

**THE INFLUENCE OF PEER TUTORING METHOD TO THE ENGLISH  
LEARNING OUTCOMES OF GRADE VII STUDENTS OF SMP NEGERI  
5 MANDAI KABUPATEN MAROS**

**A THESIS**



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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUSLIM MAROS**

**2020**

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5 MANDAI KABUPATEN MAROS**

**A THESIS**

Submitted to the English Education Department  
Faculty of Teacher Training and Education University of Muslim Maros  
As a Fulfillment of the Requirement for  
S1-Degree

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**2020**

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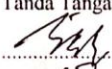

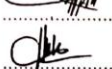
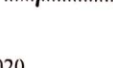
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MANDAI KABUPATEN MAROS

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## **MOTTO AND DEDICATION**

### **MOTTO**

“Indeed Allah will not change the condition of a people so that they change the situation in themselves”

(Q.S Ar Ra'd ayat 13)

“Never put off till tomorrow, you can do today”

“No matter how difficult the problems you face, if you live it, you can definitely overcome it”

(Hasmita Dewi Eliyanti Arsyad)

### **DEDICATION**

I offer with humility to my father, *M. Arsyad. K* with Mother, *Nurhayati* and my beloved family and dear friends, who always pray for, give support and motivation. Thank you, Father and Mother, for your great love. For my two brothers, *Refaldy Arsyad* and *Husnatul Mainnah*. Who always gives support, encouragement, smiles and prayers for this success, thank you and my love for you, I dedicate this thesis to all alumnus of University of Muslim Maros 2020 called as covid-19 alumnus.

## ABSTRAK

**Hasmita Dewi Eliyanti Arsyad.** 2020. Pengaruh metode tutor sebaya terhadap hasil belajar bahasa Inggris siswa kelas VII SMP Negeri 5 Mandai Kabupaten Maros. (Dibimbing oleh Suhartina R dan Zul Astri).

Masalah dalam penelitian ini adalah pengaruh hasil belajar khususnya pada mata pelajaran Bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran tutor sebaya terhadap hasil belajar siswa mata pelajaran Bahasa Inggris siswa kelas VII SMP Negeri 5 Mandai. Jenis penelitian ini adalah penelitian eksperimen. Teknik pengumpulan data dilakukan dengan teknik tes dan dokumentasi. Alat pengumpul data berupa soal pilihan jamak yang sebelumnya telah diujikan dimana dianalisis dengan validitas dan reliabilitas. Teknik analisis data berupa kuantitatif. Hasil penelitian menunjukkan bahwa nilai rata-rata posttest kelas kontrol adalah 6.422 sedangkan nilai rata-rata kelas eksperimen adalah 14.831. Berdasarkan hasil perhitungan uji hipotesis menunjukkan nilai sig (2-tailed) 0,05, ( $0,116 < 0,05$ ) sehingga  $H_0$  ditolak.

**Kata kunci: Metode Pembelajaran Tutor Sebaya, Hasil Belajar**

## **ABSTRACT**

**Hasmita Dewi Eliyanti Arsyad.** 2020. The effect of the peer tutoring method on the results of English learning in grade VII students of SMP Negeri 5 Mandai Kabupaten Maros. (Supervised by Suhartina R and Zul Astri).

The problem in this research is the effect of learning outcomes, especially in English subjects. The purpose of this study was to determine the effect of the peer tutor learning model on student learning outcomes in English class VII grade students of SMP Negeri 5 Mandai. This type of research is experimental research. The data collection technique was done by using test and documentation techniques. Data collection tool in the form of multiple choice questions that have previously been tested which are analyzed with validity and reliability. Data analysis techniques in the form of quantitative. The results showed that the average value of the control class posttest was 6.422 while the average value of the experimental class was 14.831. Based on the results of the calculation of the hypothesis test shows the value of sig (2-tailed) 0.05, (0.116 < 0.05) so that H<sub>0</sub> is rejected.

**Keywords: Peer Tutor Learning Method, Learning Outcomes**

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Menyatakan dengan sebenarnya bahwa skripsi dengan judul **"THE INFLUENCE OF PEER TUTORING METHOD TO THE ENGLISH LEARNING OUTCOMES OF GRADE VII STUDENTS OF SMP NEGERI 5 MANDAI KABUPATEN MAROS "**, adalah benar asli karya saya dan bukan jiplakan ataupun plagiat dari karya orang lain.

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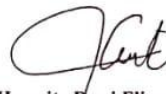
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## **FOREWORD**

Alhamdulillah, all the praise and thanks are always the authors pray for the presence of Allah SWT because of His grace, mercy and grace, so that the author can complete the preparation and writing of this thesis. Blessings and greetings may still be poured out on our beloved Prophet Muhammad, who has illuminated this world with the light of Islam. With hope, we will be among those who will accept sharia in the future.

Aamiin.

This study entitled "The Influence of Peer Tutoring Method to The English Learning Outcomes of Grade VII Students of SMP Negeri 5 Mandai Kabupaten Maros", was proposed as one of the conditions to obtain a Bachelor Degree in English Language Education FKIP UMMA.

The process of completing this thesis is truly a long struggle for the writer. The author realizes that in the research process, up to thesis writing, writing faces many obstacles. But thanks to the help, motivation, prayer and thoughts of various parties, this obstacle can be overcome well. The author also realizes that this thesis is far from perfection so the writer expects criticism and suggestions from readers for the perfection of this thesis. The author hopes that with the completion of this thesis, it is not the end of a work, but the beginning of everything, the beginning of the struggle for life.

Thank you as much as possible, the author goes to Pastor M. Arsyad and Mother Nurhayati, and my beloved sister, Husnatul Mainnah, Refaldi Arsyad, for all the sacrifices, understanding, beliefs, and all that prayer so that the writer can

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Finally, the authors hope that this simple work can benefit readers and for the advancement of education in Indonesia, especially in Maros Regency

Maros, 24 July 2020

Hasmita Dewi Eliyanti Arsyad

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# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background**

In the learning process, learning outcomes are a very important component known by the teacher, in order to be able to design further learning appropriately and meaningfully. In fact, learning outcomes achieved by students vary widely and generally decline. This is influenced by two main factors, namely factors within students and factors that come from outside students or environmental factors.

The above description implies that the learning paradigm that has been conducted so far can be varied. Learning is strived to apply innovation. Innovation occurs at the level of implementation, namely implementing innovative learning. In other words, innovation is closely related to changes in teacher behavior.

The problem that has always colored our field of education today is a matter of quantity and quality problems, also a matter of relevance and effectiveness. The problem of quantity as a result of the relationship between the growth of one party's education system and population growth on the other hand.

According (Semiawan, 1984 : 1) Education can be said to be lagging behind in absorbing knowledge and technology, while society is developing rapidly. Society develops as fast as a train, while the education world runs as slowly as a carriage.

Quality problem is a matter of how human resources as one of the basic assets of national development. Quality issues are quite serious problems in negotiations about the life of the nation and the nation's civilization with a

civilization that has eradicated globalization in all fields of scientific and technological development. Therefore the need for perfection between the two aspects. Thus, the quality aspect can work and is in harmony with the composition of the excess aspects.

This context basically depends on the teacher as an important element in learning. It's not the time for a teacher to be a dominator of class activities. For this reason, teachers must be proactive and responsive to all problems encountered in the classroom.

Weaknesses in the learning process, especially in English subjects can be identified from the results of preliminary observations at SMPN 5 Mandai especially in grade VII in the information obtained from the field of study teacher. determined by the school.

This is supported by the findings of previous research conducted by Imanudin (2010) that the use of the Peer Tutor Cooperative Learning Model is effective in influencing students' understanding of Mathematics. Then another study showing the same results was conducted by Solihah (2009) that the Peer Tutor Method affects student understanding which results in an increase in student learning achievement. As well as other research findings by Syahputra (2011) that the use of the Peer Tutor Method is effective in influencing student learning outcomes.

Similar research that has been done relating to the application of cooperative learning with peer tutoring methods shows that the application of peer tutoring methods in class X Accounting with materials for the preparation of financial

statements can affect student learning outcomes. Research conducted by Maryani (2010) further explains that indicators of increasing student learning outcomes can be seen from influencing student enthusiasm and enthusiasm in teaching and learning activities, influencing students' understanding of subject matter and influencing students' social skills as a result of work. process and discussion during teaching and learning activities.

The difference from this study entitled the effect of peer tutoring methods, also found in SMP Mandai 5 where the average pre-test score was 40.63 and the post-test score was 48.06. Based on the independent sample t-test, that is sig (2-tailed) 0,000 <0.05.

Therefore, the authors are interested in conducting research with the title "The influence of peer tutoring methods on English learning outcomes of Grade VII students of SMP Negeri 5 Mandai". With the help of peer tutors, students are expected to really understand, so they can be influenced by learning outcomes in English, because sometimes a student is more receptive to the information provided by his peers.

## **B. Research Questions**

How does peer tutor method influences English learning outcomes?

## **C. Research Objectives**

Based on the formulation of the problem above, the purpose of this study is to determine the Effect of Peer Tutor Learning Models on Student Learning Outcomes in English Subjects in Class VII of SMP Negeri 5 Mandai in the 2019/2020 Academic Year.

## **D. Significance of Research**

The results of this study are expected to be useful for:

1. Students

Through the Peer Tutor learning model can influence student learning outcomes in English subjects.

2. Teacher

Expanding the insight and knowledge of teachers in using learning models, especially in learning English in order to influence the quality of learning and the quality of teachers in teaching.

3. School

The results of research can contribute thoughts and learning innovations to optimize the achievement of objectives in the learning process, affect the quality of schools, and affect the quality of education.

4. Researcher

This research is expected to increase the motivation of researchers to continue learning and add insight and experience in educating.

## **E. Definition of Terms**

To clarify the main terms used in this study, several definitions were put forward.

1. Granting Peer Tutors

Peer tutor that is intended by researchers is a learning method in which peers (fellow students) teach or help their friends who have difficulty in understanding a subject matter.

## 2. Learning Creativity

Creativity is intended by researchers is a total score obtained by each student in student creativity with indicators based on: (1) have a curiosity; (2) often asking constructive questions; (3) provides many ideas and suggestions for a problem; (4) able to show opinions spontaneously and not be embarrassed; (5) having or appreciating beauty.

## 3. Influence

The influence intended by researchers is how much peer tutoring learning contributes to the learning creativity of students in SMP Negeri 5 Mandai Kabupaten Maros.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Background**

##### **1. Understanding Learning Results**

Learning outcomes can be explained by understanding the two words that make up them, namely "influence" and "learning" the meaning of the results (products) indicates the acquisition of an activity or process that results in a change in functional input. Production results are obtained due to the activity of changing raw materials into finished goods. Learning outcomes are often used as a measure to find out how far someone has mastered the material that has been taught to actualize the learning outcomes, it requires a series of learning and qualifying.

Learning outcomes (achievements) are the results of lessons transferred by individuals (students) that have been given by the teacher within a certain period of time. In this case the tool used to determine (evaluate) student learning outcomes. Furthermore, evaluating student achievement is one of the activities that is an obligation for every teacher. It is said obligation, because each teacher must ultimately be able to provide information to the institution or even to the students themselves, how and to what mastery and abilities students have achieved about the material and skills regarding the subjects that have been given. According to big dictionaries, results are something that is held (made, and made) by effort, while learning is trying to gain intelligence or knowledge. So the results of learning are intelligence or knowledge obtained with effort.

From the understanding of learning outcomes that have been stated above, it can be said that learning outcomes are a result achieved by a person in a certain time. While the learning outcomes referred to in this study are a measure that states how the grades / scores that have been achieved by students in the field of English studies.

The assessment function that we want in addition to being a tool for selection and classification, as well as suggestions for helping students to grow and develop optimally. In other words, the assessment of student learning achievement is not only a process for classifying successes and failures in learning, but also no less important is to increase the efficiency and effectiveness of teaching.

According (Hudoyo, 1990 : 139) provides a limitation that the effect of learning is the process of thinking to regulate the relationship between the parts of the interaction that has been obtained as understanding, because it makes people understand and master this relationship so that people can display the understanding and mastery of subject matter that is learned.

From the description above, it can be concluded that the effect of learning English is a measure stating the extent to which the success of English can be achieved by students with learning experiences through interactions with English in the context of teaching and learning activities that have been given with marked changes in students.

## **2. The Nature of English**

Language is the expression of thought by means of spoken or written words. The English word language comes (through the French langue) from the Latin

lingua - the tongue. But the tongue is not the only organ used in speaking. This lips, the teeth, the roof of the mouth, the soft palate (or uvula), the nose and the vocal chords all help to produce the sounds of which language consists. These various organs make up one delicate and complicated piece of mechanism upon which the breath of the speaker acts like that of a musician upon a clarinet or other wind instrument.

Written words are signs made with the pen to represent and recall to the mind the spoken words (or voice-signs). Written language (that is, composition) must, of necessity, be somewhat fuller than spoken language as well as more formal and exact. For the reader's understanding is not assisted by the tones of the voice, the changing expressions of the face and the lively gestures which help to make spoken language intelligible.

Language, however, is not confined to the utterance of single words. To express our thoughts we must put words together. We must combine them into groups and such groups have settled meanings (just as words have), established (like the meanings of single words) by the customs or habits of the particular language that we are speaking or writing. Further, these groups are not thrown together haphazard. We must construct them in accordance with certain fixed rules. Otherwise we shall fail to express ourselves clearly and acceptably and we may even succeed in saying the opposite of what we mean.

In constructing these groups (which we call phrases, clauses and sentences) we have the aid of a large number of short words like and, if, by, to, in, is and was which are very different from the definite and picturesque words that we have just

examined. They do not call up distinct images in the mind and we should find it hard to define any of them. Yet their importance in the expression of thought is clear for they serve to join other words together and to show their relation to each other in those groups which make up connected speech.

The term approach comes from the English approach which has several meanings, including interpreted as 'approach'. In the world of teaching, the word approach is more precisely interpreted a way of beginning something „how to start accordingly. Therefore, the term approach can be interpreted as a way to start learning. In a broader sense, the approach refers to a set of assumptions regarding the way teaching and learning. Approach is a starting point in looking at something, a philosophy or a belief that is not always easy to prove it. Thus, the approach is axiomatic (Zain, 1996 : 17).

Axiomatic means that the truth of the theories used is no longer in question. Learning approach (teaching approach) is a design or wisdom in starting and implementing teaching of a field of study / subject that gives direction and style to the teaching method and is based on related assumptions.

Practically, the expected learning process with the paradigm change is a process that can develop the potential of students as a whole and integrated. The partial development of individual dimensions will not be able to support the optimization of the potential development of students as expected. Therefore, in the learning process, teachers are not only required to deliver subject matter but must be able to actualize their strategic role in efforts to shape the character of students through the development of personalities and values that apply.

The term approach in language learning refers to the theory of the nature of language and language learning that serves as a source of foundation / principles of language teaching. Theories about the nature of language suggest assumptions and discoveries about the nature of language, the characteristics of language, the elements of language, and their function and use as a medium of communication in a language society. Language learning theory suggests psychological processes in language learning as stated in psycholinguistics. The learning approach is more axiomatic in the definition that the truth of linguistic theories and the theory of language learning used is no longer an issue.

From this approach derived language learning methods. For example, from an approach based on structural linguistics theory that proposes linguistic work according to structuralist views and approaches to language learning theory embracing the flow of behaviorism derived from a language learning method called the Grammar Method.

According to (Ma'ur, 2009 : 59) explains that the term method in language learning means comprehensive planning to present language subject matter regularly. This term is more procedural in the sense of applying a method in language learning done by going through steps that are organized and gradually, starting from the preparation of teaching plans, teaching presentations, teaching and learning processes, and assessment of learning outcomes.

Meanwhile, according to (Salamun, 2002 : 32), learning methods are different ways to achieve different learning outcomes under different conditions. So it can be concluded that the learning method is a way for full planning in

presenting subject matter on a regular basis in different ways to achieve different learning outcomes under different conditions.

### **3. Learning Outcomes**

Learning outcomes are changes obtained by students after learning activities. Behavioral changes that can be discussed and discussed in the form of changes in student knowledge as a result of learning and the process of interaction with the environment is realized through the results of collaboration (Sunariah, 2014 : 44).

According to (Susanto, 2013 : 5), learning outcomes are simply the abilities that children get after going through learning activities. Because learning itself is a process of someone who needs to obtain a relatively permanent form of change. The progress of student learning achievement is not only from the level of mastery of knowledge, but also attitudes and skills. Thus, student learning outcomes include everything learned in school, be it knowledge, attitudes and skills related to subject lessons given to students.

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Good learning outcomes emphasize the application and integration of knowledge. Instead of focusing on coverage of material, learning outcomes articulate how students will be able to employ the material, both in the context of the class and more broadly.

Educational researcher who spearheaded the development of outcomes based education, suggests that the ability *demonstrate* learning is the key point. This demonstration of learning involves a performance of some kind in order to show *significant* learning, or learning that matters. He claims that significant content is essential, but that content alone is insufficient as an outcome.

Based on the above learning outcomes, appropriate writing skills should be developed. For example, if the learning outcome is to test writing skills then the assessment can have a short essay instead of a multiple-choice exam. The learning activities might have to include collaborative working in groups with a mix of peer-led training to improve the weak one.

#### **4. Peer Tutors**

Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high: for example, questioning frames to use in tutoring sessions, and training and feedback for tutors. In cross-age peer tutoring some studies have found that a two-year age gap is beneficial and that intensive blocks of tutoring are more effective than longer programmes.

Peer tutoring appears to be more effective when the approach supplements or enhances normal teaching, rather than replaces it. This suggests that peer tutoring is most effectively used to consolidate learning, rather than to introduce new material.

Interpreting the learning strategies of ways and art to use all resources in an effort to teach students. As a way, learning strategies are developed with certain

rules so as to form a specific field of knowledge. As a field of knowledge, learning strategies are sometimes implicitly by someone who has never formally studied the science of learning strategies (Wana, 2009 : 2).

(Suherman, 2003 : 276) Peer tutors are a group of students who have completed the study material, providing assistance to students who fix the difficulties in learning the learning material they learn. Learning assistance by peer tutors can eliminate awkwardness. Peer language tutors are easier to read, other than that with peers there is no sense of reluctance, low self-esteem, shame, and so on, so it is expected that students who do not understand do not hesitate to express the difficulties they face so that it is difficult for students to be able to complete learning.

(Isjoni, 2009 : 17), peer tutor is a learning model that has been known for a long time, at which time the teacher encourages students to collaborate in certain activities such as discussion or discussion. In doing the teaching-learning process teachers no longer change as is usual at this time, so students are required to share information with other students and teach each other their fellow.

(Suherman, 2003 : 276), argue that peer tutors are a group of students who have completed the learning material, providing assistance to students who have difficulty in understanding the learning material they learn.

Based on the opinions of the experts above, it can be concluded that peer tutoring learning is learning involving classmates who have the ability and criteria as tutors to guide other friends having difficulty in understanding the explanations of their teachers. Peer tutors are one or several students appointed or assigned to

help students who have learning difficulties. The tutor was taken from a group of students who have higher achievement than other students and have the ability to explain their understanding again.

Each learning method must have steps to implement the method in order to achieve the desired learning goals. (Silberman, 2006 : 185), the steps in peer tutoring are as follows.

- a) Divide students into sub-groups. Make sub-groups with an amount that is in accordance with the topic to be taught.
- b) Give each group some information, concepts, or skills to teach other students. The topics given to students must be interrelated.
- c) Ask each group to arrange ways to present or teach their topic to other students.
- d) Give sufficient time to plan and prepare it (both inside and outside the classroom).
- e) The teacher can make variations by instructing students to teach or giving guidance to other students individually or in small groups.

(Suyitno, 2004 : 34), the steps of the peer tutoring learning model are as follows.

- a) Choose material that allows students to learn in a way independent.
- b) Divide students into small groups heterogeneous, as many sub-material that will be delivered by the teacher.
- c) Each group is given the task of studying one sub Theory. Each group is assisted by students who are clever as peer tutors.

- d) Give them enough time to prepare, both inside class or outside the class
- e) Each group through its representative submits sub material in accordance with the tasks that have been given.
- f) After all groups have submitted their tasks in a manner sequence according to the order of sub material, give conclusions and clarification if there is a student understanding that needs to be straightened.

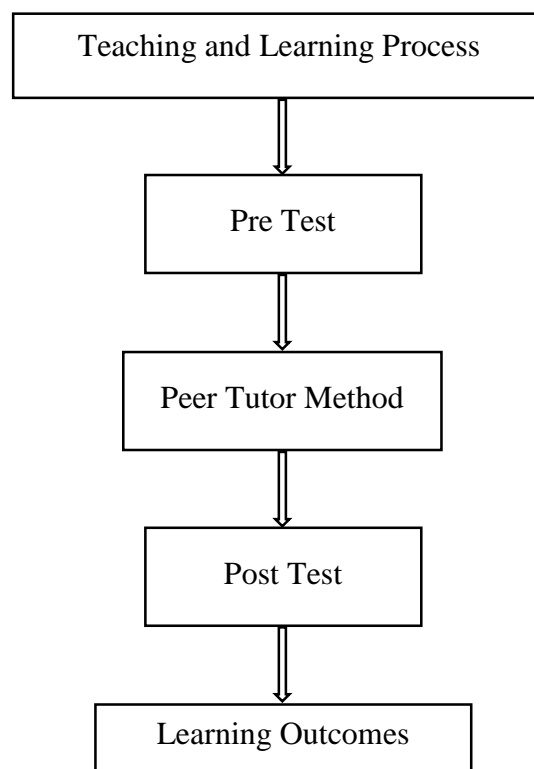
(Suparno, 2006 : 140-141) states that the instructions for preparing Peer Tutoring are as follows.

- a) The teacher gives instructions to the tutor how to approach his friend and help his friend in terms of materials and equipment.
- b) The teacher changes the tutors after a few weeks so as not to always guide the same friend.
- c) The teacher helps so that all students can become tutors so that they feel they can help their peers learn.
- d) Tutors should study in small groups, a mixture of students with various abilities will be better.
- e) The teacher continues to monitor when the tutor needs help and assistance.
- f) Careful and careful planning is needed.
- g) The tutor does not test his friend for grades, so this is done by the teacher.
- h) Communicate this tutor model with students' parents.

Based on the opinion of the experts above, the researcher chose the steps of peer learning (Suyitno, 2004 : 34), because of the more complete steps: Peer tutor learning such as selecting material, dividing students into small groups, groups being given assignments, giving time, each the group presents the task and the teacher gives a conclusion.

### **B. Conceptual Framework**

The framework of thought proposed in this study is based on a relevant theoretical foundation and has a connection in addition to the framework of thought is also the rationale for the research that will be developed in research based on the background of the problem and literature review.



Puture 2.1 Conceptual Framework

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Types and Design**

**1. Type of Research**

This type of research is quantitative research. (Sanjaya, 2014 : 85) argues that quantitative research is a research method used to determine the effects of certain actions or treatments that are always carried out under certain conditions. The object of research is the influence of peer tutoring learning model (X) on student learning outcomes in English (Y). The subjects of the study were students in grade VII of SMP Negeri 5 Mandai.

**2. Research Design**

This study uses a non-equivalent control group design. This design uses a group, which is an experimental group. The experimental group in this study will be given treatment in the form of the influence of peer tutoring learning models. The experimental group on this design was not chosen randomly.

Table 3.1 Research Design

<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
<b>O<sub>3</sub></b>		<b>O<sub>4</sub></b>

Figure 2. Experimental Design

Information

X: Treatment

O1: Pretest before being treated in the experimental group

O2: Posttest after being treated in the experimental group

O3: Pretest in the control group

O4: Posttest in the control group

This study looked for the influence of peer tutoring learning models on the learning outcomes of Grade VII students at SMPN 5 Mandai Kabupaten Maros. The study design was chosen by one class to get the treatment of peer tutoring learning models and one class was not treated.

## **B. Location and Time of Research**

The research time conducted for about 2 months from May to June 2020. The research begins with observation and documentation of activities. This research was conducted in the even semester of the academic year 2019/2020 at SMPN 5 Mandai Kabupaten Maros.

## **C. Population and Samples**

### **1. Population**

Population is a generalization area that consists of objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions (Sugiyono, 2010 : 118).

The population in this study were all class VII students of SMPN 5 Mandai in the 2019/2020 academic year, totaling 9 classes of 228 students, class VII consisted of 15 male students and 20 female students.

## **2. Samples**

(Sugiyono, 2010 : 118) states that the sample is part of the number and characteristics possessed by the population. Determination of the sample in this study using purposive sampling technique.

The experimental class used in this study is class VII C. The reason why class VII C is used as an experimental group is because in this study, seen from the low learning outcomes of English, the researcher used a quasi experimental design method, in fact it was difficult to get it. group used for research. This study design did not take subjects randomly from the population but used all subjects in one group to be treated. The sample in this research class VII B and VII C totaled 71 students as the experimental class and the control class using the peer tutor learning model in class VII C the experimental class, which amounted to 35 students.

### **D. Variables and Operational Definitions of Variables**

#### **1. Independent Variables**

Independent variable (independent) is a variable that affects other variables or is the cause of the change or the emergence of the dependent variable. The independent variable in this study is the peer tutoring learning model. peer tutoring is a learning model that has been known for a long time, at which time the teacher encourages students to collaborate in certain activities such as discussion or teaching.

Dependent variable is the variable that is affected or that is due, because of the independent variables. The dependent variable in this study

is english learning outcomes. Learning outcomes are patterns of actions, appreciation and skills. The result of learning is that overall behavior change is not only one aspect of humanity's potential.

## **2. Definisi Operasional Variabel**

### **a. Peer Tutors**

Peer tutors are a group of students who have complete with subject matter, provide assistance to students who have difficulty in understanding the learning material they learn Learning assistance by peer tutors can eliminate awkwardness.

### **b. Learning Outcomes**

Learning outcomes are patterns of actions, appreciation and skills. Results learning is a change in behavior as a whole not just one aspects of human potential only (Suprijono, 2013 : 5).

## **E. Research Implementation Procedures**

The procedure carrying out this research is as follows.

- a) Choosing research subjects, namely class VII SMPN 5 Mandai.
- b) Classify research subjects into groups in class VII. The experiment class will be given care in a peer tutoring learning model.
- c) Give a pretest to the group.
- d) Conduct maintenance in the classroom in this case by applying the peer tutoring learning model.
- e) After completing the fourth activity then the group posttest.

- f) Then find the average value of the group between the pretest and posttest for each group.
- g) Using statistics to look for differences in the results of step 5, so that it can be seen the effect of peer tutoring learning models on student learning outcomes in English VII class subjects at Mandai 5 Middle School.

## **F. Data Collection Techniques**

Data collection techniques are a method used by researchers in collecting data. Data collection techniques used in this study are test techniques.

### **1. Test**

The test technique is used to obtain quantitative data in the form of student learning influences. The test given is in the form of a multiple choice test. The test is given to the control class and the experimental class twice, namely pretest and posttest.

### **2. Documentation**

Another data collection technique used is documentation. (Arikunto, 2016 : 201), from the origin of the document, which means written goods. Documentation of data, researchers investigate written objects such as books, magazines, documents, regulations, minutes of meetings, diaries, and so on. The researcher observes written objects such as documents, school profiles, school maps, and learning plans, as an illustration of the implementation of research conducted in class.

## **G. Data Analysis Techniques**

The data analysis technique used in this research is the test technique. Analysis of the data used to study the effect of peer tutoring learning models on student learning outcomes in the cognitive domain. After consulting the experimental class and the control class, the validation tests were carried out.

### **1. Descriptive Statistics Analysis**

Descriptive statistics are descriptive data that are viewed from the mean (mean), standard of vadiation, variant, maximum, minimum, sum, range, kurtosisn and skewness.

### **2. Inferential Statistical Analysis**

Inferential statistical analysis to find out the results of hypotheses using SPSS version 16, to find out the hypothesis test viz.

#### **a. Normality Test**

Participation data normality test to prove sample data obtained from participation that is normally distributed. There are several methods used to resolve normality data, including the normal chance paper, the chi square test, the life test with the Kolmogorof-Smirnov technique, and the SPPS 16 statistical program.

#### **b. Homogeneity Test**

Homogeneity test is done by investigating whether the two samples come from populations with the same variance or not. This analysis is carried out to ascertain whether the homogeneity assumptions in each data category have been met or not. If the

homogeneity assumption is proven, the researcher can carry out the data analysis stage further. The homogeneity testing technique of the two variables is as follows. Hypothesis formulation:

$H_0$  = Population has homogeneous variance.

$H_1$  = Population has non-homogeneous variance.

## CHAPTER IV

### RESEARCH RESULTS AND DISCUSSION

#### A. Research Results

Before conducting research, this research made observations to students, including what learning methodology was considered a difficult, difficult and disliked lesson, and the reasons for liking or disliking the lesson.

In this study aims to determine the effectiveness of the use of certain methods or treatments in one village pretest and posttest design, this study uses an experimental group, Pretest (before the method is applied) and posttest (the test has been applied to the method). In studies that use the experimental and control groups, the experimental and control groups use independent sample t tests.

Student learning outcomes in the experimental class is the effect of student learning after the research carried out the learning process of peer tutoring methods, statistically descriptive, the effect of student learning in the experimental class can be seen in the following table.

Table 4.1 Descriptive Group Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test Experimen	35	30	85	53.97	14.831
Post Test Control	35	30	52	39.14	6.422
Valid N (listwise)	35				

Table 4.1 above shows the number of experimental respondents (N) there were 35, out of these 35 respondents the smallest (minimum) student score was 30, and the student value of (Maximum) was 85. The average value of 35 respondents

or the mean of 53.97 with a Foreign Exchange Standard of 14.831. While the number of control respondents (N) was 35, out of 35 respondents the smallest (minimum) student value was 30, and the student score of (Maximum) was 52. The average value of 35 respondents or the mean of 39.14 with a Foreign Exchange Standard of 6.422.

Table 4.2 Results Tests of Normality  
**Tests of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Experiment	.141	35	.075	.950	35	.116
Outcomes Control	.136	35	.098	.936	35	.041

Based on table 4.2 shows the results of Shapiro Wilk and Lilliefors test. P value (sig) lilliefors 0.075 in two groups where  $0.05 < \text{and } 0.05 >$  then based on the lilliefors test, data for each group is normally distributed. P value of Shapiro Wilk test in the experimental group was  $0.05 < 0.116$  and in the control group was  $0.05 > 0.041$ . Because of all  $0.05$ , both groups are equally distributed based on the Shapiro Wilk test.

Table 4.3 Test of Homogeneity Variance  
**Test of Homogeneity of Variance**

		Levene	df1	df2	Sig.
		Statistic			
Learning	Based on Mean	29.962	1	68	.000
Outcomes	Based on Median	28.901	1	68	.000
	Based on Median and with adjusted df	28.901	1	49.422	.000
	Based on trimmed mean	30.011	1	68	.000

Based on the table above, find out the value of sig. based on Mean for variable learning outcomes in English is equal to 0.000. Because the value of Sig.  $0.000 > 0.05$ , it can be concluded that the variance of English learning outcomes data in the experimental class and control class students is homogeneous.

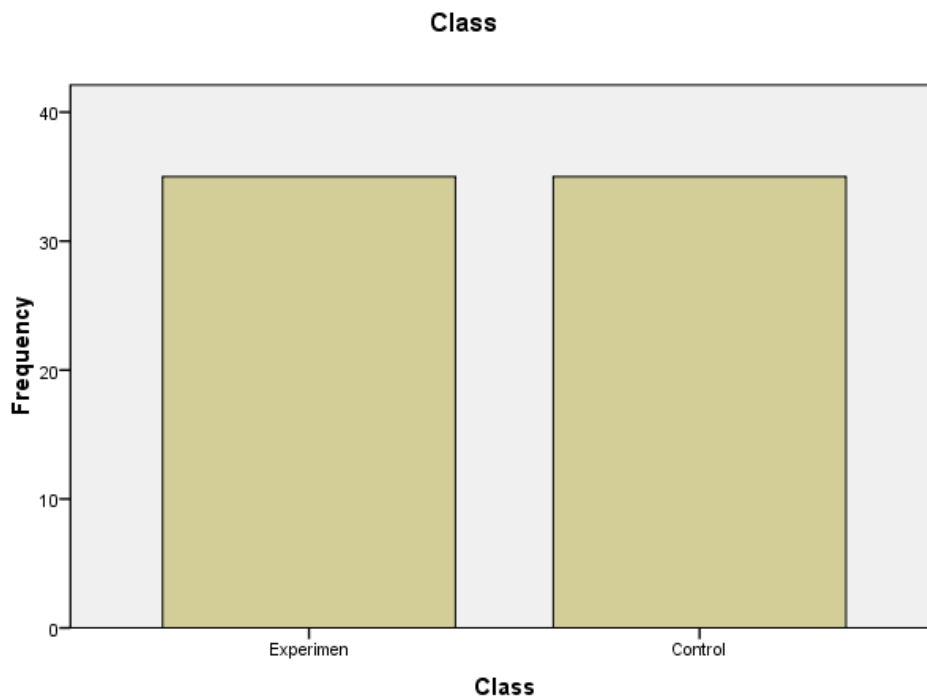
Table 4.4 Results of the Difference Test Relationship  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Learning Outcomes	29.962	.000	5.428	68	.000	14.829	2.732	9.377	20.280
Equal variances assumed									
Equal variances not assumed			5.428	46.317	.000	14.829	2.732	9.331	20.327

Based on table 4.4 the Sig value is known. Levene's Test for Equality of Variance is  $0.000 > 0.05$ , which means that the data variance between the experimental group and the control group is homogeneous or high school. So the interpretation of table 4.4 Independent Sampels Test above is based on the values contained in the table "Equal variance assumed"

## Figure learning completeness diagram Experiment Class and Control Class

Table 4.5 Experiment and Control class diagram



Based on the results of calculations of the two average test equations in the data presented in table 4.4, it is known that the t-test for the average equation column has a significance value of  $0.05 > 0.116$ , then  $H_a$  is accepted, meaning that there is the influence of peer tutoring methods discussed with students class VII SMP Negeri 5 Mandai Kabupaten Maros.

### B. Discussion

This research was conducted at SMP Negeri 5 Mandai, Maros Regency, class VII B and VII C. The aim was to obtain information on the influence of the use of peer tutoring methods on student learning outcomes in English learning. The study was conducted in class VII C of SMP Negeri 5 Mandai, with 35 students.

Peer Tutor Method is a method that can affect student learning outcomes because students who do not understand the material but do not have the courage to ask questions, classmates who have been appointed as tutors. This is in line with the opinion of (Rosanti, 2018 : 3), saying that the peer tutoring method is a learning method that is done by empowering students who have high absorption from students' groups themselves to become tutors for their peers, where students who become tutors are assigned to provide learning and training material to his friends, who do not know the material / training provided by the rules agreed together in the group so that it will arouse the atmosphere of cooperative group learning.

The formation of groups in the peer tutoring learning method is arranged so that students are heterogeneous pairs, in the sense that students are highly skilled together with students who are low in skills. This is done so that learning outcomes are evenly distributed, so that students who are less skilled are assisted by students with moderate or high abilities. Because in group work, students work as a team in getting things done to achieve common goals. Then the group will be selected by students as tutors.

At the time of learning the tutor method of cooperative setting The teacher takes the role of guiding students if there are those who have difficulty in solving the given problem, and at the end of the teacher's learning with students conclude the material that has been learned.

The influence of the peer tutor method on teaching and learning activities can run effectively and efficiently, facilitating the teacher to pay attention and carry out several steps in the application of peer tutors. The steps are:

**a. Determine Who Will Be The Tutor**

Deciding who will be the tutor requires your own considerations. A tutor chosen must have the following criteria:

- 1) Having intelligence is superior to other students.
- 2) Having skills in receiving lessons delivered by the teacher.
- 3) Have Awareness to Help Other Friends.
- 4) Able to collaborate with fellow students.
- 5) Has high motivation to make the group of tutors the best.
- 6) Can be accepted and liked by students who get the Peer Tutor program, so students do not need to feel afraid or reluctant to ask questions and be diligent.
- 7) Not arrogant, cruel or hard-hearted towards fellow friends.
- 8) Promoting sufficient creativity to provide guidance that can explain the lesson to his friends

**b. Preparing Tutors**

There are several ways to consider in preparing a tutor to be able to work optimally. These methods are:

- 1) The teacher gives instructions to the tutor how to ask for help in asking for material.
- 2) The teacher conveys a message to the tutors not to always guide the same friends.
- 3) The teacher helps so that all students can become tutors so that they help can help learning.

- 4) Tutors help work in small groups. Heterogeneous will be better.
- 5) The teacher keeps watching whenever students need help.
- 6) The teacher recommends the Tutor Sebaya by visiting and asking for difficulties given by each group when they are discussing in class or practicum.
- 7) Tutors do not test participation for class, this will be done by the teacher.

### **c. Divide Groups**

Before starting to apply the Peer Tutor method, the teacher must divide the participants into small groups. Small groups that are approved by 4-5 members, with a rationale that makes many members of the group, learning each member is reduced. Better 2 or 3 people, less can form a good group.

The groups in this peer tutoring program can be made on the basis of interests and background, experience or learning achievements. Then the steps of the peer tutoring learning method are:

- 1) Divide students into 7 groups of 5-6 people
- 2) In each group consisting of students who are appointed by researchers to be peer tutors (selection of tutors is selected by means of a test first) to guide and help members of the group who are less quick in accepting subject matter from the teacher.
- 3) The teacher conveys information about the algebraic factorization material.
- 4) The teacher gives a worksheet that contains questions related to the algebraic factorization material.

- 5) Each group gets an LKS and listens to the teacher's explanation and asks if it needs to be asked about how the LKS works.
- 6) Each tutor coordinates the discussion process so that it is creative and dynamic.
- 7) The teacher completes student learning activities during the discussion and helps students if there are problems in the questions in the worksheet.
- 8) The teacher asks students to answer questions in front of the class.
- 9) The teacher rewards the group (individuals) who answer correctly.
- 10) The teacher guides students to make a summary of the material that has been discussed
- 11) The teacher gives a final test (posttest) for all students.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the results of data analysis and research discussion, it can be concluded that there is an influence of peer tutoring learning models on learning outcomes of Grade VII students in English subjects. The effect can be seen from the difference in learning outcomes between the experimental class and the control class. The average posttest value of the Experiment class was 6.098 while the Control class was 8.82. Based on hypothesis testing through the SPSS 16 statistical program, a sig (2-tailed) value of 0.05 was obtained ( $0.003 < 0.05$ ) so that  $H_a$  was accepted and  $H_o$  was rejected. From these calculations it can be obtained that the peer tutoring learning model can influence student learning outcomes by variables or other factors not examined by researchers.

#### B. Suggestions

Based on the results of research conducted in the use of peer tutoring learning models, there are a number of suggestions that can be put forward by researchers, including:

1. For students, the peer tutoring learning model can be applied to attract students' learning interests and make students recall the lessons they have received.
2. For teachers, the peer tutoring learning model can be used as an alternative in providing variations in the learning process.
3. For schools, the peer tutoring learning model can make a positive contribution to improving the quality of education SMPN 5 Mandai.

4. For other parties or advanced researchers, who want to apply the learning tools that have been carried out by this researcher, it should first be analyzed again to be adjusted for its application, especially in terms of time allocation, supporting facilities including learning media, and the characteristics of students in school where this device is applied.

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# APPENDIX

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Negeri 5 Mandai

Mata pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Semester : 2 (Dua)

Alokasi Waktu : 2 jam pelajaran

A. Standar kompetensi : 3. Mengembangkan nilai-nilai kehidupan dan karakter yang positif

B. Kompetensi dasar : 3.8 Menafsiran fungsi social dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs

C. Tujuan pembelajaran :

- Pertemuan pertama  
Peserta didik dapat menjelaskan unsur kebahasaan dalam lirik lagu
- Karakter siswa yang diharapkan :
  - ✓ Disiplin
  - ✓ Rasa hormat dan perhatian
  - ✓ Tekun
  - ✓ Dan tanggung jawab

D. Metode pembelajaran

Cerama, Tanya jawab, Penguasaan dan Diskusi

E. Langkah-langkah pembelajaran

- Kegiatan awal
  - ✓ Informasi tentang strategi kegiatan pembelajaran, tujuan, dan manfaat pembahasan materi pembelajaran.
  - ✓ Apersepsi dengan mengingat kembali tentang pengertian kebahasaan dalam lirik lagu
- Kegiatan inti
  - ✓ Guru mengungkapkan suatu permasalahan berkaitan dengan materi pembelajaran
  - ✓ Peserta didik dapat menjelaskan kebahasaan dalam lirik lagu
  - ✓ Secara berkelompok siswa berdiskusi menyelesaikan soal yang di berikan

- ✓ Dalam setiap kelompok tutor membantu temannya menyelesaikan soal tersebut
- ✓ Membahas hasil kerja tiap-tiap kelompok
- ✓ Menyimpulkan hasil kegiatan pembelajaran
- Kegiatan akhir
  - ✓ Dengan bimbingan guru siswa diminta membuat rangkuman
  - ✓ Guru dan siswa melakukan refleksi
  - ✓ Guru memberikan tugas/PR

F. Penilaian

- ✓ Tes tertulis  
Contoh Instrumen  
Carilah judul lagu *Bruno Mars*

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Negeri 5 Mandai

Mata pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Semester : 2 (Dua)

Alokasi Waktu : 2 jam pelajaran

A. Standar kompetensi : 3. Mengembangkan nilai-nilai kehidupan dan karakter yang positif

B. Kompetensi dasar : 3.8 Menafsiran fungsi social dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs

C. Tujuan pembelajaran :

- Pertemuan kedua  
Peserta didik dapat membuat lirik lagu
- Karakter siswa yang diharapkan :
  - ✓ Disiplin
  - ✓ Rasa hormat dan perhatian
  - ✓ Tekun
  - ✓ Dan tanggung jawab

D. Metode pembelajaran

Cerama, Tanya jawab, Penguasaan dan Diskusi

E. Langkah-langkah pembelajaran

- Kegiatan awal
  - ✓ Informasi tentang strategi kegiatan pembelajaran, tujuan, dan manfaat pembahasan materi pembelajaran.
  - ✓ Apersepsi peserta didik diminta membuat lagu
- Kegiatan inti
  - ✓ Guru mengungkapkan suatu permasalahan berkaitan dengan materi pembelajaran
  - ✓ Peserta didik dapat membuat lagu yang sudah dia dapat
- Kegiatan akhir
  - ✓ Dengan bimbingan guru siswa diminta membuat rangkuman
  - ✓ Guru dan siswa melakukan refleksi
  - ✓ Guru memberikan tugas/PR

F. Penilaian

✓ Tes tertulis

Contoh Instrumen

Tulis lirik lagu *Count On Me / Bruno Mars*

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Negeri 5 Mandai

Mata pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Semester : 2 (Dua)

Alokasi Waktu : 2 jam pelajaran

A. Standar kompetensi : 4. Melakukan refleksi tentang proses dan hasil belajar

B. Kompetensi dasar : 4.8 Menangkap makna secara kontekstual terkait dengan fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

C. Tujuan pembelajaran :

- Pertemuan ketiga  
Peserta didik dapat mencari makna dari lirik lagu
- Karakter siswa yang diharapkan :
  - ✓ Disiplin
  - ✓ Rasa hormat dan perhatian
  - ✓ Tekun
  - ✓ Dan tanggung jawab

D. Metode pembelajaran

Cerama, Tanya jawab, Penguasaan dan Diskusi

E. Langkah-langkah pembelajaran

- Kegiatan awal
  - ✓ Informasi tentang strategi kegiatan pembelajaran, tujuan, dan manfaat pembahasan materi pembelajaran.
  - ✓ Apersepsi peserta didik diminta mencari makna lirik lagu
  - ✓ Secara berkelompok siswa berdiskusi menyelesaikan soal yang di berikan
  - ✓ Dalam setiap kelompok tutor membantu temannya menyelesaikan soal tersebut
  - ✓ Membahas hasil kerja tiap-tiap kelompok
  - ✓ Menyimpulkan hasil kegiatan pembelajaran

- Kegiatan akhir
  - ✓ Dengan bimbingan guru siswa diminta
  - ✓ Guru dan siswa melakukan refleksi
  - ✓ Guru memberikan tugas/PR

F. Penilaian

- ✓ Tes tertulis  
Contoh Instrumen  
Carilah makna dalam lagu tersebut

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Negeri 5 Mandai

Mata pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Semester : 2 (Dua)

Alokasi Waktu : 2 jam pelajaran

G. Standar kompetensi : 4. Melakukan refleksi tentang proses dan hasil belajar

H. Kompetensi dasar : 4.8 Menangkap makna secara kontekstual terkait dengan fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

I. Tujuan pembelajaran :

- Pertemuan ketiga  
Peserta didik dapat melakukan refleksi hasil belajar
- Karakter siswa yang diharapkan :
  - ✓ Disiplin
  - ✓ Rasa hormat dan perhatian
  - ✓ Tekun
  - ✓ Dan tanggung jawab

J. Metode pembelajaran

Cerama, Tanya jawab, Penguasaan dan Diskusi

K. Langkah-langkah pembelajaran

- Kegiatan awal
  - ✓ Informasi tentang strategi kegiatan pembelajaran, tujuan, dan manfaat pembahasan materi pembelajaran.
  - ✓ Apersepsi peserta didik diminta untuk menyimpulkan lagu tersebut
  - ✓ Secara berkelompok siswa berdiskusi menyelesaikan soal yang di berikan
  - ✓ Dalam setiap kelompok tutor membantu temannya menyelesaikan soal tersebut
  - ✓ Membahas hasil kerja tiap-tiap kelompok
  - ✓ Menyimpulkan hasil kegiatan Pembelajaran

- Kegiatan inti
  - ✓ Guru mengungkapkan suatu permasalahan berkaitan dengan materi pembelajaran
  - ✓ Peserta didik dapat menyimpulkan lagu tersebut
- Kegiatan akhir
  - ✓ Dengan bimbingan guru siswa diminta membuat rangkuman
  - ✓ Guru dan siswa melakukan refleksi
  - ✓ Guru memberikan tugas/PR

L. Penilaian

- ✓ Tes tertulis

Simpulkanlah lagu tersebut

## INSTRUMENT FILL

Table 1. Instrument Grid and Categories

Criteria	Score	Descriptor
Pronunciation	5	Excellent : Native pronunciation with no trace of “foreign accent”.
	4	Good : Marked “foreign accent” and occasional mispronunciation that do not interface with understanding.
	3	Average : “foreign accent” requires concentrated mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	2	Poor : frequent gross error and a very heavy accent make understanding difficult, require frequent repetition.
	1	Pronunciation frequently unintelligible
comprehensibility	5	Easy for the listeners to understand the readers intention and general meaning. Very few interruption or clarification required.
	4	The listener have one interruption to content or goal of the text.
	3	The listener have three interruption to content or the goal of the text.
	2	The listener have four interruption to content or the goal of the text.
	1	Only small bits ( usually short sentences and phrases) can be understood- and then with the considerable effort by someone who is used to listener to the reader.

## **RESEARCH INSTRUMENTS**

1. Look for the title song *Bruno Mars*
2. Write the lyrics to the song *Count On Me / Bruno Mars*
3. Look for the meaning of the song *Count On Me / Bruno Mars*
4. Summarize the meaning of the song *Count On Me / Bruno Mars*

## INSTRUMENT ANSWER

### 1. Count On Me from *Bruno Mars*

### 2. **Count On Me**

[Verse 1]

If you ever find yourself stuck in the middle of the sea  
I'll sail the world to find you  
If you ever find yourself lost in the dark and you can't see  
I'll be the light to guide you

Find out what we're made of  
When we are called to help our friends in need

[Chorus]

You can count on me like 1, 2, 3  
I'll be there  
And I know when I need it  
I can count on you like 4, 3, 2  
And you'll be there  
'cause that's what friends are supposed to do oh yeah  
ooooooh, oooohhh yeah yeah

[Verse 2]

If you're tossin' and you're turnin'  
and you just can't fall asleep  
I'll sing a song beside you  
And if you ever forget how much you really mean to me  
Every day I will remind you

Find out what we're made of  
When we are called to help our friends in need

[Chorus]

You can count on me like 1, 2, 3  
I'll be there  
And I know when I need it  
I can count on you like 4, 3, 2  
And you'll be there  
'cause that's what friends are supposed to do oh yeah  
ooooooh, oooohhh yeah yeah

You'll always have my shoulder when you cry  
I'll never let go  
Never say goodbye

[Chorus]

You know you can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

'cause that's what friends are supposed to do oh yeah

oooooh, oooohhh

You can count on me 'cause I can count on you

3. Tells about what a great meaning really is, when a person is having difficulties they can rely on each other as easily as counting 1,2,3 and 4,3,2. The numbers show that our best friend is very close to us

## STUDENT LEARNING OUTCOMES TEST SCORES

Table 2 The Students' Score Control

No	Student	Class Control
1	B1	50
2	B2	40
3	B3	43
4	B4	44
5	B5	45
6	B6	45
7	B7	52
8	B8	43
9	B9	32
10	B10	40
11	B11	43
12	B12	35
13	B13	36
14	B14	45
15	B15	40
16	B16	35
17	B17	30
18	B18	45
19	B19	45
20	B20	35
21	B21	40
22	B22	34
23	B23	40
24	B24	50
25	B25	35
26	B26	45
27	B27	35
28	B28	30
29	B29	50
30	B30	40
31	B31	40
32	B32	40
33	B33	30
34	B34	50
35	B35	40

Table 3 The Students' Score Experiment

NO	STUDENT	CLASS EXPERIMEN
1	C1	65
2	C2	70
3	C3	65
4	C4	70
5	C5	60
6	C6	55
7	C7	45
8	C8	65
9	C9	70
10	C10	80
11	C11	60
12	C12	85
13	C13	70
14	C14	60
15	C15	70
16	C16	65
17	C17	60
18	C18	70
19	C19	55
20	C20	40
21	C21	34
22	C22	40
23	C23	50
24	C24	35
25	C25	45
26	C26	35
27	C27	30
28	C28	50
29	C29	40
30	C30	40
31	C31	40
32	C32	30
33	C33	50
34	C34	50
35	C35	40

**LEMBAR VALIDASI**  
**TES HASIL BELAJAR**

**A. Petunjuk**

Dalam rangka pelaksanaan penelitian dengan judul “**The influence of peer tutoring method to the English learning outcomes of grade VII students of SMP Negeri 5 Mandai Kabupaten Maros**”, peneliti mengembangkan tes hasil belajar. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi tes hasil belajar yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

**B. Skala Penilaian**

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

**C. Penilaian**

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	<b>Isi</b>				
	a. Kesesuaian soal dengan kompetensi dasar (KD)			v	
	b. Kejelasan perumusan petunjuk pengerjaan soal			v	
	c. Kejelasan maksud soal			v	
	d. Pedoman penskoran dinyatakan dengan jelas			v	
	e. Jawaban soal jelas			v	
	f. Kesesuaian waktu pengerjaan soal			v	
2.	<b>Bahasa</b>				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Indonesia yang benar			v	

	b. Menggunakan bahasa yang komunikatif dan struktur kalimat yang sesuai dengan taraf berpikir dan kemampuan membaca serta usia siswa			V	
	c. Menggunakan tulisan, ejaan, dan tanda baca yang sesuai dengan pedoman umum Bahasa Indonesia			v	
	d. Menggunakan istilah-istilah yang tepat dan mudah dipahami siswa			v	
	e. Menggunakan arahan dan petunjuk yang jelas, sehingga tidak menimbulkan penafsiran ganda			V	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Tes hasil belajar ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Tes hasil belajar ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

Ingat, soal yang digunakan untuk pre-test sama yang digunakan pada saat post-test, jadi hasilnya bisa terukur.

Makassar, 7 Juni 2020

Validator

**(Dr. Hj. Suhartina R., M. Hum.)**

**LEMBAR VALIDASI**  
**LEMBAR OBSERVASI KEGIATAN SISWA**

**A. Petunjuk**

Dalam rangka pelaksanaan penelitian dengan judul “**The influence of peer tutoring method to the English learning outcomes of grade VII students of SMP Negeri 5 Mandai Kabupaten Maros**”, peneliti mengembangkan lembar observasi kegiatan siswa terhadap penggunaan software Geogebra dalam Pembelajaran Matematika. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi lembar observasi kegiatan siswa yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

**B. Skala Penilaian**

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

**C. Penilaian**

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	<b>Petunjuk</b>				
	a. Petunjuk pelaksanaan pengamatan cukup jelas			v	
	b. Kalimat tidak menimbulkan penafsiran ganda				
2	<b>Isi</b>				
	a. Mendengarkan/ memperhatikan penjelasan guru			v	
	b. Membaca/memahami dan menyelesaikan soal secara individu dalam buku ajar			v	

	c. Mengajukan/menjawab pertanyaan dari guru			v	
	d. Mengemukakan pendapat/ mengajukan pertanyaan			v	
	e. Mengerjakan tugas yang diberikan secara individu/ merangkum materi pelajaran			v	
<b>3.</b>	<b>Bahasa</b>				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Indonesia yang benar			v	
	b. Menggunakan bahasa yang sederhana dan mudah dipahami			v	
	c. Menggunakan istilah (kata-kata) yang dikenal pengamat			V	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Lembar observasi kegiatan siswa ini:

1. Sangat kurang
2. Kurang
3. **Baik**
4. Baik sekali

b. Lembar observasi kegiatan siswa ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. **Dapat digunakan tanpa revisi**

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Makassar, 7 Juni 2020

Validator

**(Dr. Hj. Suhartina R., M. Hum.)**

## DATA ANALYSIS DESCRIPTIVE AND INFERENTIAL STATISTICS

Table 4 Descriptive Statistics of Experimental Class and Control Class

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test Experimen	35	30	85	53.97	14.831
Post Test Control	35	30	52	39.14	6.422
Valid N (listwise)	35				

## AUTHENTIC STUDENT ASSESSMENT

### 1. Teknik penilaian\*

No	Aspek yang dinilai	Kruteria	Score 1-5
1	Pengucapan ( <i>Pronunciation</i> )	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi ( <i>Intonation</i> )	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram ( <i>fluency</i> )	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna ( <i>Accuracy</i> )	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	$\leq 55$

**(Permendikbud Nomor 104 tahun 2014)**

## RESEARCH SCHEDULE

No	Activities	Year						
		Month						
		Nov	Dec	March	Apr	May	Jun	Jul
1	Research Preparartion Stage							
	1.Preparatian and Submission of ttles							
	2.Submission of Proposal							
	2.Research Permission							
2	Implementation Phase							
	1.Data Collecting							
	2.Data Analysis							
3	the stage of preparing the report year month							

**UNIVERSITAS MUSLIM MAROS**  
**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT**

Kampus 1 : Jalan Dr. Ratulangi No 62 Maros Sulawesi Selatan, Telp. (0411) 8938018  
e-mail : lppmummayapimmaros@gmail.com, Kode Pos 90511  
Kampus 2 : Jalan Kokoa – Pamelakkang Je'ne Kelurahan Allepolea Kecamatan Lau Kabupaten Maros



Nomor : 1222 /LPPM-UMMA/VI/2020  
Lampiran : -  
Perihal : **Permohonan Rekomendasi Izin Penelitian**

Kepada yang terhormat :  
**Kepala Sekolah SMP Negeri 5 Mandai**  
**Kabupaten Maros**  
Di -  
Tempat

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dengan hormat  
Dalam rangka penyelesaian studi akhir mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muslim Maros (FKIP-UMMA) tahun akademik 2019/2020, maka kami mohon kiranya bapak/ibu dapat memberikan permohonan izin penelitian kepada mahasiswa tersebut di bawah ini pada lokasi sebagaimana tercantum dalam proposal yang terlampir.

Adapun data diri mahasiswa tersebut yaitu :

NAMA : **Hasmita Dewi Eliyanti Arsyad**  
NIM : 16 88203 006  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Lokasi Penelitian : SMP Negeri 5 Mandai Kabupaten Maros  
Judul Penelitian : The influence of peer tutoring method to the English learning outcomes of grade VII students of SMP Negeri 5 Mandai Kabupaten Maros

Demikian permohonan kami, atas perhatian dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Maros, 17 Maret 2020  
Ketua LPPM – UMMA,



**Dr. Suhartina R., M. Hum.**  
NIDN: 0914017001

**Tembusan Kepada Yth.:**

1. Biro Administrasi Akademik
2. Dekan FKIP UMMA
3. Yang Bersangkutan
4. Pertinggal



**PEMERINTAH KABUPATEN MAROS  
DINAS PENDIDIKAN  
UPTD SMPN 5 MANDAI - MAROS**  
Alamat : Jl. Porors Makassar – Maros Km. 23 Mandai

**SURAT KETERANGAN**  
No : 106 /106.1/SMP.05/TU.2020

Yang bertanda tangan di bawah ini Kepala UPTD SMPN 5 Mandai Kab. Maros Menerangkan bahwa

Nama : Hasmita Dewi Eliyanti Arsyad  
NIM : 16 88203 006  
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Muslim Maros  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Influence Of Peer Tutoring Method to The English Learning Outcomes Of Grade VII Students Of SMP N 5 Mandai Kab. Maros .  
Lokasi Penelitian : UPTD SMPN 5 Mandai Maros

Benar Telah Melaksanakan Penelitian Secara On Line Dari Tanggal, 26 April s/d 30 Juni 2020. Pada UPTD SMPN Mandai Kab. Maros. Tahun Akademik 2019/2020.

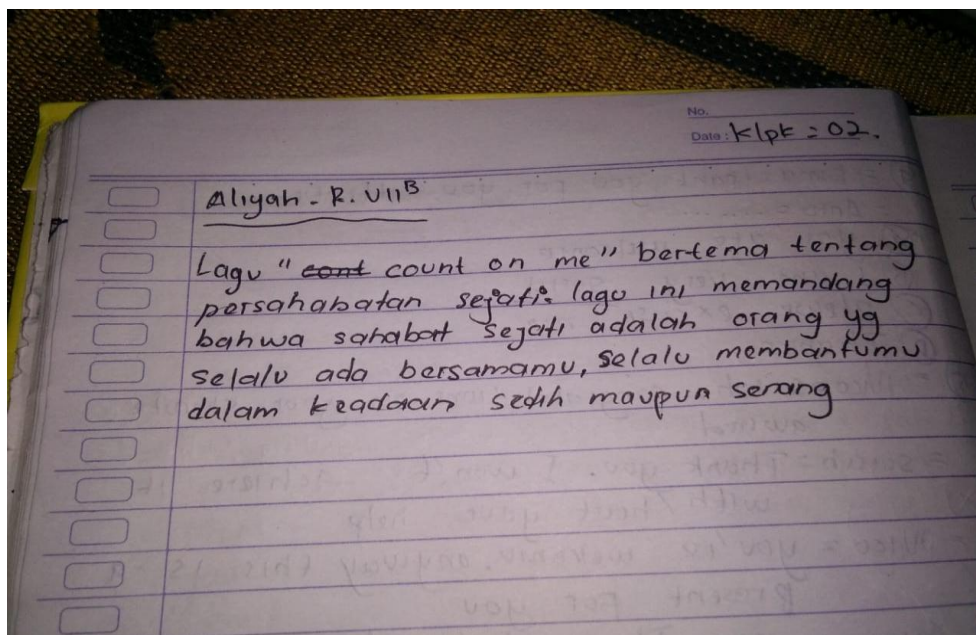
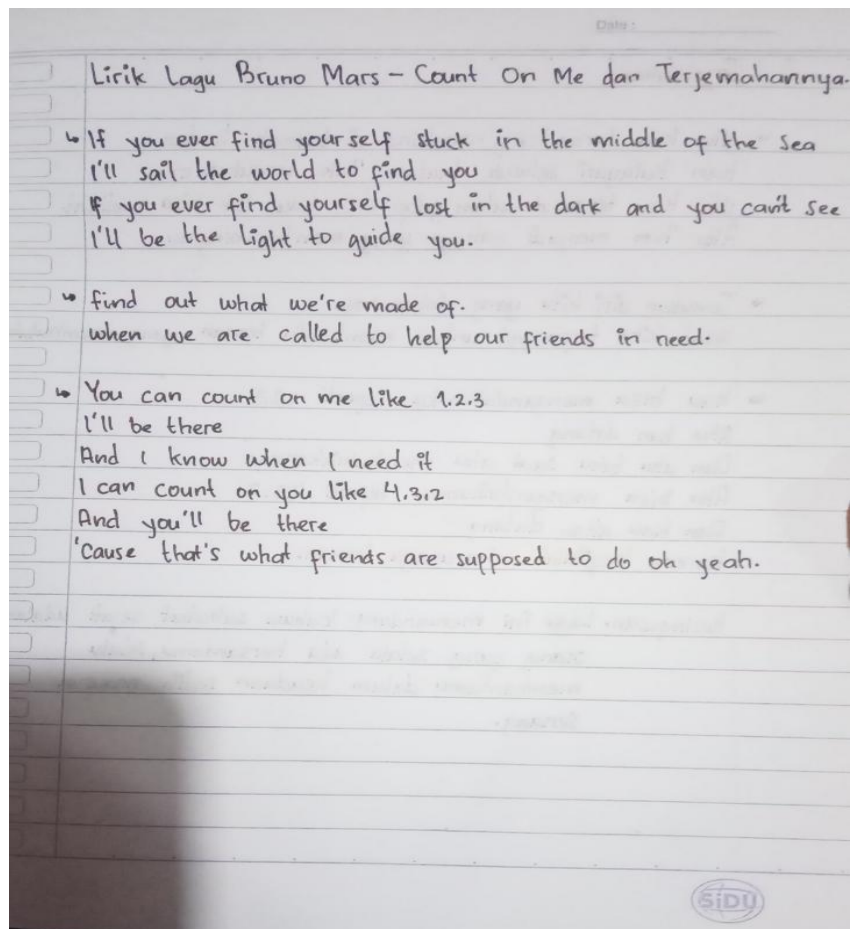
Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana meestinya.

Mandai, 14 Juli 2020

Kepala UPTD SMPN 5 Mandai



Dr. Siti Nurhawa, S.Pd., M.Pd  
NIP. 19627231 198602 2 034





**HASMITA DEWI ELIYANTI ARSYAD**, Born in Maros, July 02, 1998, the first of 3 brothers, from M couple. Arsyad. K with Nurhayati. In 2004 began entering format education at SDN 14 Baddo- Baddo and the end in 2010. The same year the author continued education to SMP Darussalam Makassar and the end in 2013, then continued education to SMK Darussalam Darussalam Makassar and the end of 2016. In the same year the author continued education to ke university at the Muslim University of Maros at the FKIP program of English education studies. In 2020 the author completed his study with scientific work titled *“The Influence of Peer Tutoring Method to the English Learning Outcomes of Grade VII Students of SMP Negeri 5 Mandai Kabupaten Maros”*