

## The implementation of peer tutoring through lesson study to develop learners' collaborative and communicative skills

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### **Abstract**

*The purpose of this study is to investigate the implementation of peer tutoring through lesson study in developing candidate English teachers' collaborative and communicative skills. The sample of this study was 22 third-semester students who joined the speaking for professional contexts course. In order to gather the data, three steps (plan, see, and do) were applied. The first is having a discussion with the teacher and the headmaster to analyse the students' needs, the current situation of the teaching strategies, and problems or challenges in the classroom. Second, observation of three learning sessions with the implementation of peer tutoring through lesson study. It covers observation notes, reflections, and video recordings. Then, the data were analysed descriptively. The result showed that the students had made progress in developing collaborative and communicative skills, improved trusting relationships and supportive behaviours among classmates, and developed confidence in expressing themselves, representing themselves, and accepting other opinions while speaking.*

**Keywords:** *peer tutoring; speaking; collaboration; communicative; lesson study*

### **INTRODUCTION**

In this era, we are familiar with the term 4Cs (Critical thinking, creative, collaborative, and communicative skills). These 4Cs should be developed among students the current century. Some research focused on the communicative skill development for students such as (Fadilah et al., 2020; Khambayat, 2017; Yusuf & Adeoye, 2012). They focused on the four core elements of communication skills for students such as including listening, speaking, reading and writing skills in order to get an edge up in the competition for work, job, and social interaction. Moreover, Yusuf and Adeoye (2012), teachers should use an integrated skills approach when teaching communication skills because these skills often occur together in real life and should also be linked together in the classroom. Furthermore, some teaching activities can be applied to explore the students' verbal communicative skills such as watching film, offer group presentation and assignment, critical thinking exercises (Abdikarimova et al., 2021). Meanwhile, Anggeraini (2018) stated some activities can be used for develop learners' speaking skill such as digital storytelling, podcast, clipped students, conversation analysis from YouTube, apposite arguments, and

PowToon.

There are some studies about lesson studies in developing learners' collaborative skills such as (Aimah et al., 2018; Pasongli et al., 2021; Triyanto, 2016). The results indicated that the lesson study in teaching and learning improved the students' collaborative skills. Moreover, LS offers opportunity to improve the quality of learning which focus on teamwork and student achievement (Winaryati et al., 2022). Furthermore, Nashruddin and Nurrachman (2016) argued that lesson study as a school project allowed many people working together to the learning and teaching process (teachers, headmaster, students) and those who do not relate to it directly (parents, experts) for better learning outcomes. Then, lesson study is a professional development strategy that invites collaboration among a group of teachers, experts, headmaster, and students and works together towards a jointly prepared research lesson (Coskun, 2017).

Learning design using peer tutoring was carried out from lesson learned from lesson study program that was using the story method carried out in elementary school on July to August 2023 with 3 cycles in the school. Before implementation at campus, first together with the team, analyze the students' needs and problems faced by the students in speaking class, carry out learning activities such as discussing the teaching modules, activities, preparing the media that will be used. Peer tutoring as one of alternative solutions to build learning interaction among students in the classroom because of some reasons. First, teachers applied peer tutoring, cooperative learning, and collaborative teaching as strategies in teaching and learning process for reducing anti-social behavior of schooling adolescents (Eskay et al., 2012). Second, Kohlmeyer and Manohar (2020) noted that peer tutors provide verbal validation and eliminate the sense of authority between students as tutor and student and on the other hand, students find tutoring sessions more effective when tutors better understand their preferred tutoring style. Third, Carrol (2018) peer tutors activity give students more time to collaborate with their peers and practice their presentations and minimize their fear of public speaking. This study aimed at investigating how the implementation of peer tutoring through lesson study in developing third semester students' collaborative and communicative skills.

## **METHOD**

The research method used in this study is classroom action research through lesson study that involves a series of steps that include design plan, do, and see by reflecting and evaluation on the learning of a lesson. Data was collected through observation and document analysis were used to gather the data. Observations are carried out during the learning process to monitor the implementation of teaching strategies and student responses. Documents such as lesson plans and evaluation results were also analyzed to support the findings. The learning activities through the lesson study stages with some steps. The first, having discussion with the lecturers to analyze the students' needs after having experience from school, the current situation, problems, challenges faced by third semester students of English education study program, Universitas Baturaja

in the classroom. Second, observation of three learning sessions with the implementation of peer tutoring through lesson study. It covers observation notes/reflections, and video recordings. The data were analyzed descriptively as the reflection after the implementation.

## **RESULTS AND DISCUSSION**

### **The implementation of peer tutoring**

This research underwent two steps. They are the plan step and the do step. In the plan step, learning activities such as creating teaching modules, creating stories, and creating the media that will be used—which has already been created by model teachers for three cycles of peer tutoring—are discussed with the team before any learning activities are carried out in the classroom. Next, as seen in the images below, peer tutoring was put into practice named the do step.

Picture 1. The students were divided into 5 groups



Picture 1 presented that students work in a group to discuss the answer of questions about the video that had been watched together. They work together to find the answer. Then, the lecturer asked selected member of every group to answer the questions and then invited other whether they had the same answer or not about the questions. From the observation, the students can answer without fear and deliver their opinion even though some of them still have mistaken in pronouncing the words, and look nervous in cycle 1 but in the cycle 2 and 3, they showed good progress, more confident in presentation. The peer tutor led the member of the group to perform better. It built learning collaboratively and team work to show the best performance together. This result is in line with the finding from (Pasongli et al., 2021; Triyanto, 2016).

Picture 2 Peer Tutoring before presentation



Picture 3 The peer tutor paid attention to their team and give suggestion for better presentation



Picture 4 The peer tutor listened to the team performance



Picture 2, 3, 4 described the peer tutor was leading the member of the group to practice before the performance. She corrected the mistake made by the member. They looked happy while practicing with peer tutor.

Picture 5 Group presentation



Picture 5 described the group presentation; every member of group must present and participate actively during the discussion. After the presentation, students did self-evaluation by explaining what they felt before and after the presentation. Then, the other students (audiences) deliver comment and suggestion the member of group presentation. From the observation, the result indicated that by implementing the peer tutoring through lesson study can build the caring community, learn together, and the best performance together, develop self-confident in public speaking. This result is supported by the finding from (Corral, 2018; Mellados et al., 2017).

## **CONCLUSION**

After the implementation of peer tutoring through lesson study, it can be identified that the students had made progress in developing collaborative and communicative skills and improved trusting relationships and supportive behaviors among classmates; confidence in expressing themselves, representing and accepting other opinions; and their willingness to give and receive help during speaking class; and look for alternatives to resolve learning problems. To sum up, peer tutoring through lesson study builds caring community among students. It leads students to become collaborative human beings in the future who can appreciate the strengths and accept the weaknesses of others, are able to take appropriate roles and actively contribute to solving problems together.

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