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THE EFFECTIVENESS OF PEER TEACHING METHOD TO IMPROVE ENGLISH VOCABULARY OF THE SEVENTH GRADE JUNIOR HIGH SCHOOL STUDENTS

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Abstract

English vocabulary skill at the junior high school is pivotal for improving their communication skill in English classes. This study aims to determine the effectiveness of the peer teaching method in improving the English vocabulary mastery of seventh grade students at junior high school, peer teaching method can make students more actively participate in learning where they will try to solve problems together by discussing, therefore, the students can learn cooperatively with respect to each other. This is quantitative experimental research used independent sampling, namely using 2 classes for the sample. The sample of this research is the seventh-grade students of a Junior High School in Sidoarjo. The data collection technique used the pre-test and post-test which contained validity tests, reliability tests, pre-test and post-test control group results and experimental group, normality tests, homogeneity tests and T-test results. The results showed that the average pre-test using the peer teaching method was 43.00 and 96.00 in the post test. The significant value of this study was 0.00, the standard significance level was 0.05. Which can be said alternative hypothesis accepted and null hypothesis are rejected, it can be said peer teaching method is effective for use in teaching English vocabulary.

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INTRODUCTION

During the initial phases of English language acquisition, and up to day, numerous individuals tend to abandon the learning process prematurely. Nonetheless, it is crucial to commence English language learning at the earliest opportunity (Hadi, 2019). In the context of English language acquisition, the fundamental element to grasp is vocabulary. English encompasses four essential skills: listening, speaking, reading, and writing, with vocabulary serving as the cornerstone for proficiency in these four areas (Alderson and Bachman as cited in Kusumaningrum & Setyawati, 2019).

In the context of English language learning, challenges often arise in vocabulary acquisition, as evidenced during preliminary observations in several junior high schools in Sidoarjo. These challenges are believed to stem from a scarcity of English vocabulary in everyday usage. It is observed that a significant portion of students struggles to attain proficiency in English due to their limited vocabulary. To address this vocabulary deficit, an appropriate method or strategy is deemed necessary. According to Budiana & Djuwari (2023), it is imperative to employ effective strategies in teaching English vocabulary to engage students and enhance their language competence. In the realm of contemporary education, numerous learning techniques recommended by experts are available for educators to incorporate into their classroom activities. To ensure the effectiveness of the forthcoming instruction, it is essential to select appropriate teaching techniques. Several approaches exist for imparting English vocabulary, as outlined by Wang et al. (2015). There is a wide array of methods at the disposal of instructors for teaching vocabulary.

Based on the preceding paragraphs, the writer has opted to employ the peer teaching method, a pedagogical approach shown to be effective in enhancing both overall and individual student engagement. This method affords every student the opportunity to function as an instructor for their peers. As suggested by Febianti (2014) and also Djuwari (2014), for avoiding the grammatical errors and making the learners active, this strategy has the capacity to involve even those students who may have previously been hesitant to participate, thereby promoting active learning. Peer teaching encourages students to assume more active roles within the classroom environment.

Peer teaching, a cooperative learning strategy, cultivates mutual respect and comprehension among students who collaborate in the educational process. Through this approach, students become actively engaged, collectively addressing challenges, and benefiting from the guidance of their peers (Febianti, 2014). The peer teaching method ensures that all students in the classroom effectively absorb the lessons and materials. When this technique is applied in class, every student assumes a role, enabling those who have already grasped the subject matter to assist their peers who may require additional support. mBased on the background above, this study provides treatment to the sample, namely conducting learning using the peer teaching method and test whether the peer teaching method is suitable for improving English vocabulary.

LITERATURE REVIEW

Vocabulary

Vocabulary holds substantial influence over how people engage in communication, as highlighted by Asyiah (2017). Consequently, it becomes imperative to emphasize the significance of vocabulary, indicating its pivotal role in the process of acquiring proficiency in the English language. Proficiency in the four language skills is intricately tied to a strong command of vocabulary, as underscored by Alqahtani (2015). It's crucial to underscore that vocabulary mastery constitutes in not only speaking but also reading (Djuwari, 2021), a fundamental component of language. Given the preceding explanation, one can draw the conclusion that the significance of vocabulary mastery lies in its pivotal role in cultivating the foundational language skills in English: reading, speaking, writing, and listening.

Acquiring a firm grasp of vocabulary is of paramount importance when it comes to the process of learning English, as emphasized by Munir (2016) and also as stated by Djuwari (2021). Individuals with limited vocabulary face significant challenges in their learning journey, as they encounter obstacles stemming from the gaps in their language knowledge. To illustrate, when a person encounters a sentence containing an unfamiliar word, comprehending that sentence becomes a formidable task. Full comprehension of the content in a book remains elusive for a student until they cultivate a sound vocabulary base. It's imperative for junior high school students to attain proficiency in a wide array of vocabulary categories when studying English, encompassing their ability to understand written texts, write effectively, and excel in pronunciation and listening skills.

Based on the aforementioned explanations, one can draw the conclusion that vocabulary serves as the cornerstone for effectively acquiring the skills of speaking, listening, reading, and writing. Vocabulary constitutes an integral component of language, as it plays a fundamental role in facilitating interaction and understanding among individuals, making it indispensable for language comprehension.

Method in Teaching Vocabulary

As Arends, cited in Larsen-Freeman & Anderson (2011), emphasizes, familiarity with instructional methods contributes to the expansion of a teacher's repertoire of techniques. The greater the number of methods a teacher masters, the more seasoned and versatile their teaching expertise becomes. Here are a few approaches that can be employed in the process of vocabulary acquisition:

a. Drilling Method

Drilling is a language teaching approach that centers on students emulating the teacher's model when introducing new language concepts to the class. After introducing new vocabulary, language concepts, and grouping sentences, the exercises are typically conducted in two phases: whole-class repetition and individual practice (Rullyati, et al. 2022). This method emphasizes accuracy over fluency, aids in improving student pronunciation by focusing on challenging sounds and imitating intonation, offers a safe space for students to practice speaking in segments, and promotes the memorization of common language patterns (Fitria, 2022).

b. Make a Match Learning Method

The "Make a Match" method involves a game that fosters active learning and sustains student engagement. In this game, students use cards to find temporary partners and learn subjects through question and answer cards. It's an interactive approach designed to maintain students' interest in the learning process (Fransiska, 2012).

c. Total Physical Response (TPR) Method

The "Total Physical Response" (TPR) method integrates speech and action to enhance language learning. It encourages students to respond physically to language prompts, facilitating a multisensory approach to language education (Shi, 2018).

d. Storytelling

Storytelling activities assist educators in introducing new vocabulary, correcting existing words, teaching sentence structure, and aiding in the memorization of phrases. They also help students become familiar with new contexts and settings (Pertiwi et al., 2021).

e. Peer Teaching Method

The peer teaching method aims to make the learning process engaging for students, encouraging their active participation by permitting questions and the expression of ideas. It promotes collaborative learning and increased student competency in the classroom (Prasetya, 2017).

Based on the text above, it can be stated that study English vocabulary can be done using several methods as highlighted employing methodologies as a structure for contemplation can enhance teachers' understanding of the concepts underpinning their practices. It's important to recognize that educators often come into teacher training programs with preconceptions about teaching and learning, shaped by their own experiences as students by Larsen-Freeman & Anderson (2011).

Peer Teaching Method

Peer teaching students' performance is not significantly inferior to that of faculty-taught students in terms of their outcomes. Therefore, the practice of peer teaching should be encouraged as it contributes to the development of both the tutor's knowledge and teaching skills (Rees et al., 2016). This statement suggests that the use of peer teaching is a viable approach that can enhance understanding and learning for both teachers and students. Peer tutoring stands out as one of the most effective educational strategies for fostering student progress (Mappiasse & Sihess, 2016). This method encourages active student participation, where they collaboratively work on problem-solving through discussions, promoting cooperative learning and mutual respect Arifah, et al (2022).

The advantages of peer teaching, as outlined by Dossuwanda (2014), include:

1. Positively impacting both instructors and peer tutors, from both an educational and social perspective.
2. Proving to be a valuable strategy for aiding learners.
3. Enhancing reading proficiency scores through peer tutoring.
4. Increasing students' reading time requirements.

According to Amin Suyitno (2004), the steps for implementing the peer teaching method are as follows:

1. Select independent study materials for students, breaking down the content into smaller segments.
2. Form small, diverse groups of students, allowing teachers to provide in-depth guidance on the segmented materials. Each group of capable students disperses to act as peer tutors.
3. Assign each group a specific sub-material to study, with capable peers serving as peer tutors for their respective groups.
4. Provide sufficient time for preparation, both in and out of class.
5. Each group reviews the sub-material assigned to them based on their designated tasks, with the primary source being the expert.
6. Progressively and systematically fulfill each group's responsibilities following the assigned duties.

While peer tutoring may not be a suitable approach for every student, it proves effective for the majority of students within this educational context. In this specific research, peer tutoring emerged as a potent strategy for enhancing vocabulary acquisition among students, as it facilitated collaborative problem-solving and mutual support. Consequently, the peer tutor substantially improved vocabulary and attitude assessments in this study

Previous Studies

This study incorporates several relevant research reviews by previous scholars, including one conducted by Mila Rosa Tanjung titled 'The Impact of Utilizing Peer Tutoring Method (PTM) on Student Vocabulary Achievement in 2017.' The research involved 46 students distributed across two courses, selected through a random sampling procedure. The student sample was divided into two groups: the experimental group, comprising 23 students using the peer tutoring (PTM) approach, and the control group, consisting of 23 students taught through the lecture method. The research employed a descriptive test as an instrument for the experimental approach, which included a pre-test, treatment, and post-test for each group. The findings revealed that the t-value (24.04) exceeded the critical value (1.68) with 44 degrees of freedom (df). This indicated the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a), suggesting a significant effect of the Peer Tutor Method (PTM) on student vocabulary.

This highlights the considerable impact of the Peer Tutoring Method (PTM) on students' vocabulary progress. A different research study, 'The Effects of a Peer Teaching Approach on Vocabulary Development Using Vocabulary Theatre,' conducted by Elizabeth Robb, Megan Dunphy vocabulary after being taught with the Peer Teaching Method and without the method. Researchers get data from student score. The subjects of this study were class VII B and VII A, each consisting of 30 students. It shows the minimum score of pre-test was 20, the maximum score was 60 and mean was 43,00 in the pre-test experimental group, in post experimental group showed that minimum score of pre-tests was 90, the maximum score was 100 and the mean 96,00. In the pretest control class, it showed that minimum score of pre-test was 15, the maximum score was 65 and the mean 41, 83. And the post-test control class showed that minimum score of post-test was 70, the maximum score was 90 and the mean 82,17. Grégoire, and Naomi Landau, was published in the October 2020 issue of the journal 'Education and Training Studies, Vol. 8, No. 10.' This study distinguishes itself from Mila Rosa (2016) earlier research by investigating the effects of a peer teaching strategy on students' vocabulary growth through a program called 'Vocabulary Theatre' (VT).

METHODOLOGY

This study uses an experimental quantitative design with the reason this study uses two groups. These samples were taken purposively: group one consisted of 30 students as the experiment, and group two also consisted of 30 students as the control group. One as a group that is subject to peer teaching strategy while the other group is a control class, namely ordinary learning strategy.

Researchers collect data by giving pre-test and post-test, the pre-test and post-test consist 20 questions which contain: five multiple choice, five matching formats, five sentence completion, five translation. Test the validity and reliability of this study using expert validity and analysis of calculating the difficulty level of each item. The data that has been obtained is then analyzed using the Independent sample T-test statistic using the SPSS version 21.0.

RESULTS AND DISCUSSION

Outcomes before and after using Peer Teaching Method

After conducting pre-test and post-test for experimental and control class, the researcher wants to draw the difference data between experimental and control class. Table 1, shows the students' scores on

Table 1. Descriptive Statistics Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-testExperimental	30	20	60	43,00	11,341
Post-testExperimental	30	90	100	96,00	3,572
Pre-testControl	30	15	65	39,83	14,767
Post-testControl	30	70	90	82,17	5,032
Valid N (listwise)	30				

Vocabulary after being taught with the Peer Teaching Method and without the method. Researchers get data from student score. The subjects of this study were class VIIB and VIIA, each consisting of 30 students. Based on the table above it showed the minimum score of pre-test was 20, the maximum score was 60 and mean was 43,00 in the pre-test experimental group, in post experimental group showed that minimum score of pre-tests was 90, the maximum score was 100 and the mean 96,00. In the pretest control class, it showed that minimum score of pre-test was 15, the maximum score was 65 and the mean 41,83. And the post-test control class showed that minimum score of post-test was 70, the maximum score was 90 and the mean 82, 17. These findings are supported by the previous studies that vocabulary skill is important for increasing English proficiency as stated by Asyiah (2017) and also by Alqahtani (2015). To do this a strategy must be undertaken such as by peer teaching like the effort done by in this present study.

In another general remarks, it can be restated that Data regarding vocabulary acquisition, both with and without the implementation of the Peer Teaching Method, were collected from student scores. The study encompassed two classes, VIIB and VIIA, each comprising 30 students. Analysis revealed that in the experimental group, the pre-test scores ranged from a minimum of 20 to a maximum of 60, with a mean score of 43.00. Following the intervention, the post-test scores ranged from a minimum of 90 to a maximum of 100, with a mean of 96.00. In the control group, pre-test scores ranged from a minimum of 15 to a maximum of 65, with a mean score of 41.83. Post-test scores in the control group ranged from a minimum of 70 to a maximum of 90, with a mean of 82.17. These findings align with prior research indicating the importance of vocabulary skills in enhancing English proficiency, as articulated by Asyiah (2017) and Alqahtani (2015). Employing strategies such as peer teaching, as demonstrated in this study, is crucial for achieving such improvements.

The effectiveness of Peer Teaching Method to improve vocabulary seventh grade junior high school

To know whether there is any significant difference on students' English vocabulary by Peer Teaching Method and without Peer Teaching Method at seventh grade of Junior High School students, the researcher computed Independent Sample T-test by using SPSS 21.0 version. The Outputs are as in Table 2 A and B.

Table 2 A: t-Test Results.

		t-test for Equality of Means	
		T	df
Result	Equal variances assumed	17,847	58
	Equal variances not assumed	17,847	51,158

Table 2 B: t-Test Results.

		t-test for Equality of Means	
		Sig. (2-tailed)	Mean difference
Result	Equal variances assumed	,000	20,66667
	Equal variances not assumed	,000	20,66667

Based on Table 2 A and B, the t-value is 17,847 with df= 58 and the p-value (2 tailed) is 0.000. The significance level is 0.05 for interpretation of decision based on the result of probability achievement, that is:

- 1) If the probability value (sig) > 0.05 then the null hypothesis is not rejected
- 2) If the probability value (sig) < 0.05 then the null hypothesis is rejected.

Since 0.00 is smaller than significance level (α) 0.05. The Null Hypothesis is rejected. It means that there is a significant on the scores of students who are taught with the Peer Teaching Method and without the Peer Teaching Method. In addition, the finding verified that Peer Teaching Method was effective to be used for seventh grade students in the one junior high school in Sidoarjo. It shows, based on this findings, that vocabulary is considered the influential factor for improving the students' English proficiency. This was also supported by Munir (2016) and also Djuwari (2021). If the individual's vocabulary is good, their English proficiency is also good or the other way around. In other words, the rejection of the Null Hypothesis, indicated by a p-value of 0.00 smaller than the significance level (α) of 0.05, underscores a significant difference in the scores of students taught with and without the Peer Teaching Method. This highlights the effectiveness of the Peer Teaching Method for seventh grade students in a junior high school in Sidoarjo. These findings suggest that vocabulary plays a crucial role in enhancing students' English proficiency, as noted by Munir (2016) and Djuwari (2021). A strong vocabulary correlates with higher English proficiency, while a weaker vocabulary tends to correspond with lower proficiency levels.

CONCLUSION

Based on the result of processing data from SPSS 21.0 version software shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The significant value of this research is 0.00, standard significant level is 0.05. It can be drawn as $0.00 < 0.05$ or the significant level. So, it can be concluded that Peer Teaching Method is effective to use in teaching English vocabulary. Compared to several previous studies and theories, the above shows that the alignment in the effectiveness of using the peer teaching method in learning, especially in learning English Vocabulary, is good. In this study it has been proven that the peer teaching method is effectively used in learning English Vocabulary, Researchers have not conducted peer teaching method research for other skills, it is hoped that next researchers can conduct research on reading, listening, writing, and speaking skills.

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