

## **EFFORTS TO IMPROVE STUDENT LEARNING OUTCOMES USING THE PEER TUTOR METHOD IN ENGLISH LEARNING**

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### **Abstract**

The problem that is the topic of discussion in this research is how improve student learning outcomes using peer tutoring methods in learning English. The goal to be achieved in this study is to determine the extent to which student learning outcomes have been increased by applying the peer tutor learning model. The data sources of this research are odd semester students inclass VIII A MTsN 3 Ponorogo consisting of 20 students. This research was carried out in the odd semester of the 2022//2023 academic year for 3 months. The data collected are quantitative and qualitative data. Quantitative data is data obtained from formative test results in each cycle. While qualitative data in the form of observations in each learning cycle. The data obtained is then converted to the success criteria to determine whether student learning outcomes can be seen how the improvement. The results of the pre-cycle research were only 5 students or 25% of all students. In Cycle I, there were a number of students who succeeded in improving learning outcomes, increasing by 7 to 12 students or 60%. In Cycle II, students who succeeded

in increasing their learning outcomes reached 90% or 18 students out of 20 students. The success of students in English learning outcomes has experienced a significant increase. The results of the observation of the observation conditions the average score of students was 64.25 and increased to 74 in Cycle I and in Cycle II, which increased to 83.25. The increase from pre-cycle to cycle 1 was 35% and from cycle 1 to cycle 2 is 30%. The conclusion is that the application of the peer tutoring method is proven to be able to improve student learning outcomes in English so that it is feasible to apply it in schools MTsN 3 Ponorogo.

**Keywords:** Learning Outcomes, Peer Tutors

## A. Introduction

The rapid development of technology makes the role and function of school education increasingly important and needed in the ongoing development period. Through school education various aspects of education can be developed, in order to produce qualified and quality human resources. Qualified and quality Human Resources are expected to be able to face the challenges of globalization that are currently happening. Global changes that occur will affect the order of life in society, nation and state. These changes require improvements related to the learning system used in learning at madrasas. With the improvement of the learning system in madrasas, it is hoped that students' understanding of the subject matter will increase so that it will also affect student learning outcomes.

Learning activities in the 2013 curriculum are directed at empowering all the potential of students so that they can have the expected competencies through efforts to grow and develop attitudes, knowledge and skills. In the 2013 curriculum students are encouraged to find and transform

complex information, check new information with what is already in their memory, develop into information or abilities that are appropriate to the environment and the era in which they live.

The 2013 curriculum adheres to the view that knowledge cannot simply be transferred from teacher to student. Learners are subjects who have the ability to actively seek, manage, construct, and use knowledge. For this reason, learning must be related to the opportunities given to students to construct knowledge in cognitive processes.

Learning is a core activity in school. The success or failure of a student depends on how the learning process in the madrasah is. Experts express their opinions regarding the definition of learning as stated by Dimiyati and Mudjiono<sup>1</sup> say that learning is a complex action and student behavior. As an action, learning is only experienced by students themselves. Students are the determinants of the occurrence or non-occurrence of the learning process. The learning process occurs thanks to students getting something that is in the surrounding environment. The environment studied by students is in the form of natural conditions, objects, animals, plants, humans or things that are used as learning materials.

Learning is a process or effort made by each individual to obtain changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from various materials that have been studied<sup>2</sup>.

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<sup>1</sup> Dimiyati & Mudjiono. *Belajar Dan Pembelajaran*. (Jakarta: Rineka Cipta, 2013), 7.

<sup>2</sup> Djamaluddin A & Wardana, *Belajar Dan Pembelajaran*, (Parepare: Penerbit CV Kaaffah Learning Center, 2019), 6.

Learning is a process, an activity and not a result or goal. Learning is not just remembering, but broader than that, namely experiencing. Learning outcomes are not a mastery of the results of the exercise but a change in behavior<sup>3</sup>.

Learning is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment<sup>4</sup>. Learning is an activity in which there is a process from not knowing to knowing, not understanding to understanding, not being able to be able to achieve optimal results<sup>5</sup>. Learning is a relatively fixed change in behavior due to the influence of experience (individual interaction with the environment)<sup>6</sup>.

Sanjaya in Suprihatiningrum<sup>7</sup> is a translation of instruction, which is assumed to make it easier for students to learn everything through various media, such as printed materials, television programs, pictures, audio, and so on so that all of this encourages changes in the role of the teacher. in managing the teaching and learning process, from the teacher as a source of learning to the teacher as a facilitator in teaching and learning. Learning media is a learning tool that is used as an intermediary in the learning process to

<sup>3</sup> Hamalik, Oemar. *Proses Belajar Mengajar*. (Jakarta: PT Bumi Aksar, 2017), 36

<sup>4</sup> Slameto. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Cetakan Keenam. (Jakarta: Rineka Cipta, 2015), 2

<sup>5</sup> Ihsana K. EL. *Belajar dan Pembelajaran Konsep Dasar Metode dan Aplikasi Nilai-Nilai Spritualitas dan Proses Pembelajaran*. (Yogyakarta: Pustaka Belajar, 2017), 4

<sup>6</sup> Tirtarahardja, Umar. dan La Sulo. *Pengantar Pendidikan*. (Jakarta: PT. Rineka Cipta, 2015), 129

<sup>7</sup> Sanjaya, W. *Strategi Pembelajaran*. (Jakarta: Prenada Media Group, 2016), 37

enhance effectiveness and efficiency in achieving learning objectives.

In the whole process of education in schools as defined above, learning is the most important activity. This means that the success of achieving educational goals depends a lot on how the learning process can take place effectively. A teacher's understanding of the meaning of learning is enough to influence the teacher's competence and method in the learning process.

Learning carried out in class VIII A MTsN 3 Ponorogo, the teacher is the subject of learning, the learning activities of class VIII A students are still low in achievement. In the teaching and learning process students are less active with results below the Minimum Completeness Criteria. Improving student learning outcomes by applying a learning approach that can spur students to be active in it. A learning approach that can increase student learning activity is to use the peer tutor method

Learning outcomes are activities shown by students after taking their learning experience (teaching and learning process). Learning outcomes are obtained by conducting an evaluation or assessment which is a follow-up or a way to measure the level of ability or mastery of students not only from the level of mastery of knowledge (cognitive), but also attitudes (affective) and skills (psychomotor)<sup>8</sup>.

Learning outcomes are the culmination of the learning process. Learning outcomes are things that can be viewed from two sides. From the educator's point of view, the act

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<sup>8</sup> Sudjana, Nana. *Penilaian Hasil Proses Belajar Mengajar*. (Bandung: Remaja Rosdakarya, 2016), 2

of teaching ends with a learning evaluation process. Meanwhile, from the side of students, learning outcomes are the culmination of the learning process<sup>9</sup>. The purpose of learning outcomes is to determine the level of success achieved by students after participating in learning activities. Learning outcomes are the results obtained from the learning process of students in accordance with the learning objectives. Learning objectives become the basis for educators in learning activities that will be achieved by students.

Learning English as a second language needs to be known and understood exactly what the language itself means. A standard definition of the notion of language, namely: Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another<sup>10</sup>.

The meaning that Brown wants to convey is that language is considered as a system consisting of sound symbols or symbols that can be used to communicate. Giving a definition of language Brown further says that a consolidation of a number of possible definitions of language is explained as follows: (a) language is systematic, (b) language is a set of separate symbols, (c) the symbol is mainly vocal, but possibly also visual, (d) the meaning of the symbol has been adapted to its reference, (e) language is used as a means of communication, (f)

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<sup>9</sup> Dimiyati & Mudjiono. Belajar Dan Pembelajaran. (Jakarta: Rineka Cipta, 2013), 35

<sup>10</sup> Brown, D.H. Principles of Language Learning & Teaching. (4th ed.). (New York: Longman, 2000), 5

language is used in community or cultural speech, (g) essentially, language is for humans, though the possibilities weren't limited to humans only,

Language is the most important role in human life. Language is used by humans to interact and communicate with each other. According to KBBI, language is an arbitrary sound symbol system that is used by members of a society to work together, interact, and identify themselves. Language is also good conversation, good behavior, and courtesy. In other words, the meaning to be conveyed to other people or understood by other people is contained in the language used. Based on this view, English can be said as a tool for expressing ideas, thoughts, opinions, and feelings, both orally and in writing. In Indonesia, English is a tool to absorb and develop science, technology and arts and culture.

Peer tutoring is a teaching method in which the teacher appoints several students who meet certain requirements in understanding the learning material. This method has a double advantage, namely students who receive assistance are more effective in receiving material while for tutors it is an opportunity to develop their own abilities. Tutors are students of the same age appointed or assigned to help friends who have learning difficulties, because the relationship between friends is generally closer than the teacher-student relationship. Help given by friends to friends can generally produce better results<sup>11</sup>.

The peer tutoring method is a learning method that is carried out by empowering students who have high

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<sup>11</sup> Ahmadi, Abu dan Widodo Supriyono. Psikologi Belajar. (Jakarta: Rineka Cipta, 2011), 184

absorption from the group of students themselves to become tutors for their friends, where students who become tutors are tasked with providing learning materials and exercises to their friends who do not understand to the material or exercises provided by the teacher on the basis of mutually agreed rules within the group, so that a group learning atmosphere that is cooperative and not competitive will be built<sup>12</sup>.

Based on the background described above, by considering the solutions, the researcher considers that the application of the peer tutoring method to learning is very important, so the researcher is interested in conducting classroom action research with the title "Efforts to Improve Student Learning Outcomes Using the Peer Tutor Method in Learning English in Class VIII A MTsN 3 Ponorogo".

Research on Student Learning Outcomes Using the Peer Tutor Method in Learning English in Class VIII A MTsN 3 Ponorogo is Classroom Action Research (CAR). Classroom Action Research (CAR)<sup>13</sup> is a form of self-reflection activity carried out by educational actors in an educational situation to improve rationality and justice. CAR is an action to improve the quality of learning practices in its class, so that it focuses on the teaching-learning process that occurs in class.

Judging from its name Classroom Action Research already shows the contents contained in it, namely a

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<sup>12</sup> Arjanggi & Suprihatin. Metode Pembelajaran Tutor Teman Sebaya Meningkatkan Hasil Belajar Berdasar Regulasi-Diri. Makara – Sosial Humaniora, Vol. 14, No. 2, Desember 2010: 91-97. Retrieved October 15, 2022

<sup>13</sup> Arikunto, Suharsimi. Penelitian Tindakan Kelas. (Jakarta: PT Bumi Aksara, 2015), 46

research activity carried out in the classroom. Because there are three words that make up this meaning, there are three meanings that can be explained. The term class is a group of students who, at the same time, receive the same lesson from the same teacher. By combining the definitions of these three words, namely (1) research, (2) action, (3) class, it can be concluded that classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class.

Classroom Action Research is not encouraged just to want to know a situation, but is encouraged by the desire to improve performance to achieve maximum learning outcomes. In CAR there is no provision for how many cycles must be carried out. The number of cycles depends on the achievement of the benchmark, but no less than two cycles is recommended.

From this opinion, it can be concluded that classroom action research (CAR) is any action carried out by the teacher in a systematic and planned manner in the classroom which aims to improve student learning outcomes.

The location of this research was conducted on Jl. Letjend S Sukowati No 90 Ngunut Babadan Ponorogo to be more precise at MTsN 3 Ponorogo which was held from September 5 to November 7 2022. In this study the research targets were teachers and students of class VIII A. The reason the researchers chose this madrasa was because the researchers is one of the teachers who teaches at this madrasa using the peer tutor method in learning that this madrasa has never done before.

The subjects of this study were class VIII A students of MTsN 3 Ponorogo taking into account the condition of the class where the students were less active at the

beginning of the meeting based on the results of initial observations in front of the class on English subject. While in this study, the object that became the research variable was the application of the peer tutoring method for learning outcomes in class VIII A MTsN 3 Ponorogo with a total of 20 students.

The research conducted is Classroom Action Research (CAR) which will be carried out in three cycles. Each cycle in classroom action research consists of four stages, namely 1. Planning stage, 2. Acting stage, 3. Observing stage, and 4. Reflection stage.

This data collection was carried out by carrying out test techniques to find out and obtain data on English learning outcomes by applying the Peer Tutor Method after the learning process with the aim of knowing the level of success of learning after the Peer Tutor Method was applied to the formative tests Cycle I and Cycle II. This test is in the form of a written test given at the end of each cycle. The type of test used is a test answering 20 multiple choice questions.

## **B. Results and Discussion**

### **Research result**

The results of the research are the increased activity and results of students' English learning by applying the Peer Tutor Method. Activities related to teacher activities and student learning activities during the learning process take place which are assessed through the Initial Condition sheet (Pre-Cycle).

### **Discussion**

#### **Pre Cycle**

This research began with observations made by researchers for about two weeks, learning English at MTsN

3 Ponorogo still uses a monotonous method, such as the lecture method. so that students' understanding is less able to understand the material presented by the teacher.

One example is the test scores (before the remedial) with Minimum Completeness Criteria 75, out of 20 students there are still 15 children who score below 75. So that the percentage of students who achieve Minimum Completeness Criteria is only 25% with average score of 64.25. From these data it can be seen that learning has not been achieved due to various reasons, one of which is the teacher's lack of innovation using other learning models besides lectures and discussions.

This fact encourages researchers to conduct research to improve student learning outcomes through the use of peer tutoring learning models. The research was conducted in 2 cycles.

### **Cycle I**

From the results of the data obtained by the observer, the teaching and learning process that has been carried out is analyzed that the learning process is not smooth and enjoyable so because students are less enthusiastic, enthusiastic in receiving lessons, and teachers do not use varied approaches, strategies and learning methods. In this cycle the researcher used the question and answer method.

In this cycle, the learning process that has been carried out from planning to the end of the activity has not been able to increase students' understanding in accordance with what is expected by the teacher. This is because there are still weaknesses encountered so that they are still obstacles in achieving increased student understanding so that learning needs to be done in Cycle II.

Based on the results data, in the learning process in Cycle I, it shows that the learning process shows that the

level of classical student achievement is still below standard, that is, out of 20 students, the average grade for class 74 is still below the Minimum Completeness Criteria 75, so it is necessary to do the cycle again. II. Out of 20 students there were still 8 children who scored below 75. So that the percentage of students who achieved Minimum Completeness Criteria was only 60% with an average score of 74.

### **Cycle II**

The results of observing the learning process in Cycle II show the following:

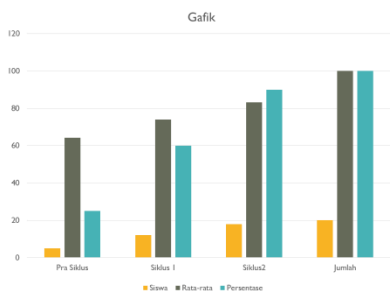
1. Students are starting to be more active in group learning activities, this is because the teacher has provided a lot of guidance and additional enrichment or explanation.
2. Students can more quickly apply the preparation, implementation and results in English learning activities. The teacher has tried to apply the Peer Tutor Method in order to improve the English learning outcomes of Class VIII A students at MTsN 3 Ponorogo, so that student learning outcomes have increased significantly to a class average score of 83.25 with 18 students completing their studies or 90% of the total students and has exceeded the specified Minimum Completeness Criteria 75.

After Cycle II was held which was followed, with classes conducted in accordance with learning plans and scenarios, the learning process went well and the classroom atmosphere was conducive.

From the results of the analysis above, it can be concluded that the deficiencies in the learning process in Cycle I have been overcome properly. In other words, improving English learning in class VIII A at MTsN 3

Ponorogo has succeeded in increasing student learning outcomes.

The evaluation results of the process of improving English learning in Class VIII A MTsN 3 Ponorogo with the application of the Peer Tutor Method to improve student learning outcomes in class VIII A MTsN 3 Ponorogo in English lessons prove that changes in student learning outcomes increase, namely the class average of 64.25 (25%) in the initial conditions, changed to 74 (60%) in Cycle I and 83.25 (90%) in Cycle II.



**Table 1. Results of Each Cycle**

Cycle	Student >KKM	Average	Percentage
Pracyclus	5	64.25	25%
Cycle 1	12	74	60%
Cycle 2	18	83.25	90%
Amount	20	100	100%

**Table 2. Improvement every cycle**

Cycle	Percentage
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Precycles 1	35%
Cycle 1-Cycle 2	30%
Pre-Cycle 2	65%

### C. Conclusion

1. The application of the Peer Tutor Method to English Language Learning can increase the learning activities of class VIII A students of MTsN 3 Ponorogo as proven in the Pre Cycle average score of 64.25 (25%), Cycle I average score of student learning activity is 74 (60%), increased in Cycle II, namely 83.25 with a Minimum Completeness Criteria mastery percentage of 90%.
2. The application of the Peer Tutor Method to English Language Learning can improve student learning outcomes in class VIII A MTsN 3 Ponorogo as evidenced in the Pre-Cycle average score of 64.25 with 5 students who complete, Cycle I average score of student learning outcomes 74 out of 12 The 20 students who completed increased in Cycle II, namely 83.25 with 18 students who completed out of 20 students in class VIII A MTsN 3 Ponorogo

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