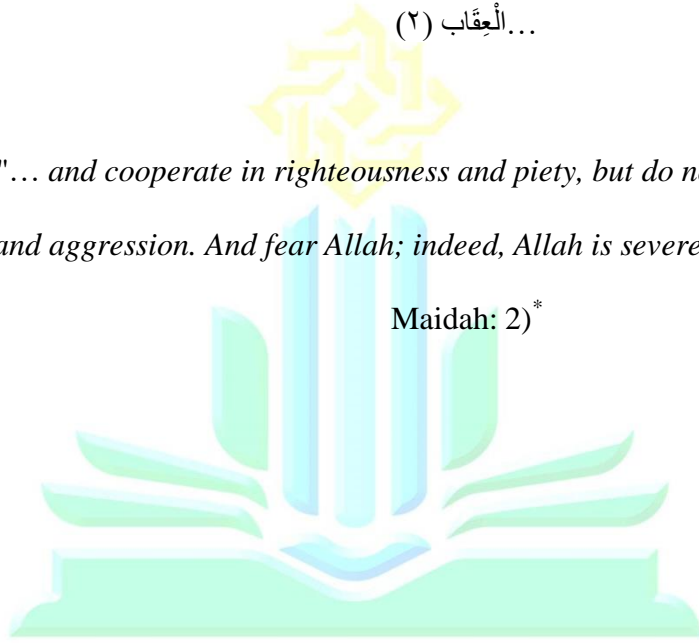
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iii

MOTTO

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوٰىۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِۚ وَاتَّقُوا اللَّهَۖ إِنَّ اللَّهَ شَدِيْدُ

الْعِقَابِ (٢)...

"… and cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah; indeed, Allah is severe in penalty…" (Al-Maidah: 2)[*]

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J E M B E R

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[*]Qur'an English app, Al-Maidah 5:2

iv

DEDICATION

I have proudly dedicated this thesis for,

1. My beloved parents, Mr. Ahmad Munif and Mrs. Siti Komariyah who have always been an encouragement and made me rise from the word surrender. Thank you for giving a lot of extraordinary love so that I can finish my studies on time and thank you guys for always praying for my success.

2. My beloved brother and sister, Mr. Arif Eka Saputra and Mrs. Fitri Atul Hasanah my best brothers and sisters who have always been friends and role models for me. for my little sister, I dedicate this thesis as a small gift for you in heaven.

ABSTRACT

Siti Nur Azizah, 2023: *The Implementation Of Peer Tutoring Strategy In English Learning At Junior High School*

Keyword: English Learning, Peer Tutoring Strategy

This research is motivated by the existence of factors that influence the success of English learning programs through peer tutoring strategies in English subjects. The application of English learning using peer tutoring strategies is good in theory because this strategy has a double advantage; students who get help are more effective in receiving material. At the same time, for tutors, it is an opportunity to develop their abilities. Based on observations, this strategy has been applied by SMPN 1 Kalisat teachers, which is rarely applied in other schools. The success rate of the learning program using the peer tutor strategy is quite high, where students become happier, understand the material better and are more flexible when discussing with peers. This factor makes researchers interested in studying more deeply about how much influence and success of learning programs using peer tutor strategies on student understanding and abilities.

This research focuses on: 1) How is the procedure of Peer Tutoring Strategy implemented in English Learning at junior high school? 2) How is the evaluation of Peer Tutoring Strategy implementation in English Learning at junior high school? The purpose of this research is: 1) To describe the implementation of Peer Tutoring Strategy in English Learning at SMPN 1 Kalisat, 2) To describe the evaluation of Peer Tutoring Strategy implementation in English Learning at SMPN 1 Kalisat,

This study used a descriptive qualitative approach conducted at SMPN 1 Kalisat. The population includes all students of class VIIIA, totalling 26 students. Data collection techniques were data reduction, presentation, and conclusion drawing/verification. The data's validity uses the data's credibility, namely: source triangulation and technical triangulation.

The results of the research show that 1) The process of implementing the peer tutoring strategy in English learning found that students felt more comfortable because they could express their opinions more in the group, 2) The evaluation process in the peer tutor class conducts oral evaluations, performs brief repetition of material to strengthen the material and motivates students, 3) The peer tutoring strategy benefits to students, tutors, and teachers by emphasizing activeness, understanding, and cooperation during learning. However, there are several disadvantages: students who become tutors can feel pressured. Students who become tutors are less focused and often indifferent to tutors, and 4) The disadvantages of this strategy are handling motivating students, directing students to complete assignments well, and evaluating each meeting by the teacher. Based on these factors, the results or implications of the research on the implementation of peer tutoring strategy that researchers recommend for English teachers as one of the strategies in learning, especially when focusing on students' speaking skills.

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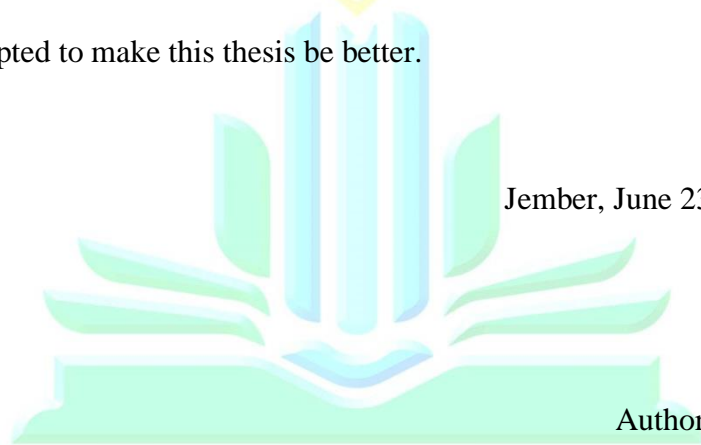
In arranging this undergraduate thesis, there are a lot of people who always giving support, motivation, and also the good advice until this undergraduate thesis has done. The researcher also realize, that without help from numerous people, this undergraduate thesis would have not been completed as it is. So in this change the researcher would like to express my sincere gratitude to the following people:

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3. Dr. Rif'an Humaidi, M.Pd.I Head of Islamic and Language Education Department.

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7. Halim, S.Pd., as the English Teacher of SMPN 1 Kalisat and all of the students of the eighth grade who helped the researcher during the research.

This undergraduate thesis is not perfect one but it is expected to be useful for the readers. Thus, for these reason, constructive thought, suggestion and critic are accepted to make this thesis be better.

Jember, June 23th, 2023

Author

TABLE OF CONTENTS

CHAPTER III. RESEARCH METHODS

CHAPTER IV. FINDINGS AND DISCUSSION

TABLE OF PICTURES

xii

TABLE OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Research Background

Indonesia still uses the languages of other countries as a foreign language; one of them is English. The English language still has the status of a foreign language (EFL), even though it is a language that is learned in school and can be used in communication. As a foreign language that entered Indonesia to be studied in almost all schools and institutions, English can also be referred to as a second language. It then makes English learning one of the most important in education. Learning English as a foreign language has been used as a strategic tool or medium in teaching and as a forum for teaching strategies in the history of education in various nations worldwide.[1]

According to percentage research from the EF EPI website, with a total score of 469 points and a global average score of 502 points, Indonesia in 2022 will occupy the 81st position among 111 countries in the category of ranking the ability of English speakers in scattered areas of the world and the 15th position out of 24 countries in Asia. This percentage makes Indonesia a country with a population with English language skills that are still classified as low status.

The Indonesian government adds English language learning to education subjects as well as making English the first foreign language

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[1]Didi Suherdi, *Orientasi Baru Pembelajaran Bahasa Inggris di Indonesia*, 2009

used in Indonesia. English was officially added to the education curriculum and is now a relatively important subject in elementary, junior high, and high school. It has a great opportunity to be used as a language of instruction in several schools in Indonesia.[2] At the junior high school level, English targets students can reach the functional level, that is, communicating well orally or in writing to solve problems in everyday life. While at the senior high school level, English is the main target for learners to reach the informational level, which can prepare them to continue their education in college.[3] However, the fact is that English still needs to be well mastered by students, and they cannot even pass the standard score both in terms of daily test scores and school final exam scores.

Junior high school students are educational level in children aged around 13 years to 15 years. At these ages, junior high school students experience a psychological development called the transition period, which is the transition from childhood to adolescence or maturity. During this period, junior high school students often feel indecisive about their life goals, both in terms of decisions to make friends and a sense of prestige in everything. It is not surprising that educators must try to understand better the character of high school students, especially in learning. To the 2013 curriculum, English language learning in secondary schools prepares students for the following skills: (1) develop oral and written

[2]Yulia Agustin, "Kedudukan Bahasa Inggris Sebagai Bahasa Pengantar dalam Dunia Pendidikan", vol. 3, no. 4, (Deiksis, 2011), 355
[3]Elfa Febria Utami, "Pengelolaan Pembelajaran Bahasa Inggris", (Bengkulu, 2013)

communication skills to achieve a functional literacy level, i.e. communicate orally and in writing to solve everyday problems, (2) to realize the nature and importance of English which can then increase the nation's competitiveness in a global society, and (3) to form students' understanding of the relationship between language and culture. Thus, it can be concluded that the main objective of the 2013 curriculum for junior high school students is to prepare learners to communicate effectively and efficiently according to applicable ethics both orally and in writing, which applies four competencies, namely speaking, listening, reading and writing.[4]

Changes in the education curriculum in every era require educators or teachers to be more creative and innovative during learning; the goal is for students to absorb and manage the knowledge conveyed well in everyday life.[5] Teachers are also required to understand better the character of the scope of education as a whole, starting from the nature of students and the problems in the classroom to determine the right strategy or method to be applied during learning. According to Law No. 14 of 2005 on teachers and lecturers, professional educators have seven main tasks: educating, teaching, guiding, directing, training, assessing, and evaluating

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[4]Tri Ilma Septiana, "Implementasi Pendidikan Karakter Dalam Pembelajaran Bahasa dan sastra", 2016, 93

[5]Yusuf Hanafiah,dkk, *Aku Bangga Menjadi Guru; Peran Guru dalam Penguatan Nilai Karakter Peserta Didik*, (Yogyakarta: UAD Press, 2021), 150

students in early childhood education, formal education, primary education, and secondary education (Pusat, 2005).[6]

As someone important in managing the classroom, the teacher should provide direction, training and proper assessment through strategies designed according to each class's needs so that later, students can be guided conductively and effectively and get satisfactory grades. In education, a system is one of the forms of a teacher's success in teaching because, in the design, some processes and goals are important for students. In choosing a strategy, a teacher must choose the right plan so that the teaching given to students does not seem coercive, and even leader behaviour is sometimes unnecessary.[7] Therefore, a strategy is important for a teacher to use because, in the design, various activities are carried out between teachers and students, such as; delivery of material, understanding the material, implementation, and class evaluation.

The choice of strategy is something that must be considered by the teacher so that the final goal can be achieved as expected. Peer tutoring is a teaching strategy where the teacher appoints several students who meet certain requirements in understanding learning materials. This strategy has the dual advantage that students who receive help are more effective in receiving material, while for tutors, it is an opportunity to develop their

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[6]Rifa Oktaviani Jaidi, Arsyi Rizqia Amalia dan Din Azwar Uswatun, "Analisis Peran Guru pada Pembelajaran Bahasa Inggris di Masa Pandemi Covid-19 Di AL-Ummah Cibadak", vol 5, no 2, (Edumaspul, 2021), 2
[7]Mohammad Asrori, "Pengertian, Tujuan dan Lingkup Strategi Pembelajaran", vol 5, no 2, 2013, 165

abilities.[8] Therefore, this strategy has an important role for students because it can foster and generate healthy competition for learning outcomes because students who are used as tutors have their existence recognized by other students.[9]

The advantages of the peer tutoring strategy include: (1) stimulating students to reduce and deal with the fear of speaking or expressing opinions to the teacher during teaching and learning activities; (2) activities using the peer tutoring strategy will foster the confidence of students who act as tutors and strengthen the concept of the material being discussed; and (3) helping to bring closer relationships between students.[10] Judging from some of the advantages of this strategy, the peer tutoring strategy expects students to be more of a person with a personality who can express opinions in the form of discussions during learning. The peer tutoring strategy does not only focus on students who have high scores to be used as tutors in each class session but how students who act as tutors for their friends explain the material well and can discuss periodically with the group they are presenting to. The Qur'an surah Al-Maidah: 2 means "… *and cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah; indeed, Allah is severe in penalty....*"[11]

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[8]Mohammad Asrori, Journal of "Pengertian, Tujuan, dan Ruang Lingkup Strategi Pembelajaran", Vol. 5, No. 2, 2013, 165

[9]Abdul Mukhlis, Journal of Indonesian Language and Literature Education "Pembelajaran Tutor Sebaya: Solusi Praktis Dalam Rangka Menyongsong Pembelajaran Sastra Yang Menyenangkan Bagi Siswa SMP", vol 1, no 2, (JB-BSI, 2016), 2

[10]HH. Hasibuan, "Identifikasi Miskonsepsi Dan Peran Tutor Sebaya Untuk Meminimalisasi Miskonsepsi Siswa Pada Materi Sel Di SMA Yayasan Pendidikan Mulia Medan", 2016

[11]Qur'an English app, Al-Maidah 5:2

The teachers use a peer tutoring strategy based on direct observation at SMPN 1 Kalisat in English learning. Based on the results of interviews with English teachers at SMPN 1 Kalisat, the design that is almost used in all classes is the peer tutoring strategy. Four teachers are permanent and use the same method in all categories. However, this strategy is only sometimes used because it considers the class situation and students' needs to apply the material.

This strategy is usually applied when reading material on recount text or other materials that are deemed to require group methods. The implementation of the peer tutoring strategy in the school has been successful so far, although peer tutoring is a fairly traditional strategy in learning. The visible results are that students are considered more in control of the class, better able to understand the material because of open discussions with group friends, and more active when they want to express their opinions. This strategy is still applied because the main goal is for students to be responsible in their respective groups and to motivate low-performing students.

Through the research that has been reviewed, there are several studies that have been conducted before related to it. The first study by the researcher examines the application of the peer tutoring model as a tool for presenting learning developed by Stakeholders to improve the ability to read the Quran at junior high school level students. The results of this study state that learning to read and write the Koran with a peer tutoring

model has successfully increased achievement at each class meeting and shows that the peer tutoring strategy is effectively applied to junior high school students.[12]

The second research examines the application of peer tutoring strategy to student achievement in cultural arts subjects. The study results showed that the research success indicators were in line with expectations after researchers had conducted research with 2 cycles. The researcher ensures that applying peer tutoring in the learning process can improve student achievement.[13]

The third research title is "The Application of the People Tutor Learning Model in English Courses". The results of the research on the application of peer tutoring in the high school environment show a very good evaluation by looking at the good test scores from the class average.[14]

B. **Research Questions**

1. How is the procedure of Peer Tutoring Strategy implemented in English Learning at junior high school?

2. How is the evaluation of Peer Tutoring Strategy implementation in English Learning at junior high school?

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[12]Imam Ghozali, Thesis IAIN Purwokerto "Penerapan Strategi Tutor Sebaya Dalam Pembelajaran Baca Tulis Al-Qur'an Di MTS Ma'arif NU 3 Kemranjen Kab. Banyumas", 2018

[13]Luh Carmawati, Journal of education "Penerapan Strategi Tutor Sebaya Untuk Meningkatkan Prestasi Belajar Seni Budaya Siswa Kelas VII B SMP Negeri 3 Singaraja Tahun Pelajaran 2017/2018", vol. 15 no 1, June 2018

[14]Qorina Awa Rosi and Septi Gumiandari, Journal education "Penerapan Model Pembelajaran Tutor Sebaya Pada Pembelajaran Bahasa Inggris Melalui Pendekatan Andragogi di Lingkungan SMAN 1 Jatiwangi

C. **Research Objective**

1. To describe the implementation of the Peer Tutoring Strategy in English Learning at SMPN 1 Kalisat

2. To describe the evaluation of Peer Tutoring Strategy implementation in English Learning at SMPN 1 Kalisat

D. **Research Significances**

1. Theoretical Significances

From a theoretical point of view, the results of this study are expected to provide new insights related to the implementation of peer tutoring strategy in English learning at junior high schools, especially in the field of English teaching.

2. Practical Significances

From a practical point of view, it is hoped that the researcher can contribute positively, especially for English teachers who want to carry out the learning process using the peer tutoring strategy. In addition, another researcher can use it as a reference to research the application of peer tutoring strategy in English language learning in different contexts.

E. **Definition of Key Terms**

1. Peer Tutoring Strategy

Peer tutoring is a learning strategy whose main basis is communication and discussion between tutor and tutee students. This strategy is one of the strategies teachers at SMPN 1 Kalisat use. This

strategy is carried out as a whole in the second and third grades. The dynamics of implementing this peer tutoring strategy involve students with high rates and students with lower rates. Before the performance, the teacher has selected 4-6 students who will become tutors by providing material in advance.

2. English Learning

English learning is one of the subjects taught at SMPN 1 Kalisat with the 2013 curriculum. The material used with this research is reading material on narrative text in all second and third grades. English learning is very important, especially in group system material. The use of the peer tutor strategy is suitable to be applied in English learning because the application of the peer tutor model English learning, there is no competition among students. They have to work together to solve problems, try to find solutions in discussions, and decide answers from different ways of thinking.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this section, the researcher lists the results of previous studies related to the research to be carried out. The researcher briefly summarizes the contents of previous studies, such as; types of research, methods and results. Some previous studies that have been reviewed related to this research include:

1. Journal by Fei Ha Chiew, Clotilda Petrus, Siti Zaidah Othman, Joe Davylyn Nyuin, & Ung Hua Lau in 2021 with the title "Effectiveness of Peer Tutoring Program on Students' Academic Performance for Engineering Course".[15] This study used a quasi-experimental design with 10 selected tutors and 36 students who were used as experimental groups. The researcher analyzed the percentage increase shown by students who passed the test from the experimental group. The results showed the effectiveness of peer tutoring programs on students' academic performance in engineering courses.

2. Journal by Fransisco Alegre, Lidon Moliner, Gil Lorenzo-Valentin & Ana Maroto in 2021 with the title "Learning Statistic And Probability

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[15]Fei Ha Chiew, Clotilda Petrus, Siti Zaidah Othman, Joe Davylyn Nyuin, & Ung Hua Lau, "Effectiveness of Peer Tutoring Program on Students' Academic Performance for Engineering Course", vol. 6, no.1, (International Journal of Service Management and Sustainability, 2021)

Through Peer Tutoring: A Middle School Experience".[16] This study uses quantitative research with an experimental design where researchers conduct a pretest and posttest in control and practical classes. In this study, researchers sampled all categories (7 to 9) with 208 students. The 6-week study showed that using peer tutors to learn statistics and probability can be academically beneficial for middle school students.

3. The article by Lidon Moliner & Francisco Alegre in 2020 titled "Effects of peer tutoring on middle school students' mathematics self-concepts" was conducted on high school students from grades 7 to 9, as many as 376.[17] The Marsh questionnaire assisted researchers in measuring the program's implementation. Researchers also used pretest and posttest. The study's results showed an average increase of 13.4%; it can be concluded that peer tutoring benefits middle school students.

4. Article by José L. Arco-Tirado, Francisco D. Fernández-Martín & Miriam Hervás-Torres in 2019 with the title "Evidence-based peer-tutoring program to improve students' performance at the university".[18] This research was conducted on 102 first-year students at a Spanish university. Researchers used quantitative analysis by dividing control

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[16]Fransisco Alegre, Lidon Moliner, Gil Lorenzo-Valentin & Ana Maroto, "Learning Statistic And Probability Through Peer Tutoring: A Middle School Experience", Vol. 41, No.2, (South African Journal of Education, 2021)

[17]Lidon Moliner & Francisco Alegre, "Effects of peer tutoring on middle school students' mathematics self-concepts", vol. 15, no. 4, (Australia: Plos One, 2020)

[18]José L. Arco-Tirado, Francisco D. Fernández-Martín & Miriam Hervás-Torres, "Evidence-based peer-tutoring program to improve students' performance at the university", vol. 45, no. 11, (Informa UK Limited: Taylor & Francis Group, 2019)

and random groups. The results of this study showed significant

effectiveness of the peer tutoring program.

Table
The Similarities and Differences between Previous Research and this
Research

No	Name/Year	Title	Similarities	Differences
1	2	3	4	5
1.	Fei Ha Chiew, Clotilda Petrus, Siti Zaidah Othman, Joe Davylyn Nyuin, & Ung Hua Lau/2021	Effectiveness of Peer Tutoring Program on Students' Academic Performance for Engineering Course	Both of them are the same in using peer tutoring in a research program	- The previous study used a quasi-experimental design, while this current study uses a descriptive qualitative design - The previous study focused on an engineering course, while this current study focuses on an English course -
2.	Fransisco Alegre, Lidon Moliner, Gil Lorenzo-Valentin & Ana Maroto/2021	Learning Statistic And Probability Through Peer Tutoring: A Middle School Experience	They are the same in using peer tutoring for junior high school students.	-The previous study used quantitative research, but this current research uses qualitative research -The previous study focused on statistic and probability learning, during this current research focus on English learning
3.	Lidon Moliner dan	Effects of peer tutoring on	Both of them are the same in using	-The previous study focused on

No	Name/Year	Title	Similarities	Differences
1	2	3	4	5
	Francisco Alegre/2020	middle school students mathematics self-concepts	peer tutoring on middle school students	mathematics learning, but this current research focus on English learning
4.	José L. Arco-Tirado, Francisco D. Fernández-Martín & Miriam Hervás-Torres/2019	Evidence-based peer-tutoring program to improve student's performance at the university	Both of them are the same, using peer tutoring as a program in the research	-The previous study used level student university, but this current research uses level junior high school

With the context described above, the researcher concludes that the new findings reviewed by researchers in journals and articles are that researchers focus on the procedure for implementing peer tutoring strategy for English language learning in junior high school students. Therefore, previous research may only focus on the effects of learning programs when using a peer tutoring strategy. Still, the study needs to focus on the procedures for implementing peer tutoring strategies in the classroom.

B. Theoretical Review

1. Language Learning in Junior High School

The curriculum in Indonesia began to change from 1947 to the last curriculum in 2013; between these years, more than 10 times the

curriculum changes occurred. The 2013 curriculum system emphasizes thematic-integrative, scientific approaches, active strategies, and authentic assessment. In addition, the 2013 curriculum focuses on improving the mindset of learners consisting of the student centre, interactive, critical thinking, cooperation, being able to apply multimedia, observation, and sharing knowledge.[19] In the 2013 curriculum at the junior high school level, writing skills have been developed in detail with listening, reading and speaking skills.[20]

The implementation of the 2013 curriculum uses many types of texts in learning. Texts can generally be classified into 2 categories: nonfiction and fiction. In the nonfiction test, there are several types, including description text, procedure text, news text, exposition text, narrative text, recount text, etc.[21] The researcher focuses on English language learning by recounting text material in this study.

Recount text is a collection of sentences that retells a personal experience or past event in chronological order to provide information.[22] In recount text learning, usually, the teacher will divide

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[19]Arin Tantrem Mawati dkk, "Inovasi Pendidikan: Konsep, Proses dan Strategi", (Yayasan Kita Menulis, 2020), 106-107

[20]Robertus Adi Sarjono Owon, "Pengembangan Bahan Ajar Menulis Berbagai Jenis Teks Bertema Kearifan Lokal Sikka Bagi Siswa SMP", vol 3, (Jurnal Inovasi Pembelajaran, 2017), 529

[21]Mirarni Try Astuti, "Yuk, Ungkap Idemu Melalui Teks Persuai Hingga Teks Tanggapan", (Penerbit Duta,2019), 3

[22]Erika Ambarita, "Fungsi Media Sosial dalam Peningkatan Motivasi dan Keterampilan Menulis Teks Recount", vol 2, (Jurnal Inovasi dan Riset Akademik, 2021), 824

into several groups, conduct discussions according to the teacher's direction, and then make presentations to each group.[23]

This study will use a peer tutoring strategy to apply recount text. The teacher provides materials in advance to students who become tutors, forms several small groups during class, gives students directions in performing tasks with peer tutoring strategy, asks students to discuss with tutors, and asks students to present the results of group cooperation.

2. **Teaching Strategy**

   a. **Peer Tutoring Strategy**

   Peer tutoring strategy is one of the strategies that teachers use to help analyze how students learn in groups. Peer tutoring generally has a system where students help each other and learn by explaining material the teacher has already explained. This concept has been applied in many different ways in many various institutions. The most common approach is when a high-scoring student assists one or more learners (tutors) in content or strategy training outside of class time.[24] However, peer tutoring can also be very effective under the teacher's guidance. Peer tutoring has important aspects that must be considered. The implementation of the peer tutoring strategy is elaborated into 6 elements, namely:

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[23]Teguh Mulyono, "Peningkatan Hasil Belajar Menulis Teks Recount Pada Mata Pelajaran Bahasa Inggris Menggunakan Model Pembelajaran Kooperatif Tipe Jigsaw kelas VII Di SMP Negeri 2 Slawi Tahun Pelajaran 2019/2020", 2020, 102

[24]Jo Mynard & Iman Almarzouqi, "Investigating peer tutoring", Vol. 60, no. 1, (ELT Journal, 2006)

Division of material into sub-sub material (segments):

1) Dividing students into small groups to be given the task of learning one sub-material

2) Tutors guide group members in explaining sub-materials to group members who the teacher has directed

3) Review of the sub-material discussion session assigned to each group

4) The stage of working on practice questions assisted by the tutor

5) Implementation of formative tests to measure students' cognitive learning outcomes[25]

b. **Procedure**

learning procedure is a very important step to be taken by the object, namely the teacher and students. An Educator needs to know and learn teaching methods to convey material and be well-understood by students. Before a teacher uses a technique in the learning process, a teacher must understand the factors that must be taken into consideration in choosing a learning method, such as being guided by objectives, individual differences in students, teacher's ability, nature of study material, class situation, completeness of facilities and advantages and disadvantages of methods. English teachers at SMPN 1 Kalisat use the discussion method in the peer tutoring strategy.

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[25]Irman Syarif, Elihami, & Gusniyati Buhari, "Mengembangkan Rasa Percaya Diri Melalui Strategi Peer Tutoring di Sekolah Dasar", Vol. 3, No. 1, (Edu Psy Couns, 2021)

The discussion method is a learning method in the form of exchanging information, opinions and elements of experience regularly to get the same understanding, clearer and more thorough about something or to prepare and finalize decisions together. In the procedure for implementing the peer tutoring strategy, there are 3 stages including; pre-implementation, implementation, and evaluation. Pre-implementation the peer tutoring strategy, there are several steps that must be taken, including:

1) The teacher makes a lesson plan (RPP) that has been designed in the form of a sub-theme,

2) The teacher determines the number of students who meet the criteria as peer tutors,

3) The teacher conducts training for the tutor candidates outside the classroom,

4) Make learner worksheets or lesson plans,

5) Make learning media that suits the needs and characteristics of the learners,

6) Making observation sheets for teachers and students,

7) Making evaluation tools for students learning outcomes.[26]

After completing the pre-implementation of the peer tutoring strategy, the teacher begins to implement it in the classroom, as for the stages include:

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[26]Irman Syarif, Elihami, & Gusniyati Buhari, "Mengembangkan Rasa Percaya Diri Melalui Strategi Peer Tutoring di Sekolah Dasar", Vol. 3, No. 1, (Edu Psy Couns, 2021)

1) The teacher explains the material to be discussed using the telling method,

2) The teacher divides several small groups of 5-6 students,

3) The teacher explains the material and directions to the tutors outside of class hours,

4) The teacher assigns tasks to each group that are completed by discussing in groups assisted by each tutor

5) The tutor and each group discuss and are invited to work on the assignment that has been given,

6) The teacher observes the tutoring activities of each group and clarifies, if necessary,

7) After the groups have presented their studies, the teacher and students evaluate the learning process.[27]

c. **Evaluation**

Every implementation of learning certainly could be better; there needs to be an evaluation carried out between teachers and students to improve the class at the next meeting. The review carried out includes the following:

1) The teacher briefly repeats the learning that the students have done using the tutoring method so that there is an improvement for the next education,

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[27]Enggar Mawarni, Bakti Mulyani & Sri Yamtinah, Chemistry Education Journal "Penerapan Peer Tutoring Dilengkapi Animasi Macromedia Flash dan Handout Untuk Meningkatkan Motivasi Berprestasi dan Prestasi Belajar Siswa Kelas XI IPA 4 SMAN 6 Surakarta Pada Materi Kelarutan dan Hasil Kali Kelarutan" vol. 4, no. 1, 2015

2) The teacher asks about the difficulties faced by the tutors and gives guidance to the tutors to overcome these difficulties,

3) The teacher approaches students who are still not motivated to learn during the learning process,

4) The teacher gives awards to students who can cooperate and do the task well to spur the enthusiasm of other group members, and

5) Teachers need to provide more time because the lesson needs to be improved to explain the material, with only two meetings.[28]

d. **Advantages**

In the role-playing method, there are several advantages, as for the advantages of playing a role, including:

1) Each student can talk directly to their tutor about their learning difficulties without feeling embarrassed because there is a difference between the teacher and group mates. In the group, students can also discuss with each other and express their opinions from both sides.

2) With the peer tutoring strategy, students can learn to understand each other about the nature or character of one student with another student in the group.

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[28]Angela Merici Fina Indriani & Siti Mutmainnah, "Metode Pembelajaan Tutor Sebaya Sebagai Upaya Meningkatkan Hasil Belajar Siswa", 2016

3) Students find it easier to understand the learning material because it uses equivalent language that makes it easier for students to understand.

4) Students who act as tutors learn to be leaders, be responsible and guide peers to discuss in groups.

5) Students have the freedom to argue without having to depend on the tutor. The tutor only acts as a facilitator so the discussion can run according to the objectives.

6) Students who act as tutors can make their own decisions if there are differences of opinion among students.

7) The learning atmosphere becomes very relaxed and comfortable because students can communicate with peers without any authority limitations, such as teachers with students.[29]

e. **Disadvantages**

In addition to the many advantages that students will obtain, the peer tutoring strategy also has several disadvantages during implementation, including:

1) Students who become tutees are less serious about learning because they are dealing with their friends so that the results could be more optimal.

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[29]Ashiong Parhehean Munthe, Henny Pradiastuti Naibaho, "Manfaat dan Kendala Penerapan Tutor Sebaya untuk Siswa Kelas IV Sekolah Dasar Lentera Harapan Mamit", (Scholaria: Jurnal Pendidikan dan Kebudayaan), Vol. 9 No. 2, 2019

2) Some students do not want to ask questions because they are embarrassed that their weaknesses are known by their friends.

3) The peer tutor strategy is difficult to implement in certain classes due to gender differences between tutors and tutees.

4) Teachers will have difficulty determining which students become tutors because not all students with high grades can teach the material to their friends.[30]

f. **How to overcome the disadvantages**

1) The teacher observes students significantly during the learning process and helps to give understanding to students who are not serious about learning,

2) The teacher can convey those group assignments will still be presented individually so that students do not underestimate each other and foster an attitude of responsibility in the group,

3) Teachers are advised to select students who are not only outstanding in grades but also must be proficient in explaining the material and students who can easily mingle with friends.

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[30]Ester Ekarista Sinambela, "Meningkatkan Hasil Belajar Aljabar Siswa Dengan Menggunakan Metode tutor sebaya Di SMP Negeri 175 Jakarta", vol. 4, no. 1, (Jurnal Formatif, 2014)

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

Research on implementing peer tutoring strategy in English learning at junior high school is conducted through a qualitative approach. Qualitative research does not focus on a theoretical justification but on interesting phenomena in the field. Therefore, the researcher chose to use a qualitative approach because the researcher is interested in the phenomena at SMPN 1 Kalisat and wants to focus on a direction that occurs in related individuals or groups guided by certain objectives.

The design used by the researcher is descriptive. The researcher chose the descriptive design because researchers will describe the results of the analysis of data that has been collected from data in the form of interviews and documentation. This design usually contains quotations of data or facts revealed by researchers in the field to provide supporting arguments for the writing presented in the report.[31] Therefore, the researcher will describe the analysis data clearly about implementing a peer tutoring strategy in English learning at junior high school.

B. Research Location

The research location is data used to determine the situation at the research location, for example, the school situation. The researcher chose SMPN 1 Kalisat

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[31] Albi Anggito & Johan Setiawan, *Metodologi Penelitian Kualitatif*, (Jawa Barat: CV Jejak, 2018), cetakan I

as the research location located at Jl. Diponegoro 52 Kalisat, Jember Regency, East Java.

There are several reasons why researchers conducted research at the school; *first*, this school is one of the first technology-based public schools that is quite prestigious and the closest to the city, making it possible to compete in terms of strategic location. *Second*, this school is the first choice for elementary school students who will continue their junior high school education because it is not only facilitated with good technology but also verified that the school produces a lot of young achievers. *Third*, the school is easy to reach because of its strategic location on the side of the main highway. *Fourth*, this school has independence in conducting learning activities and time management. With the considerations described, researchers are very interested in conducting research at this location to observe the education system and learning activities.

C. Research Participants

Research participants can be interpreted as objects, things or people, where data for research variables.[32] The researcher found information about English teachers and students as research participants. Among the four teachers who teach, the researcher chose one teacher because he most often uses strategies related to the research title, and he is the most senior teacher who allows researchers to get more information.

The researcher only focused on the second grade because the classes at that level had already been given English lessons with a peer tutor strategy.

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[32]Samsu, *Metode Penelitian Teori dan Aplikasi Kualitatif, Kuantitatif, Mixed Methods, serta Research & Development*, (Jambi: PUSAKA Jambi, 2021), cetakan II, 92

Although the researcher sought information at two grade levels, the researcher only focused on one Class at the second level. This is done because the teacher's advice regarding the closest material to be implemented was in accordance with what the researcher needed.

D. Data Collection Technique

In the research on the implementation of peer tutor strategy in English learning in junior high school, the researcher collected data that included:

Observation, Interview, and Document Review

Procedure (Pre-Implementing and during Implementation) (Teacher and Student)	Evaluation (Teacher and Student)
Comment, Interview, Document Review	Observation, Interview, Document Review

a. Observation

In research methodology, the use of observation is systematic and precise, requires the skills and expertise of the observer, immediate fixation, and the results can be proven and proven.[33] The observation carried out by this researcher is direct observation, meaning that the researcher makes direct observations

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[33]Ni'matuzahroh & Susanti Prasetyaningrum, *Observasi Teori dan Aplikasi Dalam Psikologi*, (Malang: UMM Press, 2018), cetakan I, 46

at SMPN 1 Kalisat about the object under study, namely by taking data using instruments that have been designed for this purpose.

The researcher has created a series of instruments in the form of a checklist by looking at the indicators of the application of the peer tutor strategy in English learning. The researcher conducted this activity to emphasize the first and second research questions. The researcher will make observations in the classroom during the implementation of the peer tutor strategy and then record the activities during the learning process. During the observation, the researcher will be at the back of the Class to be more flexible in making observations. The researcher will observe from pre-implementation to evaluate whether it is by the checklist.

Observation List

This indicator is used to observe the teacher during teacher the learning process.

No	Indicator	Statement
1.	Procedure (Pre-Implementing)	The existence of lesson plan
		The criteria for a tutor
		The training for the tutors
		The existence of a worksheet
		The existence of learning media
		The existence of observation sheets
		Evaluation tools

No	Indicator	Statement
	Note:	
	Procedure (The Implementation)	The material before learning
		Divides several small groups
		Directions to the tutors
		Give assigned tasks to each group.
		Observes the tutor and tutee
		Observes the tutoring activities
		Evaluate the learning process.
	Note:	
2.	Evaluation	Repetition of material
		Asks about the difficulties
		Approaches students
		Gives awards to students who can do the task well
		Giving extra time
	Note:	
3.	Advantages	Teacher Easier to organize student scores
		Easier for teachers to observe active and passive students during Class
		Minimize the explanation of material in Class.
	Disadvantages	Explained the material to students who did not want to discuss
	Note:	
4.	Solve the	Monitor students significantly during

No	Indicator	Statement
	disadvantages	learning.
		Asks students to present
		Consider students
	Note:	

This indicator is used to observe students during the teacher's learning process.

No	Indicator	Statement
1.	Procedure (Pre-Implementing)	Selection as a tutor
		Receive material outside the Class.
	Note:	
	Procedure (The Implementation)	Listen to the teacher's explanation about the implementation.
		Class formation into groups
		Pay attention to the teacher's instructions.
		Discussions with their groups
		Present the results of the discussion
	Note:	
2.	Evaluation	Pay attention to the repetition of material.
		disclosure of student difficulties in Class
		Receive rewards
		Receive evaluation from the teacher.
	Note:	

No	Indicator	Statement
3.	Advantages	Students feel they can talk directly to their tutor.
		Students can learn to understand each other.
		Students find it easier to understand the learning material.
		Be responsible and guide peers to discuss in groups.
		Have the freedom to argue.
		Students can make their own decisions
		Students feel very relaxed and comfortable.
	Disadvantages	Students who become tutees are less serious about learning.
		Students want to avoid asking.
		Difficulty discussing with friends of different genders
		Some students feel awkward with tutors.
	Note:	
4.	Solve the disadvantages	Ask the teacher for help with material they do not understand
		Students make individual presentations.
	Note:	

b. Interview

Interviews in qualitative research are usually conducted to

seek more information from the source or analysis of the

participants. The researcher conducted this activity to emphasize the first and second research questions. In this study, researchers used structured interviews with teachers and student questionnaires. Semi-structured interviews are a type of interview that needs to be more fixated on the guideline questions that have been made by the researcher but focuses on the problems that arise when the interview takes place. In this case, the researcher can develop questions and decide which issues should be discussed further.[34] Interviews with teachers and students were conducted so that researchers could get more information about the research.

The researcher will interview 1 teacher and 4 students from the Class that implemented the peer tutoring strategy. The selected students consist of 2 students who often become tutors and 2 who have never been tutors. The selection of students is done so that researchers can analyze and compare the information that will be obtained. The interview will be conducted during school breaks and performed alternately.

Interview list for the teacher

No	Indicators	Probe
1.	Procedure (Pre-Implementing)	Design of lesson plan
		Selection of students to be tutors
		Training materials for prospective tutors

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[34]Imami Nur Rachmawati, "Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara", 1-3

No	Indicators	Probe
		Create a worksheet for materials.
		Change of student to tutor
		Determination of suitable materials
		Selection of evaluation after implementation
	Note:	
	Procedure (The Implementation)	Explain the material before learning
		Teacher monitoring of students during learning
		Successful implementation of peer tutoring strategy
		Teacher handling students who do not want to discuss during Class
	Note:	
2.	Evaluation	Repetition of material
		Asking questions about student difficulties
		Teacher appreciation of students
		Evaluation after implementation
	Note:	
3.	Advantages	Easy for teachers to score students
		Easier for teachers to observe active and passive students
		Minimize the explanation of material in Class.
	Disadvantages	Repetition of material to passive students

No	Indicators	Probe
	Note:	
4.	Solve the disadvantages	Teachers handle the difficulties.
		Teacher Control of the Class
	Note:	

Interview list for students

No	Indicators	Questions
1.	Procedure (Pre-Implementation)	The announcement between being a tutor or a tutee
		Time for a material explanation outside of Class
		Location for receiving materials outside the Class
		Time for a tutor to learn the material
	Note:	
	Procedure (The Implementation)	Feelings of Being a Tutor during Class
		Feelings of Being a Tutee during Class
		Students feel comfortable discussing during Class.
	Note:	
2.	Evaluation	Receiving a brief explanation from the teacher
		Feelings when presenting group results
		Receiving teacher appreciation
	Note:	

No	Indicators	Questions
3.	Advantages	Ability to express opinions during discussion
		Ease of mastering the material
		The tutor's sense of responsibility to the group
		Feeling comfortable during Class
	Disadvantages	Difficulty being a tutor
		Difficulty understanding the material with the peer tutoring strategy
	Note:	
4.	Solve the disadvantages	Tutors' way to tutees' attention when explaining the material
		Tutee's way to an understanding of the tutor's explanation
	Note:	

c. Document review

Document review is a re-examination of existing documents by reviewing all compositions to match the validity of the data. Document review is carried out on internal documents.[35]

The researcher will take document review data with several files according to the research questions. The researcher will review documents like lesson plans and worksheets in the procedure question. In the second question about evaluation, the

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[35]Noer Sida, "Ketahuilah Pentingnya Review Dokumen Perusahaan", Justika, Juli 14, 2022, http://54.254.73.250/dokumen-bisnis/review-dokumen/

researcher will check documents in the form of student assignment results when implementing the peer tutoring strategy.

Document Review data

No	Indicators	File data
1.	Procedure (Pre-Implementing and during Implementation)	Lesson plan and Worksheets
2.	Evaluation	Student assignment result
		Additional assignment

E. Data Analysis

Data analysis is a process by researchers after collecting data that has been studied completely to solve problems. This activity is necessary because the information received in the field is in words, pictures and some behaviours that cannot be understood.

According to Miles and Huberman, There are three paths in qualitative data analysis: data reduction, data presentation, and conclusion drawing/verification.

a. Data Reduction

Data reduction is a form of data analysis that clarifies, categorizes, directs, eliminates unnecessary and organizes information in a certain way so that conclusions can be drawn.[36] The researcher will selectively select and focus on data related to the problem to strengthen the research analysis. The data taken is

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[36]Ivanovich Agusta, "Teknik Pengumpulan dan Analisis Data Kualitatif", 2003

data from observations and interviews that will be conducted with teachers and students. This data is based on questions about; procedures of pre-implementation and implementation, evaluation of performance, advantages and disadvantages, and solving the disadvantages.

b. Data Display

Data presentation is a form of analysis to organize the information that has been obtained so that it gives the possibility of drawing conclusions and taking action.[37]At this stage, researchers use a narrative type of data presentation, which is analysed through field notes related to implementing the peer tutoring strategy at SMPN 1 Kalisat.

c. Conclusion drawing/verification

Concluding is the final form of analysis carried out by researchers because this process must be carried out continuously while in the field. The data that has been collected is tidied up according to the beginning of the research until the end of the conclusion.[38] Researchers in this process try to find the meaning of the data that has been collected, starting from notes, explanations from informants, and causal flow to propositions until the conclusion is found in detail and theoretically strong.

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[37]Ivanovich Agusta, "Teknik Pengumpulan dan Analisis Data Kualitatif", 2003
[38]Ivanovich Agusta, "Teknik Pengumpulan dan Analisis Data Kualitatif", 2003

F. Validity Data

Data validity is the process of checking the truth of data. In this process, researchers must strengthen arguments to refute research concepts that are not scientific.[39] In data validity, there are several retrieval techniques, including credibility tests. In this study, researchers used two types of triangulation in the credibility test, including:

a. Source Triangulation

Source triangulation is the process of checking data by researchers obtained through various sources.[40] In this study, researchers conducted a data-checking process from SMPN 1 Kalisat students and English teachers.

b. Technique Triangulation

The triangulation technique checks data from researchers on the same source but with different designs.[41] In this study, researchers combined checking information from SMPN 1 Kalisat students and teachers through observation, interviews, and document review.

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[39]Arnild Augina Mekarisce, "Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat", vol 12, no 3, 2020, 147
[40]Arnild Augina Mekarisce, "Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat", vol 12, no 3, 2020, 150
[41]Arnild Augina Mekarisce, "Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat", vol 12, no 3, 2020, 151

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Object

The object of this research is SMPN 1 Kalisat. The location of SMPN 1 Kalisat. SMPN 1 Kalisat, based on the latest school status decree, was established in 1964 with a Geographical Location in the middle of Kalisat village, Kalisat sub-district. To the north, it borders Ajung Oloh Kalisat village; to the south, it borders Glagahwero Kalisat village; and to the east, it borders Ajung Kalisat village. SMPN 1 Kalisat consists of 2 (two); the first is the South location (Parent) with an area of 3300 M2 on Jl. Diponegoro 52 Kalisat is the centre of all School Administration activities, while the second is the North location with an area of 4040 M2 on Jl. KH. Dewantara, which is adjacent to SMAN 1 Kalisat. The number of classes in primary school consists of 10 categories, namely 2 for second grade and 8 for third grade. SMPN 1 Kalisat has local excellence in athletics and soccer. The vision of this school is "quality, character, based on faith and piety and environmentally sound", while the mission is "Realizing a competitive, outstanding, and environmentally sound school based on faith and piety".

B. Facilities and Infrastructure

Facilities and infrastructure are important elements in supporting the continuity and success of activities, both school administration activities and learning activities. From the data on the state of facilities

and infrastructure, SMPN 1 Kalisat has complete facilities and infrastructure, such as the principal's room, teacher's room, administration room, classrooms, computer room, multimedia room, bathroom, prayer room, and a large stage. SMPN 1 Kalisat also has several teachers and administrative staff, totalling 42 people, 34 teachers, including the principal and 8 administrative staff, including night guards and school security.

C. Research Findings

This research aims to determine the implementation of peer tutoring strategy in English learning in junior high school. The researcher obtained data through observation, interview, and document review. The population amounted to 26 students, and the researcher took 4 students; these 4 students consisted of 2 students who were always a tutor and 2 students who were always a tutee. The researcher took student data from class 8A.

After conducting research on May 17-24, 2023 and following the data collection methods used in this study. The researcher collects data through observation, interviews and document review. Therefore, the researcher will present field result data related to and supporting this research with this method. After the data is collected, the researcher will present the data in the form of student scores obtained when making individual presentations and students' weekly exam scores. Based on the results of the study that has been carried out on the data from the research

title "The Implementation of Peer Tutoring Strategy in English Learning

at Junior High School", the data includes:

1. **How is the procedure of Peer Tutoring Strategy Implementation in English Learning at Junior High School**

    In the peer tutoring strategy procedure, there are 2 parts, namely pre-implementation and implementation. In the pre-implementation part, researchers found several things, including:

    a. Preparation of teaching materials by the teacher

        According to the results of interviews with English teachers, the preparation of teaching materials prepared by teachers, such as lesson plans, worksheets and learning evaluations, has been prepared based on the syllabus for one semester by the discussion per the theme. The material taught using the peer tutor method is not gambling determined but rather considers **the suitability of the material with the peer tutoring strategy**, which outlines discussion activities with friends without further direction from the teacher during the training.

        > *"Ketika saya membuat RPP, tugas-tugas dan segala sesuatu dalam pembelajaran bahasa Inggris, terutama dengan menggunakan strategi peer tutoring, saya akan melihat dan mempertimbangkan terlebih dahulu apakah strategi tersebut cocok untuk diterapkan di kelas, apakah cocok untuk materi narrative atau recount, jika cocok maka saya akan menggunakannya. Sejauh ini saya menggunakan strategi tutor sebaya hanya di kelas 8 dan 9, itupun hanya pada beberapa materi saja seperti narrative, recount, seperti itu. Untuk penugasan, saya memberikannya secara berkelompok, sehingga saat pembelajaran anak-anak bisa berdiskusi dengan kelompoknya. Tapi kalau untuk*

presentasi, mereka mengerjakannya secara individu, dalam artian nilainya individual. Hal ini saya lakukan agar anak-anak memiliki motivasi untuk aktif di kelas. Untuk evaluasi, saya biasanya memberikan soal-soal dalam bentuk ulangan mingguan, seperti itu"

"When I make lesson plans, worksheets and everything in English learning, especially by using the peer tutoring strategy, I will first look and consider whether it is suitable to be applied in class, whether it is suitable for narrative or recount material, if it is suitable then I will use it. So far I have used the peer tutoring strategy only in grades 8 and 9, and even then only on some materials such as narrative, recount, like that. Regarding the assignment, I give it in groups, so that during learning the children can discuss with their groups. But when it comes to presentation, they do it individually, in the sense that their grades are individual. I do this so that children have the motivation to be active in class. For evaluation, I usually give questions in the form of weekly tests, like that."[42]

Source: picture 4.1.1 Teacher rechecks lesson plan before learning material

The results of observations and interviews that have been conducted show that teachers make lesson plans, assignments, and evaluations before learning in class. This is triangulated by files relating to lesson plans and student assignments in the appendix.[43]

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[42]English Teacher, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023
[43]Observation, SMPN 1 Kalisat, May 17th 2023

b. Tutor and tutee selection

The teacher's selection stage in determining students to become tutors and tutees is based on student grades. Students who are **active and have high rates** will potentially become tutors in the peer tutoring class, while students with medium or low rates do not have the opportunity to become tutors. This is done so students with high grades can optimally teach other friends. Based on interviews conducted by 2 students who became tutors admitted that they were happy because they could **maximize** their **learning before the class started.**

> *"Awalnya saya kaget karena ditunjuk oleh guru sebagai tutor. Saya sedikit khawatir jika teman satu kelompok tidak memperhatikan apa yang saya jelaskan. Di sisi lain, saya merasa senang karena selain bisa mengetahui materi lebih awal, kami sebagai tutor juga mendapatkan poin tambahan dari guru. Saya juga semakin berani untuk memupuk sikap kepemimpinan dan tanggung jawab saya sebagai tutor"*

> "At first I was surprised because I was appointed by the teacher as a tutor. I was a little worried if my group-mates did not pay attention to what I explained. On the other hand, I'm feeling happy because in addition to being able to know the material earlier, we as tutors also get additional points from the teacher. I also more courageous to foster my leadership attitude and responsibility as a tutor."[44]

This interview is then reinforced by the statement of another student who is also a tutor.

> *"Murid yang dipilih menjadi tutor termasuk saya dijelaskan jika tutor dilipih berdasarkan nilai dan*

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[44]Student, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

keaktifan kita selama berada di kelas bahasa inggris ini dan siswa yang sudah menjadi tutor tidak akan berubah"

"Students who are selected to be tutors, including me, are explained that tutors are selected based on our grades and activeness while in this English class and students who have become tutors will not change."[45]

The researcher confirms to the teacher the regulations regarding the stages of selecting students who become tutors and tutees. Based on the interview results, the students who **become tutors have never changed.**

"Tidak pernah ada perubahan siapa yang menjadi tutor, selama ada metode tutor sebaya maka anak-anak itu-itu dan terkait penyeleksian itu saya memilih murid berdasarkan keaktifan siswa, nilainya tinggi, dan menonjol di kelas"

"There has never been a change in who becomes a tutor, as long as there is a peer tutor method then the students become tutors and related to the selection, I choose students based on student activeness, high grades, and stand out in class."[46]

Source: picture 4.1.2 Selection of Students to become tutors

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[45]Student 2, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023
[46]English, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

From the observation, that is the stage of teacher selection of students who will become tutors. This stage shows that the teacher has selected students based on several predetermined categories, such as grades and student activeness, to maximize learning.[47]

c. Explanation of material to tutors

Explanation of material before learning in class is one of the important indicators in this peer tutoring strategy because, of course, the tutors in each group must have provisions to explain to their group mates when learning takes place.

> *"Biasanya kami akan dipanggil ke ruangan tertentu seperti ruang guru, ruang multimedia atau ruangan tertentu untuk mendapatkan materi dan pengarahan dari guru. Pemberian materi itu biasanya beberapa hari sebelum pembelajaran dan kami biasanya dijelaskan selama 10-15 menit"*

> "Usually we will be called to a certain room such as the teacher's room, multimedia room or a certain room to get material and direction from the teacher. The material is usually given a few days before the lesson and we are usually explained for 10-15 minutes."[48]

This is reinforced by teacher information regarding the material provision, place and duration.

> *"Untuk tutor, beberapa hari sebelum pembelajaran, saya arahkan ke satu ruangan untuk diberikan materi. Tempatnya kondisional, kadang di ruang multimedia kadang di ruang guru, seperti itu. Biasanya saya jelaskan sekitar 10-15 menit tergantung tingkat kesulitan materinya karena anak-anak yang menjadi tutor sering bertanya jika*

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[47]Observation, SMPN 1 Kalisat, May 19th 2023
[48]Student 2, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

belum paham betul. Pemberian materi ini jedanya cukup lama agar anak-anak bisa belajar lagi di rumah dan melatih diri untuk menjelaskan kepada teman-temannya dengan maksimal saat kelas dimulai"

"For tutors, a few days before the lesson, I direct them to one room to be given material. The place is conditional, sometimes in the multimedia room sometimes in the teacher's room, like that. I usually explain for about 10-15 minutes depending on the difficulty level of the material because the children who become tutors often ask questions if they don't understand well. Giving this material a long enough break so that the children can study again at home and train themselves to explain to their friends optimally when the class starts."[49]

Source: picture 4.1.3 explaining the material by the teacher to the tutor

From the observations that the teacher explains the material a few days before the learning is carried out in the room that the teacher has prepared in the hope that the tutor gets enough time to understand the rules and contents of the material and the learning is well done.[50]

While the other part is that during the implementation of the peer tutor strategy, researchers found several things, including:

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[49]English teacher, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023
[50]Observation, SMPN 1 Kalisat, May 19th 2023

a. Opinions on learning with the peer tutoring strategy

Knowing students' opinions regarding the application of peer tutoring strategies is important because knowing the views of what students feel during learning. To strengthen the statement at this stage, the researcher has selected 4 students to be interviewed regarding their opinions about applying for peer tutors.

> *"Sejauh dari pengalaman saya sendiri, menurut saya dengan memakai strategi ini lebih nyaman karena saya lebih aktif berbicara sekaligus melatih diri untuk berbicara bahasa asing dengan berdiskusi secara berkelompok"*
>
> "So far as my experience, using this strategy is more comfortable because it can increase my activeness in speaking and train me to speak a foreign language by discussing in groups.[51]

This is also reinforced by another student's statement

> *"Menurut saya dengan menggunakan strategi ini membuat pemahaman saya lebih meningkat dengan berdiskusi secara team tanpa adanya guru jauh lebih bisa berbicara dengan fleksibel"*
>
> "In my opinion, my understanding has increased by using this strategy because maybe by discussing in a team without a teacher being present, I can speak more flexibly."[52]

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[51]Student 2, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023
[52]Student 3, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

Source: picture 4.1.4 Students feel comfortable during the implementation of peer tutoring in class.

From the observation in class, students feel comfortable using the peer tutor strategy in learning the subject. They said this strategy could help them be more comfortable expressing their opinions in groups. They also noted that this strategy can help them foster mutual respect, deliberation, cooperation, and responsibility, especially for tutors who must pay attention to tutees until the end of the lesson and ensure they understand what is being discussed.

Students also revealed that working together and discussing in groups is exciting and can improve their understanding of English lessons. This is indirect because the peer tutoring strategy fosters a fair, competitive attitude in the group.[53]

b. Interaction during discussion

The interaction in the classroom between teachers and students and students with students during the process of implementing the peer tutor strategy is very important; the role of students and students becomes the

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[53]Observation, SMPN 1 Kalisat, May 24th 2023

centre in this stage while the teacher acts as a mediator if the class is not conducive.

> *"kelas yang tidak kondusif itu pasti terjadi di setiap pertemuan, tapi bagaimana cara kita sebagai guru agar mengembalikan situasi kelas sesuai dengan apa yang diharapkan agar maksimal dan sesuai lesson plan, begitu. Kalau saya biasanya memberikan motivasi atau teguran kepada muris agar lebih tenang dan mengarahkan mereka untuk fokus pada kelompoknya masing-masing. Jika masih belum bisa terkondisikan itu biasanya saya mengingatkan siswa mengenai point minus dan plus secara perlahan"*
>
> "Unconducive classes are bound to happen in every meeting, but how do we as teachers restore the class situation in accordance with what is expected to be maximized and according to the lesson plan, so. For me, I usually motivate or reprimand students to be calmer and direct them to focus on their respective groups. If they still cannot be conditioned, I usually remind students about the minus and plus points slowly."[54]

Source: picture 4.1.5 Students' interaction during discussions with group

From the interviews and observations above, the interaction in the classroom was conducive to the lesson plan. The teacher provides direction and motivation and guides students. The class is crowded, but the teacher can handle the situation to keep the course conducive.[55]

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[54]English teacher, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023
[55]Observation, SMPN 1 Kalisat, May 24th 2023

c. Presentation of discussion results

    While presenting the results of discussions and writing, the teacher did not immediately ask students to come forward but offered which group would give first with an offer of 2 plus points. The teacher also **explained that the point plus was applied during the question and answer session**. This was done to encourage students to overcome their fear of speaking in front of the class and to motivate them through the plus points.

> *"Ketika sudah mulai sesi presentasi itu biasanya siswa akan diam karena ada rasa malu untuk maju pertama. Supaya siswa lebih releks dan mau maju kedepan, biasanya saya memberikan stimulasi berupa point, saya akan menawarkan point pada siswa yang maju di awal. Menurut saya itu hanya salah satu cara efektif yang dapat membantu siswa berkompetensi dengan siswa lain dan memberanikan diri mereka untuk maju di depan kelas"*

> "When the presentation session starts, students will usually be quiet because they are embarrassed to come forward first. To make students more relaxed and willing to come forward, I typically provide stimulation in the form of points, and I will offer points to students who come forward at the beginning. It is one of the effective ways that can help students compete with other students and encourage them to come forward in front of the class.[56]

Source: picture 4.1.6 Presentation result

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[56]English teacher, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

Based on the observation, other students were seen **paying attention to the students who were presenting** during the presentation. The presentation was done individually by showing the ability to speak and the results of writing during the discussion. Although some students were so nervous that they had to pause in the middle of the presentation, the others remained **silent and tried to listen well**.[57]

d. Student participation in presentations and Q&A sessions

The question and answer session is a forum for students to implement their abilities and compete to get additional points from the teacher. This stage aims to encourage students to dare to ask questions in English and actively ask questions.

> *"Ketika sesi tanya jawab pun sama dengan awal presentasi dimulai, mungkin mereka masih malu untuk bertanya atau malu untuk bertanya dengan bahasa inggris karena saya mengharuskan mereka menggunakan full bahasa inggris di sesi tanya jawab. biasanya saya beri contoh kalimat bertanya yang mudah dan meminta siswa untuk bertanya"*

> "When the question and answer session is the same as when the presentation starts, maybe they are still shy to ask questions or embarrassed to ask in English because I require them to use full English in the question and answer session. Usually, I give examples of easy question sentences and ask students to ask questions."[58]

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[57]Observation, SMPN 1 Kalisat, May 24th 2023
[58]English teacher, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

Source: picture 4.1.7 participation and Q&A session

From the results of the interviews and observations above, stimulating students by providing examples that are easy to understand and providing motivation can help students dare to ask questions and speak English.[59]

2. How is the evaluation of Peer Tutoring Strategy Implementation in English Learning at Junior High School

Evaluation is one of the important stages in the learning procedure. In this evaluation stage, the teacher will usually be the centre of the class and do several things such as repeating material, providing motivation, and questioning student difficulties. Evaluation is carried out so that students and teachers can find something that must be further improved at the next meeting.

The results of observations during class about the evaluation of this peer tutor strategy include several things, including:

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[59]Observation, SMPN 1 Kalisat, May 24th 2023

a. Brief repetition of material from the teacher

Based on the observations made by researchers in the classroom, the teacher briefly repeats the material before and after learning. The aim is for the teacher can **optimize learning and direct students according to the expected material**. Not only before and after learning, but teachers also repeat material when there are students who are passive and find it difficult to understand the material when learning takes place.[60] According to interviews that have been conducted, the teacher will explain directly to passive students slowly so that the situation remains conducive.

> *"untuk anak-anak yang pasif itu, jika tutornya sudah berulang kali menjelaskan namun tidak paham maka saya akan menjelaskan langsung dan mencoba memberi stimulasi seperti memberi contoh yang gampang atau memberi motivasi agar siswa tersebut tidak merasa terbelakang oleh teman-temannya yang lain. Kebanyakan anak yang terbelakang itu mudah untuk menyerah dan tidak termotivasi, oleh karena itu harus dibimbing dengan perlahan dan diberi stimulasi motivasi khusus. Evaluasi ini saya lakukan sebagai bentuk refleksi saja untuk siswa agar pemahaman mereka lebih kuat dan dapat mengetahui maksud dari penjelasan tutor"*

> "Evaluation is actually a form of reflection for students so that their understanding is stronger and they can know the meaning of the tutor's explanation. For passive students, if the tutor has repeatedly explained but does not understand, I will explain directly and try to provide stimulation such as giving easy examples or providing motivation so that the student does not feel retarded by his other friends. Most retarded children are easy to give up and are not motivated, therefore they must be guided slowly and given special motivational stimulation."[61]

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[60]Observation, SMPN 1 Kalisat, May 24th 2023
[61]Abdul Halim, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

Source: picture 4.2.1 The teacher explains and
motivation to passive students

From the observations and interviews above, briefly repeating the material before and after learning optimizes learning and directs students according to the expected material.

b. Appreciate from teacher

Appreciation from teachers also plays an important role in motivating students to learn. Many types of gratitude can be done by teachers for students, for example, **giving applause** for the courage to answer or provide the right answer; it can be in the form of **plus points** from the teacher, even **giving snacks** to active students. Besides being useful for forming interactions between teachers and students, appreciation is useful for helping children become more eager to compete fairly with their friends.

> *"Iya, kami selalu menerima apresiasi dari guru kami, biasanya kami akan menerima apresiasi berupa pujian atau ucapan dari guru ketika kami bisa menjawab pertanyaan atau memberikan pertanyaan selama di kelas"*
> "Yes, we always receive appreciation from our teachers, usually we will receive appreciation in the form of praise

or words from the teacher when we can answer questions or ask questions during class."[62]

Other students also revealed the appreciation given by the teacher.

"Seperti pertemuan kemarin itu, kami diberi snack, terdakang kue"

"Like the last lesson, we were given snacks or cakes."[63]

The teacher confirmed this regarding giving appreciation to students

"Setiap guru harus memberikan apresiasi kepada muridnya, baik secara verbal ataupun non verbal ya. Kalau di kelas saya itu mungkin sebagian besar spresiasnya berupa tepuk tangan atau ungkapan selamat, kalau seperti cemilan itu jarang, hanya sewaktu-waktu saja"

"Every teacher must give appreciation to their students, either verbally or non-verbally. In my class, most of the appreciation is in the form of applause or expressions of congratulations, if it's like snacks, it's rare, only occasionally."

Source: picture 4.2.2 English teacher giving snacks to students

Based on the observation above, it is triangulated with the interview that their English teachers always give different appreciation in every meeting, such as clapping, giving extra marks, and even giving snacks to students.[64]

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[62]Student 2, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023
[63]Student 3, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023
[64]Observation, SMPN 1 Kalisat, May 24th 2023

Based on the results of teacher and student interviews, researchers found several findings, including:

a. The advantages and disadvantages of being a tutor

Based on the results of interviews with 2 students who always become tutors, they feel **more courageous to express their opinions**, **more courage to speak in English** even though they often stammer, **are more able to lead the team and have an increased sense of responsibility**. Although they receive burdens and challenges that are not easy, they are very **comfortable and relaxed**.

> *"Sebagai tutor, kita merasa bahwa peran kita di kelompok sangat penting. Oleh karena itu, secara tidak langsung, kita berusaha lebih keras untuk berani bersikap tegas kepada tutee. Dari hal itu, lambat laun kita semakin percaya diri untuk berbicara bahasa inggris dan menunjukkan kemampuan kita pada siswa lain"*

> "As tutors, we feel that our role in the group is very important. Therefore, indirectly, we try harder to be assertive to our tutees. From that, we gradually gain confidence to speak English and show our ability to other students."[65]

Source: picture 4.3.1 The tutor explains to the Tutee.

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[65]Student 2, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

According to the results of the researcher's interview with 2 tutors, one of them explained that being a tutor often feels **depressed and annoyed** when there are group members who do not listen and pay attention to him properly when he presents. They also explained that sometimes they repeated to explain the rules and materials more than 3 times and felt like giving up.[66]

> *"Saya sering sekali merasa kesal jika mendapatkan anggota kelompok yang tidak bisa diajak bekerjasama dengan baik bahkan harus berulang kali menjelaskan materi"*

> "I often feel annoyed if I get group members who cannot work well together and even have to repeatedly explain the material."[67]

Source: picture 4.3.2 The tutor looks annoyed at one of the tutees

From the interview results above, students who become tutors can express their opinions in English and be assertive with their group members. However, being a tutor also gets pressure on tutees who have difficulty understanding the material.[68]

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[66]Observation, SMPN 1 Kalisat, May 24th 2023
[67]Student 1, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023
[68]Observation, SMPN 1 Kalisat, May 24th 2023

b. The advantages and disadvantages of being a tutee

According to the two tutees interviewed by the researcher, they **felt more relaxed** because they knew being a tutor was difficult. One of them explained that they felt happier if it was explained to them rather than having to understand it themselves and present it to others.

> *"Bagian menguntungkan dari tutee seperti saya mungkin lebih santai karena tutee hanya mendengarkan penjelasan tutor"*
>
> "The beneficial part of a tutee like me might be more relaxed because the tutee only listens to the tutor's explanation."[69]

Source: picture 4.3.3 Tutee feels more relaxed

According to the researcher's observation during the class, it was found that some students became tutees who were more passive because it took a **long time to understand the material explained**. When doing the assignment, the tutees often ask the tutor about the work. In addition, tutees **do not receive point plus as tutee**s; they must try to get the end plus in other sessions. This is reinforced by the results of observations of 2

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[69]Student 4, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

students who became tutees explaining that they felt some disadvantages of being a tutee.[70]

> *"Kalau saya sendiri merasa bahwa sedikit lebih susah untuk mengerti materi, mungkin salah satunya yang menjelaskan bukan jadi kita merasa sedikit ada perbedaan penjelasan. Selain itu kita tidak mendapatkan point plus sebagai tutee, jadi sebagai tutee harus mendapatkan point plus pada sesi lain misalnya pada saat presentasi dan tanya jawab"*

> "For myself, I feel that it is a little more difficult to understand the material, maybe one of them is not the one who explains it so we feel that there is a little difference in the explanation. In addition, we don't get plus points as tutees, so as tutees we have to get plus points in other sessions, for example during presentations and question and answer sessions."[71]

Source: picture 4.3.4 tutee tries to understand the material to get extra points

From the results above, it can be concluded that students who became tutees felt calmer because they only listened to the tutor. Although tutees were not awarded points for this, tutees thought that they could still receive extra points from other sessions rather than having to tutor.

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[70]Observation, SMPN 1 Kalisat, May 24th 2023
[71]Student 3, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

c. The advantages and disadvantages of using the peer tutoring strategy according to the teacher

The peer tutoring strategy has several advantages when applied to the class by adjusting the material and course. The tutor acts as the focal centre of the Tutee in each group, where the discussion will focus on teamwork which aims to bring students closer together. In addition, peer tutoring strategies have many advantages, such as helping students who can face the fear of speaking English or expressing opinions, helping to foster self-confidence, and so on. This is proven by the researcher's interview with the teacher.

> *"selama saya menggunakan strategi ini di banyak kelas, efek baik yang ditimbulkan dari strategi ini rata-rata adalah siswa menjadi lebih berani untuk belajar mengontrol rasa malu mereka ketika berbicara bahasa asing walaupun masih terbata-bata, mereka juga terlihat lebih bersemangat untuk belajar bahasa asing jika sudah berdiskusi karena ada komunikasi antar teman"*

> "as long as I use this strategy in many classes, the good effects of this strategy on average are that students become more courageous to learn to control their shyness when speaking foreign languages even though they are still stammering, they also look more eager to learn foreign languages if they have discussions because there is communication between friends."[72]

As one of the strategies in learning, peer tutors also have some weaknesses that must be considered to minimize errors in the classroom. According to the results of interviews with teachers, some of the things explained related to the disadvantages of the peer tutoring strategy include:

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[72]English teacher, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

> *"Strategi ini memang dapat dikatakan sebagai salah satu strategi lama yang masih saya gunakan karena tingkat keberhasilannya memang sejauh ini cukup baik terhadap siswa yang saya ajar. meskipun strategi ini banyak efek baiknya, tapi pasti ada kekurangannya. Yang saya evaluasi rata-rata itu tentang kefokusan siswa dan keaktifan mereka. Mungkin memang ada 1 atau 2 anak yang aktif termasuk tutor, tetapi pasti ada saja siswa yang enggan untuk saling berdiskusi dengan temannya, kurang serius ketika tutor menjelaskan"*

> I still use this old strategy because the success rate has been quite good for the students I teach. Although this strategy has many good effects, there must be drawbacks. What I evaluate, on average, is the focus of students and their activeness. There may be one or two active students, including the tutor, but there must be students who are reluctant to discuss with each other, less serious when the tutor explains."[73]

Source: picture 4.3.5 The teacher giving motivation to students

From the observation above, the peer tutor strategy offers many advantages in the classroom by adjusting the material and class. Tutors serve as

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[73]English teacher, Interviewed by writer, SMPN 1 Kalisat, May 23rd 2023

the centre of focus, encourage teamwork and foster self-confidence. However, this strategy also has disadvantages, such as evaluating student focus and engagement. While some students may be active, others may be reluctant to discuss, making it important to assess these factors on average.[74]

According to the results of interviews with English teachers about how to overcome the shortcomings that exist in the peer tutoring strategy, several things are done, he said like this.

> *"Saat ini masalah yang paling terlihat adalah kurangnya fokus siswa saat belajar, salah satunya adalah handphone, maka dari itu saya biasanya memberikan motivasi kepada siswa saat pembelajaran, baik di awal, tengah pembelajaran, maupun evaluasi. Saya terus memotivasi anak-anak agar mereka sedikit terpacu untuk lebih baik dalam belajar, lebih fokus saat pembelajaran. Kalau masalah nilai, lebih kepada saya mengamati siswa dalam mengerjakan tugas harian atau ulangan pada materi tersebut, biasanya saya akan membuat tugas yang mudah dimengerti, mudah dikerjakan, tetapi juga ada bagian yang sedang dan sulit. Hal itu saya lakukan agar anak-anak nanti saat ujian kenaikan kelas tidak kaget dengan soal-soal kategori sulit atau sedang, mereka akan belajar lebih giat lagi agar bisa mendapatkan nilai yang sesuai dengan standar untuk kenaikan kelas"*

> "Nowadays, the most visible problem is the lack of student focus when learning, one of which is cellphones, therefore I usually motivate students during learning, both at the beginning, in the middle of learning, and evaluation. I continue to motivate children so that they are a little motivated to be better at learning, more focused during learning. If it's a matter of grades, it's more about me observing students in doing daily assignments or exams on that material, I will usually make assignments that are easy to understand, easy to do, but also have a medium and difficult part. I do that so that the children later when the promotion exam is not surprised by the difficult or medium category questions, they will study more in order to get the standard score for the class increase."[75]

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[74]Observation, SMPN 1 Kalisat, May 24th 2023
[75]Abdul Halim, Interviewed by writer, SMPN 1 Kalisat , May 23rd 2023
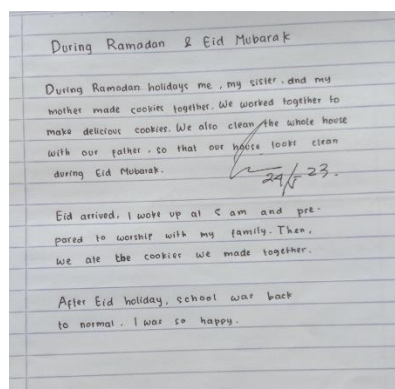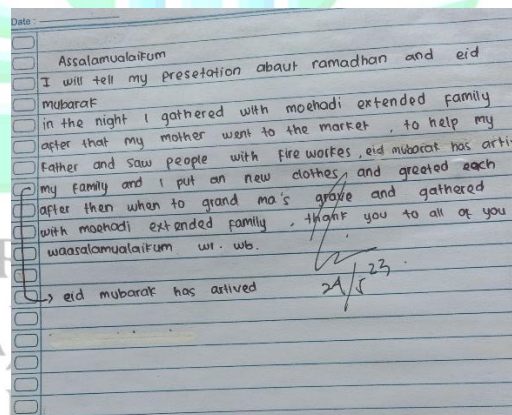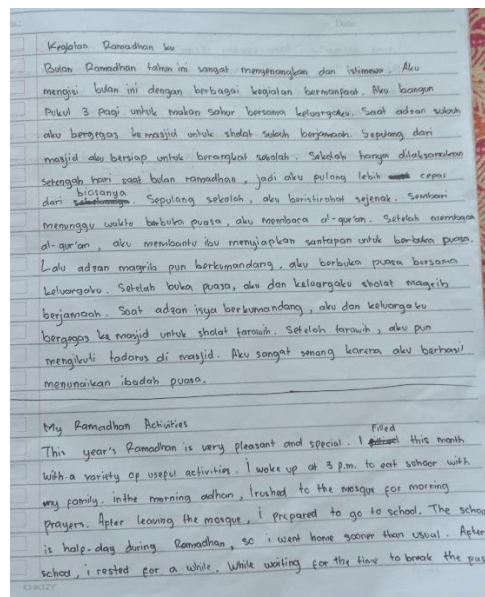
Source: picture 4.4.1 assignment from teacher

Based on the observations, teachers often motivate students to focus more on education during learning. Teachers are also flexible and guide students

slowly. The physical presence in the form of additional student assignments reinforces the above.

The Implementation of Peer Tutoring Strategy	Finding
The procedure of pre-implementation of peer tutoring strategy	Teachers prepare teaching materials based on the syllabus for one semester and consider the suitability of the material.
	The teacher selects students to become tutors and tutees based on their grades, and the students who become tutors have always stayed the same.
	Explanation of learning material a few days before or at the beginning of learning.
The implementation of a peer tutoring strategy	It can help students express their opinions and foster mutual respect, deliberation, teamwork, and responsibility, especially for tutors.
	It can improve students' understanding and fosters a competitive attitude in the group, making it an exciting and effective strategy.

The Implementation of Peer Tutoring Strategy	Finding
	Feel happy and excited to get extra points and understand the material earlier than their friends.
	The interaction between teachers and students and students with other students is conducive, and the teacher motivates if the class could be more conducive.
	The teacher offered 2 plus points to encourage students to overcome their fear of speaking in front of the class. During the presentation, other students were seen paying attention to the students who were presenting.
	The teacher-guided and helped students during the question and answer session by providing examples of problems and motivation.
Evaluation	The teacher repeats material before and after learning to optimize learning and direct students according to the expected material.

The Implementation of Peer Tutoring Strategy	Finding
	Appreciation from teachers is essential for motivating students to learn and helping them become more eager to compete.
The advantages of peer tutoring strategy	Tutors feel more courageous, capable, and responsible, even facing difficult challenges.
	Tutees felt more relaxed when explained to them rather than having to explain it to others.
	Helping students face the fear of speaking English and fostering self-confidence.
The disadvantages of peer tutoring strategy	Tutors often feel depressed and annoyed when group members don't listen and repeat rules and materials.
	Tutees are more passive and do not receive point plus, reinforced by observations of 2 students who became tutees.
	Students are reluctant to discuss with each other and less serious when the tutor explains.
Solve the disadvantages of	Giving motivate students during learning and

The Implementation of Peer Tutoring Strategy	Finding
peer tutoring strategy	assignments

D. Discussion of Finding

Based on the data that has been presented and analyzed in the findings above, further action of this research on the findings in the form of interpretation and discussion with relevant theories, namely exploring the data that has been collected. The meeting of the results of this study is adjusted to the focus of the research. As for the discussion of the problem formulation in Chapter 1, the data generated from the research are as follows:

1. **How is the procedure of Peer Tutoring Strategy Implementation in English Learning at Junior High School**

From the results of the study, it is known how the procedures carried out by teachers, where at this stage, there are 2 parts, namely pre-implementation and implementation. Designing a lesson plan and determining a suitable strategy for applying the material is very important. Creating a lesson plan is a very important aspect of the learning process, where this lesson plan must follow the curriculum that uses in the school. The school in this study involves the 2013 curriculum, where in the 2013 curriculum, there are goals or targets so that students can have good communication skills by paying attention to four aspects: speaking, listening, reading, and writing. This follows the theory that states that educators must try to better understand the character of students in terms of learning by the

2013 curriculum, where in this curriculum, teachers prepare students to have the ability to communicate orally and in writing to solve everyday problems, the ability to increase the nation's competitiveness in a global society and form learners' understanding of the relationship between language and culture.[76] Based on classroom observations, tutors play an active role during learning by explaining the material to tutees. Students' activeness during class is not only in groups but individually; it is shown when they discuss and present tasks in front of the course.

Based on the findings related to students' opinions during English learning using the peer tutoring strategy, it is known that students feel more comfortable using the peer tutoring strategy in a lesson because they can express their opinions more in a group. Students also look excited and can compete competitively through different grades if they actively discuss, present and ask questions. During the discussion session, students were able to be directed slowly. However, there was often a less conducive classroom situation in the middle of the discussion, such as some students who began to be passive and reluctant to work on assignments. Nevertheless, students still tried to complete the task well, followed the teacher's directions, were active during the discussion and presentation process, actively asked questions, and paid attention to other students presenting. The findings above follow the statement from the journal, which states that interesting learning concepts, recognizing the state of passive students and the

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[76]Tri Ilma Septiana, "Implementasi Pendidikan Karakter Dalam Pembelajaran Bahasa dan sastra", 2016, 93

role of teachers who can encourage students to be active during learning are important factors in creating a conducive class, keeping it under control.[77]

2. **How is the evaluation of Peer Tutoring Strategy Implementation in English Learning at Junior High School**

Based on the findings related to learning evaluation, the evaluation carried out by the teacher above is a brief repetition of the material. Short repetition of material is one way for teachers to reinforce material to students. In addition to making students get conclusions from learning, this stage can provide encouragement to motivate student learning and become a joint reflection for the next meeting. Although providing learning reinforcement looks simple, this process will only be possible if the teacher can understand the meaning of giving support in learning evaluation.[78]

Based on the observation, the peer tutoring class does not only conduct verbal evaluation, but there is a role of the teacher in giving appreciation to the students. This appreciation is carried out during the learning process; the form of appreciation from the teacher is in the form of applause, giving additional points, and giving snacks. It can be seen that students are very happy and excited because of the appreciation shown by the teacher. This is the basic definition of appreciation. Appreciation is a form of assessment of one's efforts or achievements. Appreciation is not only in the condition of objects but can also

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[77]Nugrihi Wibowo, "Upaya Peningkatan Keaktifan Siswa Melalui Pembelajaran Berdasarkan Gaya Belajar Di SMK Negeri 1 Saptosari", (Jurnal Electronics, Informatics, and Vocational Education), Vol 1, No 2, 2016, 131

[78]Ade Nurcahya & Hady Siti Hadijah, "Pemberian Penguatan (reinforcement) Dan Kreatifitas Mengajar Guru Sebagai Determain Motivasi Belajar Siswa", (Jurnal Pendidikan Manajemen Perkantoran), Vol. 5 No. 1, Januari 2020, hal 84

take the form of praise, congratulations or expressions of pride.[79] Appreciation given by teachers can have a good impact on students because they feel their efforts are more appreciated and make students happier.

Peer tutoring is one of the strategies in learning, where every strategy must have advantages and disadvantages. Based on the findings related to the advantages and disadvantages of peer tutoring strategy for tutors, tutees, and teachers. It is found that students who become tutors benefit from this strategy; this is evidenced by their activeness, understanding, and role during class. The Tutees also helped as they were more relaxed than the tutor; they just tried to listen to the tutor carefully and cooperated well in the team. During the class, tutors and tutees are seen to foster each other's spirit to compete healthily. This follows the theory that states the benefits to both tutors and tutees, where this strategy can stimulate and cause healthy competition between students. The benefits of peer tutoring are not only felt by students but also by teachers. During class, the teacher's role is easier to direct students, observe students, and give grades to students.[80] The benefits of peer tutoring are not only felt by students but also by teachers. During class, the teacher's role is easier to direct students, observe students, and give grades to students.

Based on the findings, there are some findings related to the shortcomings of the application of peer tutoring strategy to tutors, tutees, and

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[79]Zuyyina Candra Kirana, "Peranan Apresiasi Guru Terhadap Antusias Belajar Siswa Kelas XI Madrasah Aliyah Hasan Muchyi", (SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam), vol 1 no 3, 2020, hal 176

[80]Abdul Mukhlis, Journal of Indonesian Language and Literature Education "Pembelajaran Tutor Sebaya: Solusi Praktis Dalam Rangka Menyongsong Pembelajaran Sastra Yang Menyenangkan Bagi Siswa SMP", vol 1, no 2, (JB-BSI, 2016), 2

teachers. Students who become tutors feel pressured and a little annoyed when there are tutees who begin to not focus on paying attention to the tutor when explaining the material or when discussing; it is not uncommon for tutors to transfer their duties to other tutees who are considered to have sufficient understanding of the material and explain it to other tutees. Students who become tutees are indeed more relaxed in terms of explanation because they only listen to the description of the material from the tutor. Still, it is not uncommon for tutees to also act as tutors when other tutees are very difficult to pay attention to the tutor. When the classroom situation could be more conducive, the teacher's role is to check and pay more attention to the small groups. The teacher provides direction, and if necessary, the teacher will explain directly to the child who needs to be guided now by the teacher.

This is following the statement from one of the journals that explains the shortcomings of the peer tutor learning model, namely (1) Tutees are often less serious because they are dealing with their friends, so the results are less satisfying (2) Some students seem embarrassed to ask questions for fear of their secrets being known by their friends, (3) The peer tutor strategy is difficult to implement because of gender differences between tutors and tutees, (4) For teachers it is difficult to find the right tutor for the peer tutor strategy implementation program (5) Good or fast understanding of learning does not necessarily mean that they can teach the material to tutees well.[81]

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[81] Faisal, ''Implementasi Model Pembelajaran Tutor Sebaya pada Mata Pelajaran Bahasa Arab di Madrasah Ibtidaiyah Ikhlasiyah Palembang'', (Dewantara : Jurnal Pendidikan Sosial Humaniora) Vol.1, No.3, 2022, 135

Based on the findings from interviews conducted by researchers related to the solution carried out by teachers in overcoming problems or obstacles that occur when implementing peer tutoring strategies in the classroom. In the interview, the teacher explained that the teacher focused more on providing detailed solutions, such as motivating and directing students to complete weekly assignments properly. The teacher also emphasized that evaluation at each meeting is very influential for student and teacher reflection. This follows the statement of one journal, which says that the existence of good motivation in the learning process will get good results too. In other words, if there is a diligent effort and based on strong reason, the results that students will get will also have a good impact.[82]

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[82]Sunarti Rahman, "Pentingnya Motivasi Belajar dalam Meningkatkan Hasil Belajar", 2021, 290

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the results of research conducted by researchers related to the implementation of peer tutoring strategy in English learning at junior high school, it can be concluded that:

Firstly, this study found that using the peer tutor strategy in English learning procedures can improve students' comfort, group expression and competitiveness. Students can be gently guided and actively participate in the discussion, although there are passive or reluctant students. Teachers play an important role in creating a conducive classroom environment, recognizing passive students, and encouraging active participation.

Secondly, the evaluation process involves a brief repetition of material to reinforce the material and motivate students. Peer tutor classes also conduct oral evaluations and reward students through applause, extra points and snacks. This appreciation, in the form of praise, congratulations or pride, can make students feel valued and happier.

Thirdly, peer tutoring is a learning strategy that benefits students, tutors and teachers by emphasizing activeness, understanding and cooperation during learning. However, there are some disadvantages to implementing the peer tutoring strategy. Students

70

who become tutors can feel pressured and upset when their tutors do not focus on their explanations, and students who become tutees can also act as tutors when other tutees do not pay attention to the tutors.

Fourtly, the teacher focused on providing detailed solutions, such as motivating students and directing them to complete assignments properly, and evaluation at each meeting is influential for student and teacher reflection. Good motivation in the learning process will lead to good results.

B. Suggestion

The suggestions that researchers can convey from the results of this study are:

1. For English Teacher

The researcher hopes that this research can be a consideration for educators or teachers, especially teachers of SMPN 1 Kalisat, to not only select tutors in terms of activeness and value in realizing peer tutoring learning strategies in the teaching and learning process in class to maximize tutee understanding further and improve student learning outcomes or the quality of education.

2. For Students

The researcher expects the tutee to pay more attention to the direction and explanation of the tutor, cooperate well in the team, and remember the role of each other. The researcher expects

the tutor to be more assertive during the discussion forum and be more responsible until the learning is over so that the teaching can run efficiently and optimally.

3. For others researcher

The researcher hopes that other researchers will examine the peer tutoring learning strategy with different approaches, methods, and models and examine or modify this learning strategy on other materials so that a broader view of this strategy can be known to improve student learning outcomes.
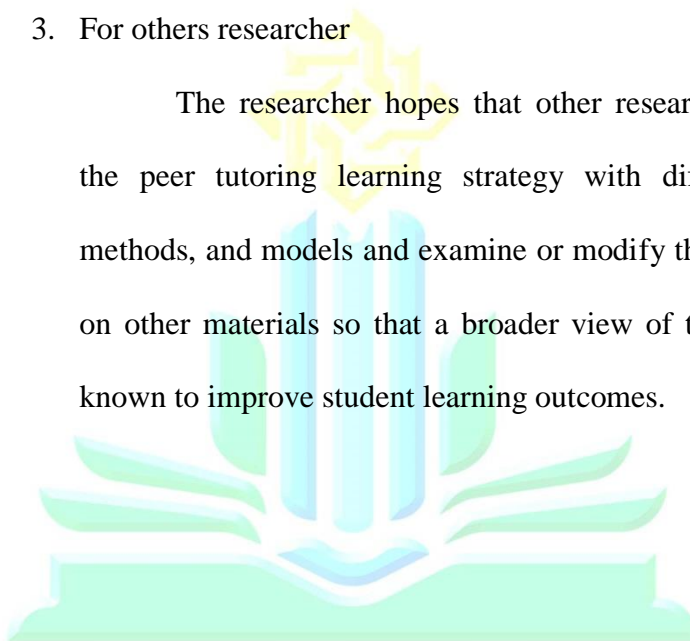
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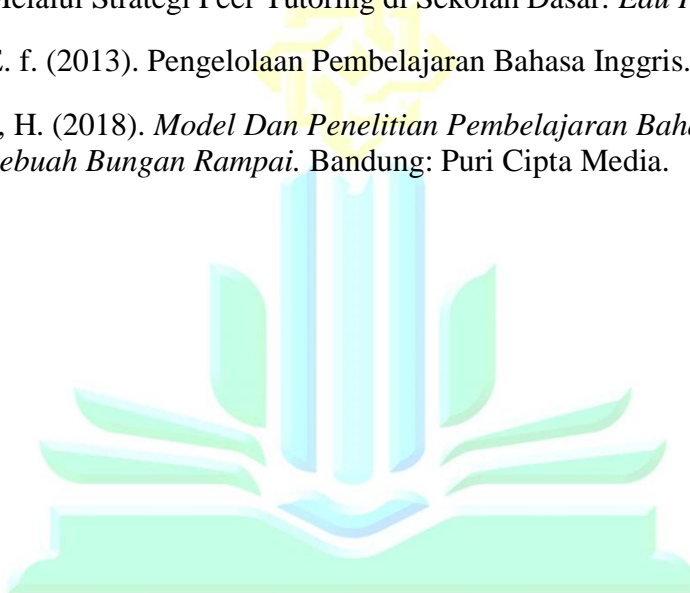
MATRIX OF RESEARCH

SITI NUR AZIZAH (T20196031)

Title	Variable	Indicator	Source of Data	Research Method	Research Questions
The Implementation of Peer Tutoring Strategy in English Learning at Junior High School	The Implementation of Peer Tutoring Strategy in English Learning	a. Procedure b. Evaluation c. Advantages and Disadvantages d. Evaluation of implementation	1. English teacher of SMPN 1 Kalisat. 2. Eighth grade students of SMPN 1 Kalisat	a. Research Approach: Qualitative b. Research Design: Descriptive c. Informant Determination Technique: Purposive Sampling d. Data Collection: 1) Interview 2) Observation 3) Document Review e. Research Location: SMPN 1 Kalisat f. Validity Data: Triangulation Method g. Data Analysis: 1) data reduction, 2) data presentation, 3) data conclusion	1. How is the procedure of Peer Tutoring Strategy implementation in English Learning at junior high school? 2. How is the evaluation of Peer Tutoring Strategy implementation in English Learning at junior high school? 3. What are advantages and disadvantages of Peer Tutoring Strategy in English Learning at junior high school? 4. What strategy is applied by teacher to solve the disadvantages of peer tutoring implementation?

This indicator is used to observe the teacher during teacher learning the process

No	Indicator	Statement	Result		Description
			Done	Not do done	
1.	Procedure (Pre-Implementing)	Guru membuat RPP			
		Guru menyeleksi tutor			
		Guru memberikan materi pembelajaran kepada tutor sebelum pelaksaan di kelas			
		Guru membuat lembar kerja siswa			
		Guru menyeleksi materi yang sesuai dengan strategi yang akan diterapkan di kelas			
		Guru menyiapkan soal-soal untuk siswa			
		Guru menyiapkan evaluasi untuk siswa			
	Note:				
	Procedure (The Implementation)	Guru memberikan arahan, aturan, dan materi singkat di awal pembelajaran			
		Guru membagi murid dalam beberapa kelompok			
		Memberikan tugas kepada kelompok			
		Guru mengawasi tutor dan tutee selama pembalajaran			
		Tutor menjelaskan materi kepada tutee sesuai yang sudah diajarkan sebelumnya oleh guru			
		Tutee mendengarkan penjelasan tutor dan bertanya jika belum faham terhadap materi			
		Murid mempresentasikan hasil diskusi kelompok secara individu di depan kelas			
		Guru dan murid melakukan evaluasi			

No	Indicator	Statement	Result		Description
			Done	**Not do done**	
	Note:				
2.	Evaluation	Guru menyimpulkan materi yang sudah dijelaskan oleh tutor kepada tutee			
		Guru bertanya tentang kesulitan selama proses pembelajaran dengan menggunakan strategi tutor sebaya			
		Guru memberikan pertanyaan dan memberi apresiasi kepada murid yang menjawab atau merespon			
		Guru memberikan motivasi di akhir pertemuan			
	Note:				
3.	Advantages	Guru lebih mudah untuk memberikan nilai kepada murid			
		Guru lebih mudah mengamati siswa aktif dan pasif selama di kelas			
		Meminimalisir penjelasan materi karena murid (tutor) yang menjadi center			
		Murid merasa lebih mudah memahami materi			
		Tutor berperan sebagai leader dan bertanggung jawab dalam kelompok			
	Disadvantages	Guru memberikan penjelasan dan membujuk siswa yang pasif dan enggan berbaur dengan teman sekelompoknya			
	Note:				
4.	Solve the disadvantages	Memberi motivasi dan tugas tambahan kepada murid untuk menambah nilai			
	Note:				

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) I

SMP/MTs : SMPN 1 Kalisat
Theme : Recount Text
Class : VIII
Subject : English learning
Allocated Time : 2 x 40 Minutes

A. **Competency Standards:** Understand the meaning of the reading choices that have been provided as a whole for interacting with the surrounding environment.
B. **Basic Competence:** Identifying the structure of the reading starting from the summary, moral messages, reading reflection and determining some examples of grammar in the reading then collecting the text in the form of a file in the Google classroom application
C. **Learning Objectives At the end of the lesson it is expected:**
   1. Students can define the structure of the Recount text.
   2. Students are able to read and understand reading content by writing a reading summary.
   3. Students are able to implement their writing in writing
   4. Students are able to reflect on their reading skills.
   5. Students are able to take moral messages from the reading they have read.
   6. Students are able to find examples of grammar in reading.
D. **Learning Material**
   a. Definition: Recount text is a collection of sentences that retells a personal experience or past event in chronological order with the purpose of providing information.
   b. Generic structure
      (1) Orientation: it is to give the listener or reader information about the setting of time and place and those involved in the event.
      (2) Series of event: it is to describe the events as the happened.
      (3) Reorientation: the speakers or writer's own view or feelings of the events.
   c. Linguistic features:
      (1) Focus on specific participant
      (2) Use simple past tense
      (3) Use chronological connection
      (4) Use linking verb and action verb
      (5) Use adverbs
E. **Teaching Method**
   Contextual Teaching and Learning.
F. **Media, Tools, and Learning Resources**
   1. Media: Paper, Lks, PPT

G. Learning Activities

Learning Step	Activities	Time
Pre Activities	1. The teacher greets. 2. The teacher checks student attendance. 3. The teacher asks the students' skills in following the lesson. 4. The teacher asks questions related to the learning material and students' knowledge. 5. The teacher explains the learning objectives to be achieved. 6. The teacher explains about the material coverage and describes the activities according to the syllabus.	10 minute
Main Activities	Exploration: 1. The tutor explains the general structure and features of narrative texts and their uses. 2. The tutor gives some examples of the general structure of narrative texts related to identification and description. 3. 3. The tutor asks the tutee to listen to the tutor's explanation during the lesson. 4. students discuss analyzing the structure of the reading that has been provided on the paper by writing their experiences during the month of Ramadan with examples of grammar in the reading. 5. The teacher asks the students to present their writing in front of the class.. Elaboration: 1. Tutees observe the tutor's explanation of the general structure and characteristics of recount texts and their uses. 2. Tutees observe various examples	60 minute

	explained by the tutor.	
	3. Students discuss in analyzing the structure and some examples of grammar from the readings provided.	
	4. Students explore by creating a paragraph recount text.	
	5. Students present their writing in front of the class.	
Post Activities	1. Asking for trouble students during the learning.	10 Minute
	2. Students and teachers reflect on learning activities and their benefits.	
	3. Students and teachers say goodbye.	

H. Assignment

1. Form: Writing Test.
2. Technique: students can write the summary, moral message, and grammar examples in the reading.
3. Aspect: Grammatical, Accuracy, Delivery, Vocabulary
4. Scoring Rubric: Grammatical + Accuracy + Delivery + Vocabulary.
   a. Grammatical; (30-27: Excellent to good), (26-22: Good to Average), (21-17: Fair to poor), (16-13: Very poor).
   b. Accuracy; (30-27: Excellent to good), (26-22: Good to Average), (21-17: Fair to poor), (16-13: Very poor).
   c. Delivery; (20-18: Excellent to good), (17-14: Good to Average), (13-10: Fair to poor), (9-7: Very poor).
   d. Vocabulary; (20-18: Excellent to good), (17-14: Good to Average), (13-10: Fair to poor), (9-7: Very poor).

Score	Predicate	Category
87 – 100	A	Excellent
72 – 86	B	Good
56 – 71	C	Enough
< 55	D	Poor

I. Instrument

Please do the homework sheet that has been distributed, choose one of several readings, then analyze the structure and grammar examples in the reading that you read. Then write it down in the table file provided and collect it at the next meeting.

Jember, 18 Juli 2022

Mengetahui,
Kepala Sekolah SMPN 1 Kalisat

Guru Bahasa Inggris,

Hadrius S. Hadi, S.Pd. M.M.
NIP: 196509141987031006

Halim, S.Pd
NIP: 199008051989021003

Pilihlah jawaban yang paling tepat

Text 1 about a Holiday to Yogyakarta

On Wednesday, my students and I went to YogyakartA. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about…..
    A. the writer's trip to Yogyakarta
    B. the writer's first visit to Prambanan
    C. the writer's impression about the guide
    D. the writer's experience at Yogya Kraton
2. The text is written in the form of a……..
    A. recount
    B. narrative
    C. report
    D. descriptive
3.   The purpose of the text is to………
    A. tell past events
    B. entertain readers
    C. describe the smugglers
    D. inform readers about events of the day
4. What are the big temples in Prambanan?
    A. paria, brahmana, and temples
    B. brahmana, syiwa, and wisnu temples
    C. wisnu, syiwa, and borobudur temples
    D. borobudur, syiwa, and brahmana temples
5. When did they go home?
    A. On Saturday morning
    B. On Friday evening
    C. On Thursday evening
    D. On Friday afternoon
6. Why did they only visit Brahmana and Syiwa temples?
    A. because there was no wisnu temple
    B. because wisnu temple was amazing
    C. because wisnu temple was too small
    D. because wisnu temple was being repaired

Text 2 about a Holiday to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.
After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.
Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.
During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed.
When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

7. What happened to the writer's dad when he rode an elephant?
    A. He felt a thrill
    B. He felt fun
    C. He fell off
    D. He failed
8. Why did the writer and his family feel very tired after having a trip to the zoo?
    A. They had to visit many places in the zoo
    B. They took a long time to reach the zoo area
    C. They had to feed a lot of animals in the zoo
    D. They had no time to take a rest in the zoo
9. … our family felt tired after visiting the zoo, we were still happy.
    A. Since
    B. Because
    C. Although
    D. Nevertheless

Text 3 about a Picnic

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.
After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear an cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.
After walking for about an hour, we decided to return to the car and go home. Unfortunately, we cloud not start up the car. Finally after sometime, we cloud make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

10. What is the main idea of the second paragraph?
    A. The writer made sandwiches for lunch
    B. The writer did some fun activities during their picnic

C. After doing some activities, the writer went home by car

D. Last weekend the writer prepared to have a picnic in the countryside

11. Why did the writer and his friends decide to swim in the river?

    A. They felt hot after having lunch

    B. They felt tired after having a walk

    C. The water was cool and clear

    D. It was a tiring day

12. Because of the trouble they had at the end of their picnic, they probably ….

    A. Got home a bit late

    B. Decided to swim again

    C. Had to spend the night there

    D. Decided not to have a picnic again

Text 4 about a Trip

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

13. When did John travel to Las Vegas?

    A. Last weekend

    B. Last summer

    C. Last spring

    D. Yesterday

14. What is an activity that a tourist cannot do on The Strip?

    A. Eat

    B. Visit the Grand Canyon

    C. Stay overnight

    D. Shop

15. Which best describes the purpose of the Las Vegas Strip?
    A. It is a 2.5 mile stretch.
    B. It keeps tourists safe.
    C. It offers a lot of activities for tourists.
    D. There are too many neon lights.

Answer:

1. A	6. D	11. C
2. A	7. C	12. A
3. A	8. A	13. C
4. B	9. C	14. B
5. B	10. B	15. C
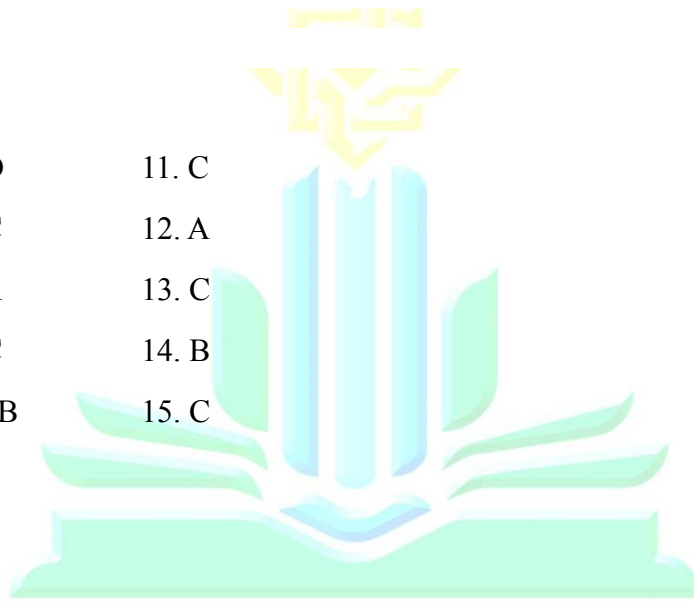
Transkrip Interview Guru sebelum penelitian di kelas

1. Peneliti: Menurut Bapak bagaimana kondisi siswa dalam proses pembelajaran Bahasa Inggris?

2. Guru   : Selama saya mengajar disini, kondisi anak-anak di sekolah ini cukup baik karena memang mungkin mereka sudah menyiapkan diri mereka untuk benar-benar belajar, meskipun tidak bisa di pungkiri ada sekian anak yang tidak mau atau malas pada mata pelajaran yang tidak mereka sukai salah satunya bahasa inggris. Jadi sebisa mungkin kita sebagai seorang pendidik itu mengupayakan semua siswa untuk lebih fokus selama di kelas, salah satunya kita menggunakan berbagai strategi yang sudah dirancang atau bahkan sudah di modifikasi sesuai apa yang guru inginkan, lebih baik jika sudah dimodifikasi atau dikreatifitaskan, seperti itu

3. Peneliti: strategi apa saja yang sudah pernah dilakukan untuk mengupayakan siswa lebih fokus selama kelas berlangsung?

4. Guru   : kalau saya banyak nak, saya terkadang menggunakan strategi audio lingual, terkadang tutor sebaya

5. Peneliti: strategi tutor sebaya itu seperti apa pak?

6. Guru: jadi strategi tutor sebaya itu saya sedikit modifikasi ya, saya akan memilih beberapa anak untuk menjadi tutor atau ketua kelompok yang nantinya mereka lah yang akan menjelaskan materi pada hari itu

7. Peneliti: Sudah berapa lama anda menerapkan strategi itu?

8. Guru   : sudah cukup lama nak, bertahun-tahun

9. Peneliti: Apakah sejauh ini strategi tersebut memiliki tingkat keberhasilan yang tinggi?

10. Guru   : melihat dari siswa itu alhamdulillah keberhasilan strategi ini cukup tinggi

11. Peneliti: Bagaimana kondisi siswa selama anda menerapkan pembelajaran dengan menggunakan strategi ini?

12. Guru: kalau kondisi di kelas itu yaa seperti kelas pada umumnya, ada yang fokus, ada juga yang pasif. Tapi memang kelas dengan strategi ini memfokuskan anak-anak untuk berdiskusi dengan kelompoknya dan saya hanya mengarahkan, meluruskan atau membimbing

13. Peneliti: bagaimana cara anda mempertimbangkan strategi ini untuk diterapkan di kelas?

14. Guru: bergantung dengan materi, jadi di cocokkan dengan materi yang dinilai pas jika menggunakan strategi ini misal pada narrative atau recount text

15. Peneliti: bagaimana cara anda memilih atau menyeleksi siswa yang akan menjadi tutor?

16. Guru: saya memilih siswa untuk menjadi tutor itu berdasarkan keaktifan dan nilai mereka supaya nanti hasil di kelas lebih maksimal

17. Peneliti: apakah siswa yang menjadi tutor berubah atau berganti-ganti ?

18. Guru: tidak, tidak ada pergantian tutor. Selama kelas saya ketika menggunakan strategi tutor sebaya maka murid yang menjadi tutor yaa itu itu saja. Tidak ada perubahan

19. Peneliti: berapa lama durasi dan dimana biasanya anda memberi materi kepada tutor?

20. Guru: bergantung pada kesulitan dan banyaknya materi, tapi sejauh ini rata-rata saya memberikan pemahaman itu 10-15 menit kemudian jika ada pertanyaan atau hal yang tidak mereka faham maka biasanya mereka menghubungi saya, begitu

21. Peneliti: pada saat di kelas ketika menggunakan strategi ini, bagaimana tahapan-tahapannya pak?

22. Guru: yaa seperti di rencana pembelajaran itu, kita sesuaikan mulai dari salam pembuka, kemudia lanjut anak-anak mulai berdiskusi,dan hasil diskusinya itu di tampilkan di depan kelas

23. Peneliti: selama proses presentasi itu, siswa lainnya responnya bagaimana pak

24. Guru: respon anak-anak cukup baik, mereka mau mendenagrkan dengan baik temennya yang sedang presentasi di depan kelas karena kan saya menerapkan poin tambahan atau poin minus untuk anak-anak yang memang sangat mengganggu saat di kelas. Biasanya poin plus itu ketika ada anak yang bertanya, bisa menjawab seperti itu

25. Peneliti: mereka melakukan presentasi secara kelompok nggeh bapak?

26. Guru: iya, mereka memang melakukan presentasi secara kelompok tapi isi tugas mereka kan berbeda atau di bagi, jadi poin mereka individu

27. Peneliti: apa kesulitan yang anda hadapi selama menerapkan strategi ini?

28. Guru: kesulitannya mungkin pada anak-anak yang kurang motivasi belajar, mereka akan pasif di kelas meskipun cara penyampaikan tutor itu sudah baik tetapi jika siswanya atau tuteennya tidak fokus bahkan tidak mau mendengarkan itu cukup sulit

29. Peneliti: bagaimana cara anda mengatasi kesulitan tersebut?

30. Guru: biasanya dikelas itu saya memberikan motivasi, baik di awal pembelajaran, di tengah-tengah pembelajaran atau di evaluasi akhir pembelajaran

31. Peneliti: evaluasi seperti apa biasanya yang anda lakukan pak?

32. Guru: biasanya saya memberi motivasi agar siswa tersebut tidak merasa terbelakang oleh teman-temannya yang lain. Kebanyakan anak yang terbelakang itu mudah untuk menyerah dan tidak termotivasi, oleh karena itu harus dibimbing dengan perlahan dan diberi stimulasi motivasi khusus. Evaluasi ini saya lakukan sebagai bentuk refleksi saja untuk siswa agar pemahaman mereka lebih kuat dan dapat mengetahui maksud dari penjelasan tutor

33. Peneliti: adakah reward yang dilakukan anda selama kelas berlangsung?

34. Guru: kalau reward itu pasti ya sepertinya agar anak-anak lebih bersemangat

35. Peneliti: biasanya dalam bentuk apa itu pak

36. Guru: biasanya ya sederhana saja, seperti pujian, nilai tambahan, tepuk tangan atau kalau memang ada kesempatan itu saya memberi sedikit cemilan begitu

Transkrip Interview Siswa sebelum penelitian di kelas

1. Peneliti: bagaimana pendapatmu tentang pembelajaran Bahasa Inggris?

2. Siswa A: seru kak, soalnya gurunya enak kak

3. Peneliti: apakah anda pernah belajar di kelas dengan strategi tutor sebaya?

4. Siswa B: sudah beberapa kali kak di semester ini hanya beda materi saja

5. Peneliti: Anda menjadi tutor atau tutee?

6. Siswa A: saya tutor

   Siswa C: saya tutee

7. Peneliti: Bagaimana perasaan anda ketika terpilih menjadi tutor/ tidak terpilih menjadi tutor?

8. Siswa B: seneng kak tapi kaget juga waktu di panggil untuk jadi tutor

   Siswa D: biasa aja kak, tapi ya sedikit iri sih kak karena ka dikasih tau kalo yang jadi tutor itu tidak bergantian

9. Peneliti: apakah kalian para tutor diberi bekal pemahaman materi oleh guru sebelum kelas dimulai?

10. Siswa A: iya kak dikasih materi biasanya

    Siswa B: biasanya itu ngasih materi beberapa hari sebelum kelas kak

11. Peneliti: biasanya durasinya berapa menit dan tempatnya dimana?

12. Siswa B: biasanya itu mungkin 15 menitan kak tapi kadang lebih juga kalo memang materinya susah

Siswa A: kadang di ruang guru, kadang di ruang multimedia, pokoknya di ruangan yang kosong gitu kak

13. Peneliti: bagaimana perasaan mu sebagai tutor atau tutee selama di kelas?

14. Siswa A: sedikit tertekan kak karena kan harus bertanggung jawab sama kelompok, kalo tuteenya bisa diajak kerjasama dengan baik itu ga masalah kak, tapi kadang ada 1 atau 2 anak itu ga dengerin saya

Siswa B: sama kak, saya juga seneng sih karena dapet nilai tambahan gitu, Cuma harus menjelaskan materi berulang kali kalo semisal ada anggota yang kurang paham atau butuh bantuan

Siswa C: kalo saya biasa aja kak Cuma memang berusaha untuk dengerin penjelasan tutor

Siswa D: kalau saya lebih santai kak, kan ga jadi tutor jadi Cuma dengerin aja. Tapi kadang saya atau anggota lain saling bantu kalo tutornya sdah kewalahan

15. Peneliti: apakah kalian merasa bahwa lebih memahami materi dengan strategi ini?

16. Siswa D: kalau saya sebagai tutee yaa lebih paham kak daripada strategi lain karena kan kalo pakek tutor sebaya ini kan berdiskusi sama temen, tugas nya sama temen, jadi lebih nyaman gitu kan

Siswa A: iya kak, saya merasa lebih memahami materi kalau pakai strategi ini,

17. Peneliti: apakah guru bahasa inggris kalian memberikan reward selama di kelas ?

18. Siswa A: selalu kak

Siswa B: iya kak, pertemuan lalu kita di kasih cemilan, kue juga kadang

Siswa C: iya kak selalu

Siswa D: iya kak, ngasih jajan gitu kak kadang poin tambahan itu, terus kayak kata kata pujian gitu kak

Nomor : B-1963/In.20/3.a/PP.009/05/2023
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Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

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Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation Of Peer Tutoring Strategy In English Learning At SMPN 1 Kalisat " selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Hadrianus Sulistyahadi

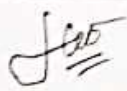Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.
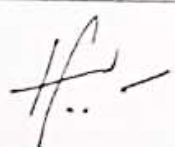
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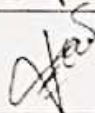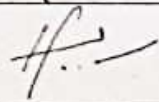an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Journal of Research Activity

Location: SMPN 1 Kalisat

No	Day, Date	Activities	Informant	Signature
1.	Monday, December 5th 2022	The researcher meet with principal for permission to school observation and early interview with English teacher	Hadrius S. Hadi, S.Pd. M.M.	
2.	Friday, May 5th 2023	The researcher meet with principal for permission to conduct research at SMPN 1 Kalisat	Hadrius S. Hadi, S.Pd. M.M.	
3.	Monday, May 8th 2023	Data retrieval about history, profile, infrastructure, etc.	Asnawi	
4.	Wednesday, May 17th 2023	The researcher met with English teacher to discussed about lesson plan, worksheet, and evaluation	Halim, S.Pd	
5.	Friday, May 19th 2023	The researcher met with English teacher and tutor	Halim, S.Pd	
6.	Wednesday, May 23rd 2023	The researcher met with English teacher and tutor for interview	Halim, S.Pd	
7.	Thursday, May 24th 2023	Class observation and implementation of peer tutoring strategy	Halim, S.Pd	
8.	Thursday, June 1st 2023	Receiving declaration of finishing letter from SMPN 1 Kalisat	Hadrius S. Hadi, S.Pd. M.M.	

School Principal SMPN 1 Kalisat

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Telah Mengadakan Penelitian/riset mengenai **"The Implemention Of Peer Tutoring Strategy In English Learning At SMPN 1 Kalisat Kabupaten Jember"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Kalisat, 17 Juni 2023.

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DECLARATION OF AUTHENTICITY

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State that thesis entitled The Implementation Of Peer Tutoring Strategy In English Learning At Junior High School" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and biography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Author

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