THE EFFECTIVENESS OF PEER TUTORING IN TEACHING AND LEARNING ENGLISH GRAMMAR ON THE STUDENTS' ACHIEVEMENT
(An Experimental Research at English Majors of Islamic University of Kadiri
in the Academic Year of 2015/2016)

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ABSTRACT

Grammar is one of important elements in language. When the students have a problem in grammar, practice, review, and exercise make better. The important one is review the material that has been given before, so it hopes to know the effectiveness of peer tutoring method in teaching and learning English grammar at Islamic University of Kadiri in the Academic Year of 2015/2016. This research is used as an input to improve the process of the students' achievements in mastering Grammar.

This research uses an experimental research design by control and experimental group. The treatment is given to the experimental group by giving peer tutoring. The population is students of English Faculty of Islamic University of Kadiri. The sample is the students of English majors of the first semester of B Class as an experimental group and the students of English Faculty of the first semester of A Class as control group. There are 50 students for B class and 45 students for A class.

The research uses t-test for non independent to analyze the data as Suharsimi Arikunto states below:

$$t - test = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2 +}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

From the data analyzing, it concludes that peer tutoring is effective in teaching and learning English grammar. The calculation of t-observed is 6.840486 with 5% significant level with 52 df is 2.01. It means that the result of t-observed is higher than t-table and the hypothesis is accepted.

Key term: effectiveness, grammar ability, and peer tutoring

INTRODUCTION

We all know that English is international language that must be learned and understood especially by the foreign students, so they try to master in English and try to make English easy to learn. The reality of society in Indonesia especially to get English is lower. It is different with Malaysia, Singapore, India or any other countries that force the society to learn English and turn English to be the second language, but in Indonesia, English becomes complete language only. The majority of Indonesia thinks that English is language that is studied to pass the final test of study or to complete the study. Not only do they think that English is not important but also English is very difficult to learn. It is caused by their opinion that English is something difficult and it is not important to learn. Because of those, Government tries to increase the system of English education but it faces many trouble things. They come from the system that happens and the students that have not realized about the important of English because they think that English is language that is screaming and difficult.

English is one of the lessons that is avoided by many learners because English cannot be studied instantly. It needs high concentration to master English. The last examination of nationality uses English also and it emphasizes in Grammar, listening and reading to get the standard of passing the final test nationality. It happes at University also. English is one of lessons that must be studied and the students must pass it to continue the next grade.

The beginner English learners feel that English as something scarring that always makes them confused how to go out from the problem so they use many ways to increase their ability in English and to be easy to learn and understand the English. Because of its belief, English is difficult to learn so the department of the education or many teachers makes many ways to master it. They try to increase their ability by using the new methods in English. The students are confused about English, especially to arrange the word by word, phrase by phrase, clause by clause and sentence by sentence or we often call them syntactical structure.

In Indonesia many masters of English education have made many methods to increase the ability of English, but they cannot always received by many learners of English. Moreover, they can make the learners of English more confused and this makes the learners of English dislike English more and more.

On the basis of the problems above, it needs to research one of methods that is used to master English; especially grammar. This research uses peer tutoring to increase the ability of English and it hopes that it will be useful for the learners of English. Peer tutoring refers to students working in pairs to help one another learn material or practice an academic task. Peer tutoring works best when students of different ability levels work together.

Considering to that background, the research uses the title "The Effectiveness of Peer Tutoring in Teaching and Learning English Grammar on the Students' Achievement (at English majors of Islamic University of Kadiri in the Academic Year of 2015/2016).

The research chooses Peer Tutoring because it has some advantages. They are:
1. Anyone can achieve a much deeper understanding of material by teaching it to someone else.
2. They can develop increased self-confidence and improved organizational and thinking skills.

From the background of the study, it has the research questions that should be answered:
1. Is peer tutoring effective in teaching and learning English Grammar at English Majors of Islamic University of Kadiri 2015/2016?
2. Is there any difference between experimental class using treatment and control class without treatment in teaching and learning English Grammar at English majors of Islamic University of Kadiri 2015/2016?

Meanwhile, the objectives of this research are:
1. To know whether Peer Tutoring is effective in teaching and learning English Grammar at English majors of Islamic University of Kadiri 2015/2016.
2. To find out whether the different significant between experimental class using treatment and control class without treatment in teaching and learning English Grammar at English majors of Islamic University of Kadiri 2015/2016.

SOME OF THE LITERATURE REVIEWS

H. Douglas Brown (1980:07) states that Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning,

enabling the learner to learn, setting the conditions for learning.

Based on the theories above, teaching is the transformation from one to another. It guide others to get the information, facilitate learning and it causes to know or understand the object.

According to H. Douglas brown (1980, 07), there are seven concepts that indicates to the learning. These concepts are (1) Learning is acquisition or "getting", (2) Learning is retention of information or skill, (3) Retention implies storage system, memory, cognitive organization, (4) Learning involves active, conscious focus on and acting upon events outside or inside the organism, (5) Learning is relatively permanent, but subject to forgetting, (6) Learning involves some form of practice, perhaps reinforced practice, (7) Learning is a change in behavior.

Based on explanation above, Learning means getting, retention, acting upon events outside or inside the organism, relatively permanent, practice, and a change in behaviour. Here also, the learners want to get the knowledge especially, about Grammar. The learners study more and more to increase the knowledge that they have ever got before.

Concerning the learning process, peer tutorial takes a significance part on it. In the basis of that, it is better that we know some definitions about tutorial before we come to talk more deeply. It is necessary because it can be as basic view to explain more about tutorial.

According to N. L Gage (1976: 532) Tutorial is small-group sessions, alternative textbooks, workbooks, programmed instruction, games, and of course, the one-to-one interaction with tutors may help a particular students comprehend what to do and learn. She also states that it is similar to individualizing instruction. This method can be used to help students at any age level. In most tutoring program, the tutors have been nonprofessional teachers. They may be students just a few years older than the

ones being tutored, or the tutor may be an adult without special training in education beyond that received as part of the tutoring program.

David C. Berliner (1984; 534) states that a tutorial is Small-group sessions that consists of one-to-one or one-to-few. The one-to-one instruction allows greater adaptation to an individual's need. Teachers take into account differences in ability to understand instruction by organizing their teaching of the same part of curriculum in various ways. Small-group sessions, alternative textbook, workbook, programmed instruction, games, and, of course, the one-to-one interaction with tutors may help a particular student comprehend what to do and learn.

Cecil D. Mercer and Ann R Mercer (1989:87) states that tutorial teaching is one student with the teacher allows for intensive instruction. It is frequently used to help students with learning problems to learn a new skill. In addition, one-to-one teaching can be used spontaneously to prevent or relieve frustration. When the teacher observes that a students is having difficulty during group instruction or seatwork, it is often helpful to give him one-to-one attention at the first opportunity.

Tutorial here means that the students can get the new material or ask the material that they have not understood before in tutorial program. It emphasizes in students that have low motivation in Grammar and it emphasizes in students that have not got the clear answer from the Non tutorial.

Helen de Silva Joyce and Anne Burns (1999:03) states that Grammar can be taken from two definitions. The first definition is from *the Macquarie dictionary*. It is focused on Grammar as a system, while the second definition that is from Longman definition. It is focused on the idea of Grammar as a rule. He only states that Grammar is essentially about the systems and patterns we use to select and

combine words. In order to communicate we must share a common system, which is why people who speak different languages cannot understand one another – they are using different system, Grammar is one of the essential system, so it means that people must know about Grammar in order to use the language appropriately in social context.

David Nunan (1999:96) states that there are three kinds of definition of the Grammar. The first is an analysis of the structure of a language, either as encountered in a corpus of speech or Grammar (a performance Grammar) or a predictive of a speaker's knowledge (a competence Grammar). A contrast is often drawn between a descriptive Grammar, which provides a precise account of actual usage, and a prescriptive Grammar, which tries to establish rules for the correct use of language in society. The second is an analysis of the structural properties which define human language (a universal Grammar). The third is a level of structural organization which can be studied independently of phonology and semantic.

David Nunan (1999:96) also takes the definition that is used by Richards, Platt and weber (1985). It is said that Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

Dan Isaac Slobin (1939) states that Grammar is the rule of how educated people, that is also called prescriptive Grammar. It is also described that Grammar attempts to describe the knowledge people must have in order to speak and understand language.

According to J. A. Bright and G. P. McGregor (1970: 08) nobody disputes that the foreign student must learn the Grammar of English in the sense that the sentences he produces must conform to English patterns in the accepted model. We cannot be content with communication, however clear the pain sense, if it carries also such depressing messages to the reader about the writer's level of literacy. The learner has got to master the conventional use of the grammatical signals of the language.

From the explanation above, it can be concluded that grammar is the description of the structure and it is the basic unit of syntactic element. It studies about arrangement of word, phrase, clause, and sentence.

The technique discussed in this research is Peer Tutoring. According to N. L Gage (1976: 532) Peer Tutoring is small-group sessions, alternative textbooks, workbooks, programmed instruction, games, and of course, the one-to-one interaction with tutors may help a particular students comprehend what to do and learn. She also states that it is similar to individualizing instruction. This method can be used to help students at any age level. In most tutoring program, the tutors have been nonprofessional teachers. They may be students just a few years older than the ones being tutored, or the tutor may be an adult without special training in education beyond that received as part of the tutoring program.

The conclusion is that Peer Tutoring concerns with the students that are processed or made in a small group that contains not over 10 students and it is helpful to the students to increase their motivation in writing.

According to Calia Roberts., (2011) there are six steps of Peer Tutoring. The steps of Peer Tutoring are:
a. Greeting and Setting a Learning Environment

The first step in Peer Tutoring cycle is greeting and setting a learning environment. After greeting the student in a friendly manner, the tutor should set a positive and task directed learning environment by arranging the seating in a useful way and encouraging the tutored student to open his book, organize his pens, pencils and notepads and other study materials.

b. Identifying the Task

In the next step, the tutor will use questions to properly definer the student's problems and concerns, describe a detailed procedure the session will follow for studying the subject matter and engage the student in a general explanation of the basics of the subject matter and sources of information for the subject matter

c. Teaching the Information

The next step in the cycle is to break the information into easily understandable portions, such as steps to solving a math problem, and begin to explain each portion of information to the student. In this step, the tutor should encourage learning without over explaining or controlling the student's thinking or learning process. Restate the information and evaluate the student's work as needed in a patient manner.

d. Tutor Explanation

In the next step, the tutor must encourage the student to explain what he has learned about the subject and what process and steps he has learned to complete subject-related tasks. Allow the student to give a full explanation without interruption. The tutor should use the explanation to evaluate the student's learning and understanding of the subject. If the learning is incomplete, return to the previous step. If the learning is complete, progress to the next step.

e. Confirming   and   Reinforcing
    Confidence

In the next step of the cycle, the tutor should use positive statements to convey to the student that his understanding of the subject matter is correct. Encourage the student to be proud of his accomplishments and to anticipate learning new material from the subject matter. Restate the benefits of using learning resources such as tutoring.

f. Closing

The tutor peer cycle ends with arranging and preplanning the next session, if necessary, and ending on a positive note by thanking the student for his contributions such as a willingness to learn and preparedness.

RESEARCH METHODOLOGY

This research is conducted at Islamic University of Kadiri. This university is placed at Sersan Suharmaji Street No. 38 Kediri (0354)683243, East Java. This university has five faculties. Those are Education, Law, Economics, Technology, and Agriculture faculty. This research is conducted in education faculty, especially English major for the first semester, on August 2015 until December 2015 (2015/2016 academic year).

The subject of this research is the students of English major for the first semester of Islamic University of Kadiri. There are 2 classes of the English major of the first semester in this university. The research chooses one of them (B Class) as the subject of the study. This class consists of students 50 students. 25 students are male and 25 students are female. It uses cluster random sampling. Cluster random sampling is the selection of groups or clusters, of subject rather than individuals (Fraenkel and Wallen on Faisal 2010: 57). In this case, a lottery is applied and the result is B class becoming the experimental group and A class becoming the control group.

The main character of quantitative research is the research data that can be accounted, so it relates with data statistic. It also happens at this research to know the real data about the influence of tutorial method. This experimental design can be shown on the table. That is taken from below:

Research Design adopted by
Prof. Dr. Nana Syaodih Sukmadinata
(2008; 58) "Metode Penelitian Pendidikan"

Group	Pre-test	Tutorial Method	Post-test
Experimental	T1	√	T2
Control class	T1	X	T2

Notes:
T1   : Pre-test
√   : Using tutorial method
T2   : Post-test
X   : Without tutorial method

In this research, the research uses test only. Test that is used in this research is pre-test and post test. After getting the data, the researcher calculates them to answer the question whether tutorial method is effective or not. The researcher uses t-test as follow:

$$t-test = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2 +}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Notes:
Mx : Mean of Experimental Group.
My : Mean of Control Group.
$\sum X$: Total number of individual score deviation of experimental group.
$\sum Y$: Total number of individual score of control group.
Nx   : Total number of experimental group.
Ny   : Total number of control group.

RESULT AND DISCUSSION

Here are four parts presented below: A) Discussion of Pre-test in experimental and control group; B) Discussion of the result of post-test in experimental and control group; C) The Discussion on the effectiveness of peer tutoring in teaching and learning English Grammar at English faculty of Islamic University of Kadiri 2015/2016; D) The result of t-test.

On the discussion of Pre-test in experimental and control group, The score of pre-test in experimental group is that there are 10 students in poor value and it has 20%, 13 students in less value and it has 26.7%, 17 students in fair value and it has 33.3%, 7 students in good value and it has 13.3%, and 3 students in very good value and it has 6.7%.

The score of pre-test in control group is that there are 8 students in poor value and it has 16.7%, 6 students in less value and it has 13.3%, 9 students in fair value and it has 20%, 19 students in good value and it has 43.3%, and 3 students in very good value and it has 6.7%.

On the discussion of the result of post-test in experimental and control group, the result of post-test in experimental group is that there are 0 students in poor value and it has 0%, 0 students in less value and it has 0%, 8 students in fair value and it has 16.7%, 15 students in good value and it has 30%, and 27 students in very good value and it has 53.3%. It means that peer tutoring gives better achievement on students.

The score of post-test in control group is that there is 2 student in poor value and it has 3.3%, 12 students in less value and it has 26.7%, 19 students in fair value and it has 43.3%, 10 students in good value and it has 23.3%, and 2 student in very good value and it has 3.3%.

From the description above it can be concluded that the effect of peer tutoring gives them high achievement. It can be seen from the score or value that they get not only in experimental but also in control group.

The discussion of the research From the explanation above is that the result of the test that was given is so much different between students got peer tutoring and students without peer tutoring. The research can count the effectiveness by knowing students' grades or scores.

From the data analysis, researcher can prove that there is significant different between experimental class and control class at English majority for the first semesternin Islamic University of Kadiri.

The effectiveness of tutorial method can be shown in their achievement and experimental group has high achievement in teaching and learning English grammar. It can be shown on data analyzing. Calculating the mean of Experiment Group is 21.26667. Calculating the mean of Control Group is 2.6. Calculating the Individual Score Deviation Square of experimental group is 5139.867. Calculating the Individual Score Deviation Square of control group is 1338.667.

CONCLUSION AND SUGGESTION
Conclusion
The Conclusions of the research here are:
1. The conclusion of pre-test in experimental and control group

    Based on the result of pre-test that was done, it can be concluded that pre-test that was given to the students is not difficult and it is not so easy. Experimental and control class have the same ability in grammar. It can be seen from the result that they get.
2. The conclusion of post-test in experimental and control group

    Based on the result of post-test that was done, it can be concluded that post-test that was given to the students is valid. After the students got post-test, the result of the test is so different. It can be seen from the result of the test from experimental group that got tutorial method and from control group that no tutorial method.
3. The conclusion of effectiveness of peer tutoring

    Based on the result of the data analysis in the previous chapter, it can be concluded that teaching and learning grammar by using peer tutoring is effective. Based on the result of the data analysis that t-statistic is 6.840486 and t-table with df 58 with 5% significant level is 2.01. It means t-statistic is higher than t-table. The hypothesis is accepted. 95% of the hypothesis of the research is accepted and 5% is rejected. It means that 95% of the students are influenced by the method and 5% of the students are influenced by another factor.

Suggestion
Based on the conclusions and implications above, there are some suggestions proposed. The suggestion will be given for all of English teacher especially the teachers of English majority of Islamic University of Kadiri, the students, and the readers.
1. For the Teachers

    The result of this research can contribute the information and idea to the English teachers of English majority of Islamic University of Kadiri. The researcher suggests using peer tutoring to teach English especially teaching grammar. From the data analysis we can find that peer tutoring is effective to master English grammar.
2. For the Students

    This researcher shows that the students' achievement is reflected in their score. The score becomes indicators of the students to succeed in teaching and learning English grammar especially at English majority of Islamic University of Kadiri. The researcher suggests the students to increase their ability by doing peer tutoring.
3. For the Readers

    In order that the students can master grammar well, the researcher can find the way in teaching and learning English grammar by using peer tutoring. The researcher finds that the students who have been taught grammar by using peer tutoring have better result; moreover, it does not only give knowledge but also gives an advantage for the readers that use peer tutoring. It can help the students in teaching and learning English grammar.

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