

PEER-TUTORIAL PROJECT IN INCREASING STUDENTS' ACHIEVEMENT IN SPEAKING SKILL

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Abstract: The objectives of this research are to increase the students' speaking skill in academic presentation and to elaborate the students' attitude in Seminar on ELT class at English Education Study Program of Cokroaminoto Palopo University. This research applied Classroom Action Research (CAR) with consists of three cycles. Each cycle consists of four steps. Those are Planning, Acting, Observing, and Reflecting. In cycle one, the researcher took one of seven classes purposively. This class has 12 students, Eight students as the object of this research sample and 4 students as the tutor. The researcher found it was so hard for the tutor to give tutorial for more than one member, so, the researcher took 4 tutor from other class. The result of this research shows that the students' ability in delivering presentation was increase. It can be proven by seeing the mean score of cycle one 44.7 and cycle two 70.8. Also, the researcher found that the students' way in learning presentation in Seminar on ELT class was learning by heart. They used to memorize the words that they would present in front of their audience rather than practice their pronunciation and body language.

Keywords: *Peer-tutorial, Academic Presentation, Pronunciation*

Background

Speaking is one of main subjects in English Education Study Program at Cokroaminoto Palopo University. This subject is available at the third and fourth semester Buku Panduan Universitas Cokroaminoto Palopo (2010:104). This aimed the students will be producing some English pronunciation well, mastering to express their ideas and thoughts in English, and mastering to communicate to others.

In fact, the researcher found 65 % students at the fifth semester in 2012/2013 on seminar on ELT class still less capability in speaking skill. Most of their difficulties are pronunciation, grammar, and fluency. The researcher believe that the students will be more difficult to express their ideas if there is no solution for this problem.

The researcher applied peer-tutorial project to cope this problem because she assumes that the students need to be more relax in their classroom to express their ideas. This peer-tutorial is one of cooperative learning that will accommodate the students' self-confidence to talk each other and to learn together.

Theory

Didi Supriyadi in Amiruddin (2010:23) states "tutor sebaya adalah seorang atau beberapa orang siswa yang ditunjuk atau ditugaskan untuk membantu siswa yang mengalami kesulitan belajar". In line with Topping (2005) in Horvarth (2011:6) said that peer-tutorial is the way to transfer knowledge and skill by choosing one of students from groups or the same status to help other students in learning together. Based on the definition above, it can be concluded that peer-tutorial is someone who is chosen by the teacher to help others who have difficulties in classroom.

J.B Heaton (1983:145) gives criteria in scoring the students' speaking skill in accuracy, fluency, and comprehensibility.

According to Kulwindar Kaur Sidhu (2005:47) in delivering presentation, there are four things that should be aware. Those are:

1. Posture
2. Movement
3. Eye Contact
4. Facial Expression

Website from University of Kansas www.ku-crl.org/sim/strategies.shtml states that Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

Khan in Sidhu (2006: 26) states that the very thought of speaking in public makes some people nervous. This is not a bad thing. When nervousness gets out of control – with adrenalin pumping madly in the body – it can paralyze the speaker. When controlled, on the other hand, it can lift a speaker's performance.

Some suggestions have been proposed by Khan (1991). Those are:

1. Having the right frame of mind
2. Controlling the symptoms of nervousness

The Right Frame of Mind

1. Think positively about the speech going on well and the audience responding to it favourably.
2. Do not be put off by an apparent lack of response.
3. Remember that the audience is usually on your side and most will want you to succeed in your speech.
4. Some of the audiences may disagree with you, but they still want to hear you out. They want to be stimulated, challenged, and excited by your ideas.

Controlling the Symptoms of Nervousness

Laskowski (1997) in Sidhu (2006) has given 10 steps to reduce speech anxiety:

1. Know the Room
2. Know the Audience
3. Know your Material
4. Learn How to Relax
5. Visualise Yourself Speaking
6. Realize People want you to succeed.
7. Do apologise for being nervous
8. Concentrate on your message, not the audience
9. Turn nervousness into positive energy
10. Gain Experience

Laskowski in <http://www.ljlseminars.com> also gives suggestions in remembering material, such as:

1. Memorizing
2. Reading from complete text
3. Using Notes
4. Using Visual Aids As Notes - Simple visual aids can effectively serve as headings and subheadings. Speak to the heading. Say what you want to say and move on. If you forget something, that's okay; the audience will never know unless you tell them. Practice creating just a few meaningful headings to use and practice using only these headings as your "cues". This will take practice, but practicing using only these few words will force you to better internalize your speech.

This has four important advantages:

- a. You don't have to worry about what you are going to say next. Your visual aids provide you with your "cues" of your next major idea or thought. All you need to do between ideas is to use an effective transitional statement. (See my tips on using transitions).
- b. Having only a few key words on your visual aid allows you to move around the room without the need or feeling you need to go back to your notes. In fact, most inexperienced speakers don't move around at all. Movement also helps you to relax and adds energy to your presentations. Movement also allows the listeners to follow you and pay closer attention to you and your message. Plan your movements during your rehearsals. Decide where in your presentation it makes sense to move. If you find yourself starting to sway from side to side, take one or two steps and stop again, standing evenly on both feet. Keep your weight evenly distributed on both feet. This will help keep you from swaying.
- c. You can have good eye contact with your audience. You can look at your audience all the time while speaking - except for that brief moment you look at your visual aid. But that's okay since the audience will probably follow you and also look at your visual aid. This will help the audience to "see" your message as well as "hear" your message. The more you rehearse and the more you become familiar with your visual aids, the easier it becomes.
- d. Your audience will feel comfortable that you are on your planned track. Well designed visual aids show the audience that you do have a plan and have properly prepared and are following your plan. Keep in mind, your visual aids do not have to be only word charts. They can contain diagrams, pictures or even graphs. When you use visual aids, always introduce the visual aid before you show it using one of your transition statements. You can even use the "looking back / looking forward" transition: "Now that we have seen the ...let's now look at"

Findings

The researcher found the progress of students' result in Seminar on ELT class in Cycle 1, 2, and 3 and the tutors' attitude in teaching process was five of eight tutors were absent. It happened because in this cycle, they were not included as the tutors. This first cycle, the researcher only activate four tutors from the same class. So, the researcher made a small group. One tutor for two or three students. The respondents' attitude shows that the respondents were present and active at the first and second cycle. Moreover, at the third cycle, there were two respondents were still present to improve their presentation skill.

The students' learning strategy during the application of peer-tutorial project in seminar on ELT class. At the first cycle, the topic was slide presentation, the students were busy to design the slide presentation by using their own laptop. The tutors gave guidance to them. At the second cycle, the topic was delivering presentation, in this cycle, the students were busy to memorize their presentation although the researcher motivate them to use the instrument such as laptop, LCD, and pointer. They preferred to memorized their presentation rather than practice their body language and their fluency to speak in front of the audience.

Discussion

Based on the findings of this research, there are several things that should be discuss such as:

1. The result of students' achievement at the first cycle
At the first cycle, the topic was about slide presentation, so of course the result shows us that the students' ability in presenting materia was low. At the first cycle, the researcher activate four tutors to guide two or three students, so they were not focus to the students' difficulties.
2. The result of students' achievement at the second cycle
At the second cycle, the students achievement in presenting slide presentation was increase. It happened because the tutor guided their pairs, also the slide presentation changed several times. Unfortunately, The tutors and students were busy to their momorizing. They did not aware to the fluency and body language while delivering presentation. They refused to use some presentation's instrument such as LCD and pointer.

Conclusion and Suggestion

Conclusion

1. The students' achievement in Seminar on ELT class can be increased by applying peer-tutorial project.
2. The students' learning strategy influence the students' achievement in learning. It can be proven that the students' strategy in learning delivering presentation preferred to learn by heart (memorized speech) rather than practice. As a result, in delivering presentation, the students body language was "frozen"

Suggestion

1. In doing Classroom Action Research, better to analyze the video after transcribing the students' performance.
2. Seminar on ELT will be given to the students at the third semester.
3. The lecturers should activate the students to practice rather thn memorizing in practicum class.

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