



PEER TUTOR IN LESSON STUDY

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Abstract

This study aims to describe process implementation of peer tutor - in lesson study especially writing class. This research is qualitative research conducted on even semester students of the English study program at STKIP Muhammadiyah Pringsewu, Lampung. The data collection technique uses questionnaires and documentation. Data analysis uses Interactive Model which consists of collection, reduction, display, and conclusion drawing data. The result research was students feel learning process given organized and not only process but also the tasks were given structure. It helps students in understanding and reached the purpose of learning easily.

Keywords: *peer tutor, lesson study, chapter design.*

1. INTRODUCTION

To improve the effectiveness of achieving these learning goals, lecturers need to prepare a learning design (lesson design). In a learning design contained learning objectives (derived from competencies and indicators of achievement of competencies or from the formulation of learning outcomes courses (CPMK or sub CPMK), teaching materials and learning media, steps of learning activities (reflecting the use of learning methods and strategies), as well as techniques and instruments for evaluating learning processes and outcomes. Based on preliminary research found the problem that supervision teams in campus did not do the supervision directly or schedule. It happened because many supervision teams are not interesting to do it. Instead of it, the lecture who will perform or will be supervision felt not ready and less confident. Some lectures felt that supervision only found the weakness of lectures and did not giving feedback for solving. This makes the background of researchers using lesson study and peer tutors to improve the



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professionalism of lecturers. Lesson study and peer tutors have chosen in this research to solve the problem and help the lectures in designing planning, more creative in teaching and also can make the student got good learning experience. It relevant with the previous research by Fujii (2014). He conducted the research an title *“Implementing Japanese lesson study in foreign countries: misconception revealed.”* On of the result of this previous research was in Malawi the continuity of lesson study was not evident. In Japan, Teaching is a professional occupation with life- long goals to be accomplished. This is the reason why lesson study is a purpose – oriented and continuing life-long practice. Fujii (2014). Based on this previous study it can be conclude that, Lesson study has adopted by other country as activity in improving the learning process.

The other previous study has been investigated by Chamisijatin et al (2015). They suggested that the application of lesson study as a vehicle to increase the carrying capacity of learning science is scientific. In addition, by applying learning, teachers can prepare lesson plans that reflect a scientific approach, can observe the implementation of learning, and can find problems in applying learning lessons and alternative solutions. This is because teachers are actively involved in learning, both as teacher models and as observers. Based on this previous study, It means that lesson study can increase carrying capacity of learning science because lesson study improved teacher activity in teaching science.

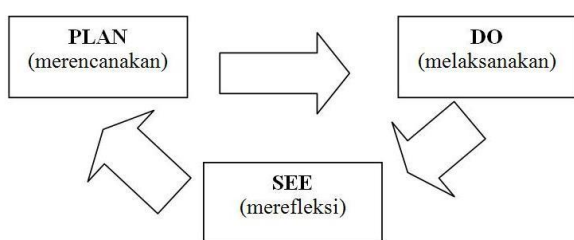
In this study, researchers also applied peer tutoring in lesson study. Peer tutors have also been studied by previous researchers. Nurainai (2018) applies peer tutors to improve English language communication in high school students. This study examines student responses in learning English by applying peer tutors. And the result is that students' responses to the peer tutoring method are positive. It can be concluded that the implementation of peer tutors can improve students' active English communication. The researcher use peer tutor in implementing lesson study because lesson study activity needed others person/ colleges to create the good lesson learning.

James (2015) conducted the research with the title *“Distant peer-tutoring of clinical skills, using tablets with instructional videos and Skype: A pilot study in the UK and Malaysia”* the objectives of that research was to assess the feasibility and impact of using low-cost Android tablets to deliver video tutorials and remote online peer-tutoring for clinical skills between two countries. And the result was Peer-

learners reported an increased confidence in clinical examination of 8.4 (± 1.0) on a 10-point scale and all nine said they would recommend the scheme to their peers. Both peer-tutors and peer-learners were able to establish a strong rapport over video, rating it as 8.4 (± 0.6) and 8.4 (± 0.9), respectively. Peer-learners' rated the sound and video quality of the tablet as 7.0 (± 1.1) but were less satisfied with the screen resolution of the tablet, rating this as 4.0 (± 1.5). in conclusion: This preliminary pilot study presents an innovative, low cost approach to international medical education with significant potential for future development. It means that peer tutoring can apply using high technology not only face to face.

Previous research described the benefits and advantages of doing lesson study and peer tutoring. The study tries to examine how peer tutors are applied in lesson study activities in English writing courses. This is based on the implementation of lesson study and peer tutoring activities in each learning planning and learning implementation on the STKIP Muhammadiyah Pringsewu campus in each semester.

In the development of the implementation of Lesson Study in various parts of the world including various projects to develop teacher professionalism in Indonesia, Lesson Study was designed in three stages: Plan - Do - See Sumar (2006) with the following scheme:



Gambar 1: Skema Kegiatan Lesson Study

Lesson Study activities begin with the PLAN stage (planning) which aims to design learning that can teach students. Lesson Study activities are student-centered so that planning is related to how students can participate actively in learning activities. Planning is carried out collaboratively by involving lecturers, related parties to enrich ideas. The second step in Lesson Study is DO (implementation of learning), namely the application of learning design on the designated campus that is carried out by the lecturer model agreed upon in the planning. The purpose of this

activity is to test the effectiveness of the solutions (models) that have been designed. The task of other lecturers in the team is as a learning observer. In observations it is also usual to involve other lecturers who will later be assigned as activity guides.

Usually before the lesson begins a briefing is given to the observer to inform the learning activities carried out by the teacher and remind Ethics during learning for an observer. Each observer must equip himself with an observation sheet which is usually prepared in advance so that there are similarities in the observed aspects. The focus of observation during the activity takes place aimed at the interaction of students, student-learning material, student-teacher, student-environment.

The third step in Lesson Study activities is SEE (reflection). After completing DO activities, all teams left the class and occupied the discussion room. Discussion activities are guided by other lecturers or people appointed to discuss ongoing learning. The discussion procedure is to provide the first opportunity for the lecturer to convey his impressions in implementing learning. Furthermore, the opportunity for observers to take turns conveying learned lessons (lessons learned) from the learning process, especially those related to student activities. If there are criticisms and suggestions given by the observer, it must be conveyed wisely for the purpose of improving learning. The core of this activity is to pick things that are useful for lecturers to be applied to their learning.

The three steps of Lesson Study (Plan-Do-See) seem to be widely adopted in the development of educators professionalism in Indonesia. From the Lesson Study steps above, it is clear that Lesson Study activities are very good activities to be developed in Indonesia.

In this research the researcher also implemented peer tutoring in teaching writing.

Steps for Peer Tutor Method According to Silberman (2006: 185), step in the tutor method peer is as follows: (1) Divide students become subgroups. Make sub groups with the appropriate amount with the topic to be taught; (2) Give each group some information, concepts, skills to be taught to other students. Topics given to students must be related; (3) instruct each group to draw up ways in presenting or teach their topics to other students. Suggest them to avoid ways teaching lecture system or reading report encourage them to make it learning experience as an experience active for students; and (4) Give that time sufficient to plan and prepare it (both inside and outside class).

From step peer tutoring above, the students can discuss with their friends and enjoy in sharing or communication each other especially in writing class the students can crosscheck draft of writing each other and the solution together.

This research also implemented lesson study in writing class because the researcher felt that writing class need peer tutoring in finishing students writing.

Learning to write in a second language is one of the most challenging aspects of second language learning (Richard, 2003). Writing has been identified as one of the most important process skills in the world in the form of text and numerical data, because writing is seen as the result of the writer's instructions regarding grammatical and lexical knowledge. In addition, the development of writing is considered as a result of imitating and manipulating the models given by the teacher. For many people who adopt this view, writing is seen as an extension of grammar - a means of strengthening language patterns through habit formation and testing the ability of students to produce well-formed sentences. For others, writing is a complex structure that can only be learned by developing the ability to mimic lexical and grammatical abilities (Richard, 2003: 3).

The definition of writing ability can be formed depending on teachers' own experience as teachers and philosophy of writing, taken into consideration characteristics of learners and aims of pedagogy in a given context. It may also be formed according to pedagogical approaches to the teaching of writing which each teacher adopts. (Yi, 2009). It means that writing ability can be formed depending teacher own experience, that ways the researcher tried to make implement tutor peer tutor in teaching writing through lesson study.

2. RESEARCH METHOD

This research was a qualitative research. Data were presented by descriptive analysis in context of Peer tutoring through the Lesson Study in writing class. This study was conducted by the academic year in 2019- 2020 in the study English Muhammadiyah STKIP Lampung Pringsewu located on jl the kh.Gholib number 112, Pringsewu. Subject research are students in forth semester of English department STKIP Muhammadiyah Pringsewu in the academic year 2019 -2020. To achieve the objectives of this study, data were collected by using several techniques, namely (1). an open questionnaire containing questions about implementation of peer

tutor in lesson study. The questionnaire was given to lecture as a model in lesson study, other lecture as observer in lesson study and also for the students of STKIP Muhammadiyah pringsewu Lampung.

Sugiyono (2012.337-338) said that data analysis in the qualitative study, done at the time when data collection held, and after the data collecting in a particular period .At the time interview, researchers have an analysis of the answers were interviewed. If the answer who were interviewed after analyzed felt not satisfactory , then the researcher will continue again until a certain stage to obtained the data considered credible .In addition, activity in data analysis qualitative done interactive and place in a continuous until be completed, so that the data is saturated. Steps data analysis to be demonstrated in this next picture:

In the long term the , interactive models such as linking banks in the analysis of data can be a family which is shown the steps according to Miles (2009: 16-21) , i e as follow:

1. The data reduction (the reduction of the data) as a the process of selection , centralization of, attention, an improved formula, abstract, and transformation the data from the rough that arises from notes the field, so that the data was some kind of idea of the more visible about the outcome of observation, the objective of the interview, and documentation.
2. Data display (presentation of data), that is the collective information are composed give the possibility of the withdrawal of the conclusions and immediate action. Presentation of data in the qualitative study is in the form of overview, the diagram to the left, table, a graph, pictogram, and the like. By presenting of that data, so unorganized data so that will be more easily understood.
3. Conclusion drawing or verification, the researchers make inferences based on the data have been processed by the reduction of and display data. The conclusion put forward by temporary and will change if there no evidence the strong support at the data collection next. But when the conclusion put forward by the initial stages supported by evidence are valid and consistent when researchers back into the field to gather data and conclusions that are on offer is a conclusion that credible.

3. FINDING AND DISCUSSION

Activities lesson study conducted in accordance with the lesson of the study by Summar (2006). Lesson that the study was carried out in 3 stages , plan do and see. Implemented in every stage 3 meeting of open class I, II and III this research is held each meeting according to schedule.

- a. Planning a. (plan) team lesson study researcher, Kurniati as an observer, 1 lecturer Fitri Wulandari as lecture model, 1 lecture from the same program study Seftika. The team now planning of learning courses writing together and followed the - equal's system collaborator and doing tutor peer activities. The team giving each other information and collaborated in designing learning writing. On each planning in designing chapter design 1- 3, of instruction designed differently from open class planning I, II and III.

Table 1 Draft chapter design open class I, II and III.

Open class I	Open class II	Open class III
Pre activity: Lecturers provide video brainstorm in learning	lecturers provide the opportunity to students to see other sources	lecturers used the results of work students as the teaching material through what's up group
While activity: Make group Make an outline of expository text.	Determine 1 tutor each group and reviewed other groups draft of and expository text and presenting it.	Monitor each group and replace 1 tutor who have not collaborated in a group Starting editing process with tutor and group members.
Post activity: Giving assessment directly	Giving a task to review other group work out the class	Giving individual assignment by sharing the data via what's up to edit based on the procedure in writing expository text.

From the table above, the different design chapters in each chapter design that occur in the open class 2 and 3 are adjusted to the results of observation and reflection. This shows that observing and reflecting is very closely related to the design of the next open class design chapter. Related to this also that colleagues are very needed in the planning of making chapter design in lesson study activities. Colleagues in addition to their role in planning also act as observers and jointly reflect learning activities. Therefore, the involvement of colleagues / peer tutors in joint planning and the activities of the study lesson is very effectively carried out in lectures. Because learning planning is made based on the condition of students in the

class directly, so that the efforts of lecturers in making student learning can realize true learning experiences and the achievement of learning objectives well.

b. Implementation (Do)

The first open class was held on April 30, 2019 at 10.00-11.40, in room 8 of the Language building. Learning begins with the provision of motivation by the model lecturer as a way to cultivate a positive attitude. Then the lecturer gives a brainstorm by playing a learning video that brings students to the topic that will be delivered namely about the procedure of writing expository texts. At this first meeting more focused on the ability to create an expository text outline.

From the results of the implementation of the open class I, II, there were 5 students who were not focused on learning during class because there were those who focused on their gadgets and some who were unable to collaborate with their groups. However, in the open class III meeting all students can experience learning. This can be seen from the results of observation and reflection at the end of each open class. The lesson study team that designed the chapter design was adjusted to the conditions of the students. So that in every chapter design, there are lecturers' efforts in providing learning experiences for their students. In other words, good learning planning and done together and adapted to the conditions of students is very effective in implementing good learning activities.

c. Reflection (see)

Observations were made by 2 observers from the beginning to the end of learning. Observation activities are guided with observation sheets and are more directed at student responses and activities in class. Reflection was conducted after implemented open class cycles 1, 2 and 3.

The first cycle planning chapter design carried out on April 26, 2019. And do the first open class and reflection on April 30, 2019. From the above observation results, the model lecturer can carry out learning in accordance with the design chapter that has been jointly designed. Students can take part in learning with and experience the learning process. Planning or making chapter design carried out on May 14, 2019. And do the second open class and reflection on May 15, 2019 and the result in the 2nd cycle of reflection, the lecturer feels the difference in teaching after following the structured steps in the design chapter that has been designed together. And lecturers also feel that it is very difficult to detect students who are not learning if without the help of an observer.

Observer 1 and 2 find the same students in the first open class who lack focus in learning because of the gadget. So the observer gives suggestions for the next meeting to better monitor the use of the wrong gadget on students. In addition, the observer gave a suggestion that for the same students who were found unable to work in groups, for the next meeting the students were given separate tasks so that they could focus on experiencing the learning process with their groups.

From the results of the second open class observations, there are several important notes that were found, namely:
1) Finding 1 group that must be changed by the tutor because in the group the selected tutor has the same understanding ability as the other members.

Planning chapter design carried out on April 26, 2019 for the third cycle. From the results of the 3rd open class observations, students can already work together with their groups with the guidance and assistance of their peer tutors. The focus of students who became attention in the first and second open classes have shown good results. The student is used to putting himself in and doing his work in the group well

To know the result of implementation peer tutor in lesson study also got the data from teacher model. From the questionnaire was given to lecture model it can be seen that lecture model was happy and enthusiastic in designing or make chapter design with a peer tutor in lesson study activity. Lecture model has gotten lots of benefits in implementing peer tutor. Such as learning process organized, and exploited critical idea. can stringed was model so tutor age in the good idea can adopt from lesson study activities were lecture model was feels assisted in digging was, from and get many of other information and listening in making chapter design the next meeting because chapter design organize from the observation and reflection result.

The result of questionnaire an observer 2 the other lecture as observer feel excited because have the opportunity to give the evaluation and suggestions in making the next chapter design. And the observer to 2 also felt the benefits of the implementation of a tutor peer was planned in designing of chapter design to implement reflection with a maximum of learning that eases in designing next chapter design. The other benefits are collaborated with the team in anticipation the evidence that can happen during the lesson study.

The data result from students can be explained in the following:

The first questionnaire result that college students felt that writing was interesting, and amazing. This was said by an students because they felt that learning process has given structurally. The next questionnaire result of it can be seen that any formal lecturer in making student learn by (1) make group in class and apply a peers tutoring (2). Give a writing assignment structurally (3). Give additional tasks for who do not understand the material. The next questionnaire result that the students can produce the final wring of expository text. It is relevant to previous study doing by Nuraini (2008) who stated that student response to Peer Tutor Method is positive. Based on student learning outcomes, teacher observation to manage learning, observation of student activity following learning activity and student response. In current research, It shows clearly that the students doing work together with group and also tutor in a group can help the students finished the final writing of expository text.

4. CONCLUSION

The results of research to solve the problems of this research concluded:

- a. After implementing peer tutor in lesson study activities the lecturer model, and other lecturer as observers feel happy and enthusiastic in applying the peer tutor in the lesson study especially when compiling the chapter design I, II and III. Lecture model and other lecture as observer got benefited in implementing peer tutor in the lesson study activities.
 - i) Can make the process of learning to be organized, and can be exploiting an critical idea which can be poured in making the chapter design and the learning process.
 - ii) In planning of chapter design which is able to conduct a reflection of learning maximize to makes it easy in designing next chapter design.
 - iii) Other benefit were it rise collaborative in group in anticipate out of condition in learning process.
- b. The influence the peer tutor in lesson study activities were students feel the learning process given organized and not only process but also the tasks were given structured to help students in understand and reached the purpose of learning easily.

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