

Does Peer Teaching Help Students in Mastering the Present Perfect Tenses?

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Abstract

This study focused on the use of peer teaching technique to improve students' mastery of the present perfect tense. The research method used was a Classroom Action Research (CAR). The research data included the results of the pre-test and post-test regarding the present perfect tense. The data collection techniques used were classroom observation, interviews, pre-test, and post-test. The results of this study showed that the average score of students was 31.2 in pretest, increased from 60.7 in Cycle I to 88.3 in Cycle II. It indicated that the use of peer teaching technique could improve students' understanding in mastering the present perfect tense. This technique can be one of the effective ways for lecturers in teaching tenses especially present perfect tense.

Keywords: *peer, teaching, technique*

INTRODUCTION

English is very important in this digital era. It is used in fields of business, government, education, and other fields. To master English, learners have to be motivated in learning it. However, based on pre-observation, most students in State polytechnic of Bengkalis considered that English is boring and difficult to learn. English lecturers, therefore, work harder to build students' interest and motivate them to learn and practice their English either inside or outside the classroom. Peer teaching is one of the techniques in stimulating students' cognitive and knowledge of the language. Peer teaching can help students to be confident and focused on the material discussed during the learning and teaching process. In this technique, the ability of students who have a better understanding of the materials is empowered, the student teaches the material to his friends who do not understand it, so that all learning completeness is fulfilled. Peer teaching integrates the idea of mastery learning and the use of reinforcement. It also helps students solve their problems together so that the understanding towards the materials can be achieved.¹

Based on the previous reasons, learning present perfect tense using peer teaching technique was conducted. Hopefully, this technique can improve students' grammar mastery, especially present perfect tense. This study aims to determine and improve students' understanding of the present perfect tense materials by using the peer teaching technique. The technique used as a cooperative approach to help students' learning. Through this technique, students are interested in learning tenses especially present perfect tenses.

¹ Hasan, R, *English Process, English Tense: Foreign Learner, Foreign Teacher. In J. Webster (Ed.), Language and Education: Learning and Teaching in Society* (London: Equinox Publishing, 2011), 336–79.

Peer teaching is one of teaching techniques that can make students interested in learning materials. Vygotskij found and located learning is a development of Socio-Cultural Learning Theory supported the active interaction of peers, adults and teachers within the learning process.² Benware and Deci suggested that “Explaining to others could also be more beneficial to the explainer when the material is complex, requiring integration or reorganization, than when the fabric is straightforward or straightforward”.³ From the statements, it had been apparent that the peer pedagogics are often an efficient way of teaching the management concept involving numerical problems and emerging patterns within the decision-making of managers under uncertainties.

According to Bradlow, there are several steps in implementing peer teaching. They are: 1. Distributing a piece of paper to all students. 2. Asking them to write one question about the subject matter being studied in class (for example, a reading assignment) or a special topic that will be discussed in class. 3. Collecting the papers, randomizing the papers then distributing them to each student. 4. Making sure, no students receive the questions that are written by themselves. 5. Asking them to silently read the questions on the paper, then thinking about the answers. 6. Asking students volunteerily to read the questions and answers. 7. After the answers are given, asking other students to add. 8. Continuing with next students.^{4 5}

Peer learning refers to the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher”.⁶ It helps students be confident with their ability and improve their understanding on the materials given. Peer teaching learning model provides opportunities for tutors to acquire new knowledge and skills.⁷ This is possible because by teaching, tutors apply their knowledge to reality so that it will deepen the tutor's insight. In addition, Michelle et al stated that peer teaching is a strategy to fulfill students' need that use cooperative approach. It was found that the strategy can build self- esteem among students. They can see the problems in different way and use friendly words.⁸

² Lev Semenovič Vygotskij and Michael Cole, *Mind in Society: The Development of Higher Psychological Processes*, Nachdr. (Cambridge, Mass.: Harvard Univ. Press, 1981).

³ Carl A Benware and Edward L Deci, “Quality of Learning With an Active Versus Passive Motivational Set,” *American Educational Research Journal* 21, no. 4 (January 1984): 755–65, <https://doi.org/10.3102/00028312021004755>.

⁴ Ann R Bradlow, Nina Kraus, and Erin Hayes, “Speaking Clearly for Children With Learning Disabilities: Sentence Perception in Noise,” *Journal of Speech, Language, and Hearing Research* 46, no. 1 (2003): 80–97.

⁵ Ann R. Bradlow and Tessa Bent, “The Clear Speech Effect for Non-Native Listeners,” *The Journal of the Acoustical Society of America* 112, no. 1 (July 2002): 272–84, <https://doi.org/10.1121/1.1487837>.

⁶ Rose, D and Martin, J. R, *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School* (London: Equinox Publishing, 2012).

⁷ Kristin J. Van Engen et al., “Enhancing Speech Intelligibility: Interactions Among Context, Modality, Speech Style, and Masker,” *Journal of Speech, Language, and Hearing Research* 57, no. 5 (October 2014): 1908–18, <https://doi.org/10.1044/JSLHR-H-13-0076>.

⁸ Michelle MacDonald et al., “Strategies to Optimize Implementation of Novel Preceptorship Models: Peer-Assisted Learning and near-Peer Teaching,” *Currents in Pharmacy Teaching and Learning* 12, no. 8 (August 2020): 945–55, <https://doi.org/10.1016/j.cptl.2020.04.001>.

One of English aspects that can be taught by peer teaching technique is grammar. Grammar is a study of how to arrange words into correct sentences.⁹ Grammar is the way how the word can change the form and combine into a sentence to express ideas, events, or activities¹⁰ and it's also the way how to combine, arrange or change the words to become a good sentence that is appropriate with the rule and have meaning.¹¹ In grammar, there are three main tenses (present, past, and future) and four forms of each of these tenses (simple, progressive, perfect and perfect progressive). One of the tense that is considered quite difficult to learn is present perfect tense. There are two meanings of the use of present perfect tense. They are:¹²

1. Something happened before now and at an unspecified time.
 - a) It expresses an activity that occurred (or didn't occur) before now, at some unspecified time in the past. For examples: I have already eaten dinner.
 - b) It expresses an activity that may be repeated two, several, or more times before now, at unit specified time in the past. For example: She has joined the competition twice.
2. It expressed an activity that began in the past and continues to the present.
For examples : I have know Sinta for five years

The forms of Present perfect tense

Verbal sentence

(+) Affirmative sentence

For subjects : I, you, they

For subjects : he, she, it

S + has + V3

Examples:

I have finished my work

He has eaten lunch

(-) Negative sentences

For subjects : I, you, we, they

S + have + not + V3

For subjects : he, she, it

S + has + not V3

⁹ Chi-Jen Lin et al., "Facilitating EFL Students' English Grammar Learning Performance and Behaviors: A Contextual Gaming Approach," *Computers & Education* 152 (July 2020): 103876, <https://doi.org/10.1016/j.compedu.2020.103876>.

¹⁰ Khatere Zohrabi and Farzane Ehsani, "The Role of Implicit & Explicit Corrective Feedback in Persian-Speaking EFL Learners' Awareness of and Accuracy in English Grammar," *Procedia - Social and Behavioral Sciences* 98 (May 2014): 2018–24, <https://doi.org/10.1016/j.sbspro.2014.03.637>.

¹¹ Dana R. Ferris, "The 'Grammar Correction' Debate in L2 Writing: Where Are We, and Where Do We Go from Here? (And What Do We Do in the Meantime ...?)," *Journal of Second Language Writing* 13, no. 1 (March 2004): 49–62, <https://doi.org/10.1016/j.jslw.2004.04.005>.

¹² Azar, B.S and Hagen, S.A, *Understanding and Using English Grammar*, Second Edition (New York: Pearson Education, 2006).

Examples:

She has not eaten lunch

They have not cleaned their bedroom

Constractions :

I have not : I haven't

She has not : She hasn't

They have not : They haven't

(?) Interrogative sentences

For subjects : I, you, they, we

Have + S + not

For subject : he, she, it

Has + S + not

Examples:

Have you finished your work?

(-) Negative sentences

For subjects: I, you, they, we

S + have + not been + Non verb

For subjects : she, he, it

S + has + not + been + Nonverb

Examples:

She hasn't been busy lately

I haven't here since morning

(?) Interrogative sentences

For subjects: I, you, they, we

Have + S + been + Nonverb ?

For subjects: she, he, it

Has + S + been + Nonverb Non verb?

Examples:

Has she been busy lately?

Have you been here since morning?

Has she eaten lunch?

Answers for interrogative sentences

Yes, I have No, I haven't

Yes, you have No, you haven't

Yes, we have No, we haven't

Yes, they have	No, they haven't
Yes, he has	No, he hasn't
Yes, she has	No, she hasn't
Yes, it has	No, it hasn't

Nominal sentences

(+) Affirmative sentences

S + have + been + Non verb + V3

For subjects : he, she, it

S + has + been + Non verb + V3

Examples:

I have been here since morning

She has been very busy lately

METHOD

In this research, Classroom Action Research was used. There were four stages would be done namely: planning, action, observing, and reflecting. The researcher collaborated with the other lecturers who teach in English Study Program of State Polytechnic of Bengkalis.

Data Collection Techniques

Data collection techniques used in this study were observation, interviews, field notes, pre-test and post-test.

1. Observation

In this step, the researcher who was a person who implemented peer teaching technique in the teaching and learning process, and the other lecturers who were as the collaborators observed students' understanding, participation and activities in the teaching and learning process.

2. Interview

To support researcher's analysis on the data obtained from other data collection techniques, the interview was carry out in order to get information from students about their perspective on teaching and learning process especially in present perfect tenses.

3. Pre-test and Post-test

The pretest was given before applying the peer teaching while the posttest was carried out after the peer teaching applied.

Data Analyzing Technique

The data were analyzed into:

a. Analyzing Quantitative Data

Descriptive statistics technique was used after the scores was obtained from pre-test and post-test. It was done to answer whether there was difference between students' present perfect tense mastery before and after the treatment.

The mean of the pre-test and post-test was calculated with the following formulas:

$$\bar{X} = X/N$$

$$\bar{Y} = Y/N$$

Where :

\bar{X} = means of pre-test scores

\bar{Y} = means of posttest scores

N = the number of samples

b. Analyzing Qualitative Data

To analyze the qualitative data, there was a model used. The model includes four different processes. They are data collection, data reduction, data display and conclusion drawing and verification.¹³

FINDINGS AND DISCUSSIONS

Peer Teaching Technique

The students were given simple to complex exercises in order they understand more easily about new meanings and structures in present perfect tense. In this study, the present perfect tense was taught to the students using Peer Teaching technique. This technique can help them understand the patterns in the present perfect tense because it can stimulate them to explore what they know to the other students. The researcher took samples of the second semester students of D4 Network Security System Study Program of State Polytechnic of Bengkalis who have been taking English II. On the March 1st, 2021, the students have started to have offline learning after they had long online learning due to Pandemic Covid-19.

In this CAR technique, two ways of cycles were conducted. Each cycle consisted of two meetings. This cycle contains four components, namely Planning, Action, Observation, and Reflection.

1. Planning

In this stage, several plans were made. Firstly, there was discussion among the researcher and the observers what procedure would be done. Then the activities for teaching and learning were arranged, such as: preparing lesson plans based on indicators, preparing materials and topics, choosing the Peer Teaching used in teaching present perfect tense, preparing media to support the teaching and learning process, preparing a form of observation, and then preparing a test form.

¹³ Lisa Y.W. Tang et al., "Examining Visible Articulatory Features in Clear and Plain Speech," *Speech Communication* 75 (December 2015): 1–13, <https://doi.org/10.1016/j.specom.2015.09.008>.

2. Action

a. Pretest

Before implementing Peer Teaching by giving a test to determine their knowledge of the simple present tense, the pretest was given at the beginning of the teaching and learning. It consisted of 15 questions about the present perfect tense.

b. Treatment

Based on presentation, practice and production techniques, the treatments were held twice a week for two weeks. They were used as follows:

- 1) The researcher explained about the present perfect tense and the formulas.
- 2) She implemented peer teaching technique.
- 3) She distributed a piece of paper to all students.
- 4) She asked them to write one question about present perfect being studied in class.
- 5) She collected the papers, she randomized the papers then distributed them to each student.
- 6) She asked them to silently read the questions on the paper, then thought about the answers.
- 7) She asked students voluntarily to read the questions and answer.
- 8) After the answers were given, other students were asked to add.
- 9) She continued to next volunteer students who wanted to answer the students' questions.

c. Post test

The purpose of giving a post test is to determine the student's ability to understand the present perfect tense which was taught using peer teaching technique. It was given at the last meeting of this research.

3. Observation

In this part, all activities that occurred in class were written and observed by the researcher and the observers. The field notes were used to support the data. It was about the condition of the class and the students.

4. Reflection

The reflection was done to process data that researchers got when making observations. Evaluation was required to conduct the next cycle that was achieved. It need collaborations among the researcher and the observers to get some informations about what they researched.

The observation was done to determine the level of students' understanding toward present perfect tense through Classroom Action Research (CAR). The observation was done on Tuesday 10th of March 2021 starting from 8.00-11.00 am where there were 23 students. Based on the observation, it was known that in teaching present perfect tense in second semester students of of D4 Network Security System Study Program of State Polytechnic of Bengkalis in the 2020/2021 academic year, learning tended to be teacher- centered. This made the students' bored. When the

lecturer implemented peer teaching in teaching the present perfect tense, the students enjoyed learning the materials. They were motivated and got new experiences in learning tenses. Besides, the students were given chances to be involved in teaching and learning process.

Interview Result

The researcher asked some questions to students about their difficulties in learning grammar especially tenses and also teaching techniques. Most students said they liked English grammar but it was quite difficult to memorize the materials because learning grammar especially tenses was full of rules and forms that must be mastered.

The Pretest Result

Before implementing peer teaching, the pre test was carried out. The pre-test was done to find out how good the second semester students understood the present perfect tense materials. This test consisted of 15 questions. The students were asked to fill the blanks in the present perfect sentences. The average score obtained from this test was 31.2. It can be concluded that the level third semester students' understanding on present perfect tense was still low.

The Posttest Result

The post test was given after implementing peer teaching technique. The same number of questions and form of fill the blank test but different sentences were given. The results of the data obtained showed that the average score of the posttest in Cycle I was 60.7 and Cycle II was 88.2. Based on these results, it can be seen that the understanding of the second semester students of D4 Network Security System Study Program after implementing peer teaching technique increased from cycle I (60.7) to Cycle II (88.2).

The Mean Scores of the test

Pre-test	: 31.2
Post-test cycle 1	: 60.7
Post-test cycle 2	: 88.2

CONCLUSION

Peer teaching technique can be used as an alternative technique in the process of teaching present perfect tense can help students improve their understanding and mastery of present perfect tense. It also creates friendly atmosphere of teaching and learning process. The increase of average score of students' understanding toward the present perfect tense material was known through the results of the post test scores given before the end of the lesson which was 31.2 in pretest, increased from to 60.7 in Cycle I to 88.2 in Cycle II. From the result of this research, it is suggested that the peer teaching technique can be used in teaching and learning process of present perfect tense. It helps lecturers and students to create friendly atmosphere in learning present perfect tense. Therefore, the students' understanding on the materials and the students' achievement can be improved.

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