

## **The Implementation of Peer Teaching Technique in English Teaching at The Eight Grades of Junior High School in Pallangga Gowa**

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### **Abstract**

*The research used a qualitative method which used descriptive research. The sample consisted of 5 students from the eighth grade of Junior High School at SMPN 5 Pallangga. The data on the implementation of peer teaching techniques were analyzed by using observation and interviews. It aims to investigate the implementation of peer teaching techniques for the students and to explore the advantages and disadvantages of peer teaching for the students. The result of this research showed that the students have a good perception of peer teaching. It can be seen from good based on observations and interviews that have been obtained by the researcher that the students as the peer teacher of English teaching have a good perception of peer teaching. They like to teach by using peer teaching. They like the enjoyable situation of the class on peer teaching. They can also keep good communication with students on peer teaching. The students consider that there are many advantages of peer teaching such as it can increase the teaching experience, the students are more spirited to teach, the students are more confident to teach, it can increase student learning motivation, and it can train the communication skills. So, it can be concluded that the students on peer teaching in English teaching at the eighth grade of junior high school are known good.*

**Keywords:** *Implementation, Teaching, Peer Teaching.*

### **INTRODUCTION**

Teachers have a crucial role in the achievement of educational objectives. Namunga (2012) asserts that teachers set up the activity using their own knowledge, abilities, attitudes, and practice, and that student learning achievement greatly depends on the teachers' preparedness.

Peer teaching is when one student instructs another student; the student first receives instruction from a teacher and then imparts that knowledge to the other student through one-on-one lessons. Al-Qady (2013) asserts that depending on the clarity and depth of the educational content, a peer teaching technique can be useful for lesson planning, lesson demonstration, and educational content analysis. A variety of teaching strategies have been reported by researchers to improve the effectiveness of the teaching and learning process and boost students' capacity as teachers.

Samsa (2021) did a study with the working title "Divide and Conquer: A Simple, Modern Technique for Collaborative Small Group Learning with Reciprocal Peer Teaching". The paper discusses how peer teaching and cooperative group learning are effective active learning strategies. Since not all technique and media have the implementation of peer teaching technique in English Teaching at the eighth grade of Junior High School. Consequently, this study's goal is to examine how the peer-teaching technique is used and to explore the advantages and the disadvantages of peer teaching in English Teaching to get the students response regarding the technique of peer teaching in the classroom, and the research hope by conducting this research can help and be useful for other students event teachers, and lectures about the issues of peer teaching in the English Classroom. So, English learning goals can be achieved better than before, and this research may gradually enable and empower the teacher and students to understand, interact, and communicate more in a classroom situation. Finally, the research was carried out this research under the title: "The implementation of peer teaching technique in English Teaching at the eighth grade of Junior High School in Pallangga Gowa".

## **LITERATURE REVIEW**

### **Definition of Teaching**

Teaching is a type of interpersonal influence that seeks to modify another person's potential conduct, according to Ryans (1962). I agree about the statement. I have same opinion with him. The result of teaching applies a relatively eternal change in the behavior or knowledge of the outcome of the experience.

### **Types of Teaching**

Oke (2020) asserts that there are several forms of instruction that fall into three general categories. These include learner-centered, content-focused, teacher-centered, and interactive/participative methods.

- a. Instructor- and teacher-centered approaches
- b. Learner-Centric Approaches
- c. Methods That Focus on Content
- d. Interactive and participatory techniques

### **Teaching Competencies**

- a. Subject Matter Knowledge. According to Asrial (2019) "An effective early childhood, elementary, middle, or secondary school teacher demonstrates knowledge in all areas of early childhood, elementary, reading, middle, or secondary school education, including literature and the language arts, mathematics, science, social studies, and the arts (based on the Massachusetts Curriculum Frameworks)".
- b. Communication Skills, according to Deep (2020) use language that is considerate of students' ages, developmental stages, genders, ethnicities, linguistic backgrounds, socioeconomic statuses, as well as their individual learning preferences and needs, a successful teacher will: interacts with families, co-workers, and students.
- c. Instructional Practice, according to Adedigba (2020) The effective teacher is knowledgeable about guiding concepts for curriculum and instruction, including approaches for integrating

special education students into regular classrooms and for developing and carrying out individualized education programs (IEPs).

- d. Evaluation. The effective teacher: develops and employs a variety of evaluation techniques to gauge student learning; assesses his or her own methods of instruction and makes use of the findings to enhance students' learning.
- e. Resolving issues. The effective teacher: fosters students' analytical and creative thinking abilities; engages in critical thought about teaching and learning.
- f. Equity. The effective teacher: Treats all students fairly and responsibly; understands how both western and non-western civilizations have influenced modern American society, and makes use of this knowledge to construct effective teaching methods.
- g. Professionalism. Recognizes his or her responsibility under the law and morality; Picks up knowledge from experience and supervision; Recognizes how societal issues might negatively impact student learning and employs suitable techniques to deal with them.

### **The Meaning of Peer Teaching**

Peer teaching, as defined by Mangope (2014), "is the process by which a capable student teaches a skill or concept to one or more students in the same grade level with little preparation and under the guidance of the teacher".

### **Characteristics of Peer Teaching**

According to Whitman (1988) A second definition of peer teaching emphasizes the relationship between the students rather than their age, status, or level of expertise in order to determine peers. Where peers interact during learning, there is often a difference in both the participants' cognitive and emotive approaches to the process.

### **The Advantage and The Disadvantages of Peer Teaching**

According to Benedetti (2022) Peer teaching has some advantages, they were as follow:

- a. Learning takes place across domains.
- b. Excellent transferability—any lesson can employ this teaching approach.
- c. Students receive additional feedback as Students get additional feedback because they are working with a tutor to reinforce concepts. Particular development in the affective, psychomotor, and cognitive areas.
- d. Tutors receive some instruction in the classroom; the communication and teaching techniques students utilize here can serve as experience for the future.
- e. Students start to rely less on the teacher and more on their tutor.
- f. It gives students a voice in the lesson and keeps them in command if they have a task to fulfill.
- g. A student might pay more attention to their pals than to their teacher.

According to Gamlath (2022) Peer teaching has some disadvantages, they were as follow:

- a. The Limited students who can be trained in one particular period.
- b. The training activities must always be directly controlled to maintain quality.
- c. It requires a relatively long time.

## **METHOD**

### **Research Design**

The method uses qualitative method which aims to know the implementation of peer teaching in English teaching. According to Hansen (2008) Through the use of a naturalistic methodology, qualitative research seeks to comprehend phenomena in contexts that are unique to each study, Instances like "real-world settings where the researcher makes no attempt to manipulate the phenomenon of interest" This approach is descriptive to describe how the implementation of peer teaching in English teaching.

### **Research Instrument**

#### **a. Observation**

According to Kelliher (2022): (1) Observer-reported descriptions of what they saw or heard during the study, and (2) Observer-reported reflections, which records the researcher's feelings and experiences while conducting the observation session. Additionally, it seeks to observe how the participants actually act.

#### **b. Interview**

According to Naz (2022), the researcher, the interview will take the form of a structured interview, which contains a predetermined set of questions that elicits the same information from the respondents. It contains questions about the implementation of peer teaching in English Teaching.

### **Technique of Data Analysis**

To analyze the data, the researcher used descriptive analysis based on Miles as cited in Ridder (2014) as follows:

- a. Data collection: the procedure of gathering dates.
- b. Data reduction is the process of narrowing down, streamlining, transforming and abstracting the 'raw' data in field notes. Any project with a qualitative focus undergoes ongoing data reduction.
- c. Data Display: Data Display: The third main flow of analysis activity is data display. A 'display' is a planned collection of facts that enables inference and decision-making. Narrative language has historically been the most popular method of displaying qualitative data.
- d. Conclusion Drawing/Verification: Drawing and verifying conclusions is the fourth stream of analysis activity. The qualitative analyst begins to make meaning of the data as soon as it is collected, noticing regularities, patterns, explanations, potential configurations, causal flows, and propositions. Conclusions might not surface until after data gathering is complete.

## **FINDINGS**

### **The implementation of peer teaching technique for the students**

The researcher has completed the observation sheet and interviewed students of the eight grade of junior high school to find out the implementation of peer teaching technique for the students that is focus on the situation of the class, the special step, and the material on peer teaching.

There are 5 students on the result of the observation sheet. They are PC, AM, SE, AG, and NQ. The result of the observation sheet found below:

First is student PC. There are 12 points of the observation sheet.

- a. Clear explanations of the lesson's objectives and instructional activities are provided by the peer instructor. The result of the observation sheet is yes because peer teacher explain the purpose of material clearly and the students understand easily.
- b. Peer teachers use real-world examples and pictures to make the subject matter clear. The result of the observation sheet is yes because peer teacher give the concrete examples to relate the material.
- c. Peer teacher uses a variety of activities to ensure all students are engaged. The result of the observation sheet is yes because peer teacher uses to ensure all students in class.
- d. Peer teacher challenges students to think analytically. The result of the observation sheet is no because peer teacher explain the material simply.
- e. Peer teacher uses activities in class to determine whether students understand material. The result of the observation sheet is yes because peer teacher uses clear and simple language, then repeat again the material for students.
- f. Peer teacher fosters student-to-student interaction. The result of the observation sheet is yes because peer teacher develops the cooperation between the students group.
- g. Peer teacher links new material to previously learned concepts. The result of the observation sheet is yes because peer teacher connects the new material with the previous material.
- h. Peer teacher uses visuals and handouts where appropriate to accompany verbal presentation. The result of the observation sheet is yes because peer teacher explains the material by adjusting the situation and circumstances in the class.
- i. Peer teacher requires students to be active (e.g., completing a task, applying concepts, or engaging in discussion). The result of the observation sheet is yes because peer teacher gives the evaluation. It is the assignment or question about the material.
- j. Students are comfortable asking questions. The result of the observation sheet is yes because the students are active. They don't feel shy to ask about the material.
- k. Students actively participate in class activities and discussion. The result of the observation sheet is yes because the students are happy and active in group discussion.
- l. Students are able to connect course material to other relevant topics. The result of the observation sheet is no because the students are just focus on the material by the peer teacher.

Second is student AM. There are 12 points of the observation sheet.

- a. The result of the observation sheet is yes because peer teacher exposes the purpose of material previously.
- b. The result of the observation sheet is yes because peer teacher provides the students examples or illustrations clearly so that the students understand.
- c. The result of the observation sheet is yes because peer teacher uses a variety of ways to make students participate in class actively.
- d. The result of the observation sheet is no because peer teacher is focus to explain the material simply.
- e. The result of the observation sheet is yes because peer teacher sometimes asks the question to know the students understanding.

- f. The result of the observation sheet is yes because peer teacher can produce the students work with each other.
- g. The result of the observation sheet is no because peer teacher is focus on the new material.
- h. The result of the observation sheet is yes because peer teacher can adapt by the situation in the class.
- i. The result of the observation sheet is yes because peer teacher gives the assignments to relate the material.
- j. The result of the observation sheet is yes because the students are relax and more comfortable to ask the peer teacher.
- k. The result of the observation sheet is yes because the students are active in group discussion.
- l. The result of the observation sheet is yes because the students are sometimes connect the material with the relevant material.

Third is student SE. There are 12 points of the observation sheet.

- a. The result of the observation sheet is yes because first of all, peer teacher explains the purpose of material.
- b. The result of the observation sheet is yes because peer teacher gives the examples then to describe the suitable material.
- c. The result of the observation sheet is no because peer teacher reiterates the material in the same way.
- d. The result of the observation sheet is yes because peer teacher sometimes offers the point of material to make the students to think analytically.
- e. The result of the observation sheet is yes because peer teacher usually uses question and answer session to know the ability of the students.
- f. The result of the observation sheet is no because peer teacher is more dominant to explain the material and then the students just listen it.
- g. The result of the observation sheet is yes because peer teacher hooks the new material with the previous material.
- h. The result of the observation sheet is yes because peer teacher can adapt in the class.
- i. The result of the observation sheet is yes because peer teacher gives the evaluation material to know the students ability.
- j. The result of the observation sheet is yes because the students are active in Q and A session.
- k. The result of the observation sheet is no because the students are focus on the peer teacher than discussion.
- l. The result of the observation sheet is yes because the students connect the material with other topic.

Fourth is student AG. There are 12 points of the observation sheet.

- a. The result of the observation sheet is yes because peer teacher explains the purpose of material.
- b. The result of the observation sheet is yes because peer teacher shows the concrete examples.
- c. The result of the observation sheet is no because peer teacher repeats again the material to make the students understand it .

- d. The result of the observation sheet is no because peer teacher conveys the material in the simple language.
- e. The result of the observation sheet is yes because peer teacher asks again about the material.
- f. The result of the observation sheet is yes because peer teacher can motivate the students to work in group.
- g. The result of the observation sheet is yes because peer teacher connects the previous material with the new material.
- h. The result of the observation sheet is yes because peer teacher can adjust with the situation in the class.
- i. The result of the observation sheet is yes because peer teacher gives the assignment.
- j. The result of the observation sheet is yes because the students are happy and relax to ask the material.
- k. The result of the observation sheet is yes because the students are active in group discussion.
- l. The result of the observation sheet is no because the students are just focus on the material.

Fifth is student NQ. There are 12 points of the observation sheet.

- a. The result of the observation sheet is yes because peer teacher exposes the purpose of material.
- b. The result of the observation sheet is yes because peer teacher gives the concrete examples to the students understanding.
- c. The result of the observation sheet is yes because peer teacher uses all of manner to make the students understand easily.
- d. The result of the observation sheet is no because peer teacher is focus to use the simple sentence.
- e. The result of the observation sheet is no because peer teacher is focus to the result of the assignment.
- f. The result of the observation sheet is yes because peer teacher is more dominant to expose the material.
- g. The result of the observation sheet is yes because peer teacher links the previous material with the new material.
- h. The result of the observation sheet is yes because peer teacher can adapt of the class situation.
- i. The result of the observation sheet is yes because peer teacher also participates in discussion.
- j. The result of the observation sheet is yes because the students are confident in Q and A session.
- k. The result of the observation sheet is yes because the students are very active in discussion.
- l. The result of the observation sheet is yes because the students hook the material with other topic.

Fox (2008) said that interviewing is conversational practice where knowledge is produced through the interaction between an interviewer and an interviewee or a group of interviewees. This study requires hands-on participation from the participants and flexible interviewing methods. Therefore, an open guided interview is used in this study. The interview's findings revealed that people's perceptions are:

*1. The first question: how are the situation of the class when you teach your peer by using peer teaching?*

Here is the transcript of student A and B;

Student A (PC)

“I feel enjoyable when i am peer teaching, the situation of the class is relax and the student can know the material easily.”

Student B (AM)

Student B, who concurred with this assertion, said “i really enjoy to teach by using peer teaching because the situation of the class is quiet and relax”

According to the interview's findings, it can be concluded that some students said that the situation of the class when peer teaching is enjoyable and quiet.

Here is the transcript of student C;

Student C (SE)

“I think some friends are noisy when i teach with peer teaching but they are active in learning process.”

It can be concluded that one student said that the situation of the class when peer teaching is noisy but student is active in learning process.

Here is the transcript of student D;

Student D (AG)

“When peer teaching, there are some students are noisy and they are passive in learning process.”

It can be concluded that one student said about the situation of the class when peer teaching is noisy and passive in learning process.

Here is the transcript of student E;

Student E (NQ)

“Generally, some students are more serious to pay attention the material. They really grasp the material calmly.”

It can be concluded that one student said that the situation of the class when peer teaching is serious and calm in learning process.

*2. The second question : what are the special step on peer teaching?*

Here is the transcript of A and B;

Student A (PC)

“firstly, i prepare the creative lesson plan before teach. Then i have to master the material because it makes me confident to teach.”

Student B (AM)

This statement also is supported by student B who said “i have to make the good lesson plan and master the material. it help me to explain the material clearly.”



It can be concluded that some students said about the special step of peer teaching is about prepare the creative lesson plan and the material. Then mastering them.

Here is the transcript of student C and D;

Student C (SE)

“I have to keep the interaction with my students correctly. I have to know and understand the different characteristic by the students”.

Student D (AG)

This statement also is supported by student G who said “i have to communicate with the students well. It help them to understand my material easily.”

It can be concluded that some students said about the special step of peer teaching is about keep the good communication with the students.

Here is the transcript of student E;

Student E (NQ)

“Management time is one of the important step when peer teaching. I always manage the time with my peer. It is so important on peer teaching.”

It can be concluded that one student said about the special step of peer teaching is management time.

### 3. The Third Question : What is the difficulty that you find on peer teaching?

Here is the transcript of student A, B, and C;

Student A (PC)

“I think that one of the difficulty on peer teaching is the lack of teaching experience. It make students to feel nervous when peer teaching”

Student B (AM)

This statement also is supported by student B who said “I am too nervous when peer teaching. Because it is the first teaching for me”

Student C (SE)

Student C said that “I feel nervous, maybe i do not have experience on teaching.”

It can be concluded that one of the students said about the difficulty on peer teaching is the lack of teaching experience.

Here is the transcript of student D and E;

Student D (AG)

“I am difficulty to manage time when peer teaching. Because i really enjoy to teach. It makes me forget the time.”

Student E (NQ)

This statement also is supported by student E who said “I feel difficult to manage time with my peer”.

It can be concluded that some students said about the difficulty on peer teaching is the lack of management time.

*4. The fourth question : what is your opinion about the material on peer teaching?*

Here is the transcript of student A, B, and C;

Student A (PC)

“There are three levels of the students ability to receive the material during peer teaching. They are slow, standard, and fast understanding”

Student B (AM)

This statement also is supported by student B who said “There are three levels of the students receive the material. The First is slow understanding, some student receive the material slowly. Second is standard understanding. Some student have standard ability to receive the material. The last is fast understanding. Some student receive the material quickly”.

Student C (SE)

Student C said that “There are three kinds of the students catch the material during peer teaching. They are slow, standard, and fast understanding. They can be seen by how their respond and feedback about the material.”

It can be concluded that Some students said about to receive the material was slow, standard, and fast understanding. The First is slow understanding, some student receive the material slowly. It can be seen by how their respond and feedback about the material. Second is standard understanding. Some students have standard ability to receive the material. The last is fast understanding. Some students receive the material quickly. They can be seen by how their respond and feedback about the material.

Here is the transcript of student D and E;

Student D (AG)

“There are two levels of the students ability to receive the lesson during peer teaching. They are passive and active in learning process.”

Student E (NQ)

This statement also is supported by student E who said “Firstly is passive in learning process. Some student are passive during peer teaching. They are too silent in the class. Secondly is active in learning process. Some student are active during peer teaching. They usually active to talk about the material in the class.”

It can be concluded that Some students said about the student's ability to receive the material was passive and active in learning process. Firstly is passive in learning process. Some students are passive during peer teaching. They are too silent in the class. They do not respond the material well. Secondly is active in learning process. Some students are active during peer teaching. They always respond the material well. They usually active to talk about the material in the class.

**The advantages and the disadvantages of peer teaching technique for the students**

*1. The fifth question : what kind of the advantages of peer teaching?*

Here is the transcript of student A and B ;

Student A (PC)

“I am happy to practice English teaching because it make me enjoyable in class”

Student B (AM)

Student D said that “My friends are happy when i teach in from of them”.

It can be concluded that Some students said about the kind of advantages of peer teaching made them to felt happy in the class.

Here is the transcript of student C;  
Student C (SE)

“I think that I get the teaching experience on peer teaching”

Based on the result of the interview above, it can be concluded that one student said about the kind of the advantages of peer teaching is to get the experience to be a teacher.

Here is the transcript of student D;  
Student D (AG)

“When peer teaching, I feel confident to ask and to answer the material in class.”

It can be concluded that one student said about the kind of the advantages of peer teaching, they feel confident on peer teaching.

Here is the transcript of student E;  
Student E (NQ)

“I think that the advantage of peer teaching is about to make me easy to discuss about the material with my peer.”

It can be concluded that the kind of the advantages of peer teaching, they were easy to discuss with their friend on peer teaching.

## 2. *The sixth question : what kind of the disadvantages of peer teaching?*

Here is the transcript of student A-E;  
Student A (PC)

“When peer teaching, there are some students are noisy and they are passive in learning process.”

Student B (AM)

This statement also is supported by student B who said “There are some classmate don’t pay attention the material, they are too noisy. When i ask them about the material, they don’t know.”

Student C (SE)

Student C also said “Some friend are noisy when peer teaching”

Student D (AG)

Student D also said “one friend is noisy on peer teaching”

Student E (NQ)

Student E also said “I have the friend too noisy when peer teaching”

It can be concluded that the disadvantages of peer teaching, there were few noisy students and passive students.

## **DISCUSSIONS**

### **The Implementation of peer teaching technique for the students**

There are some implementation of peer teaching for the students. The perceptions are explained clearly as follows:

The result of observation is focus on the situation of class, the special step, and the material on peer teaching. First, let's talk about the classroom environment. The objective of the class session and the instructional activities are explained in detail by the peer teacher in the observation sheet. Then, the peer teacher incorporates a range of activities to guarantee that every kid is involved. Students also actively participate in discussions and other activities in class. According to Rokhayani (2017), "It is discovered that during the second period of peer teaching performance, the student instructors are more encouraged to increase classroom engagement". It is evident from their efforts to give clearer and more effective directions.

Secondly is about the special step. Peer teacher clarifies the subject matter with real-world examples and illustrations in the observation sheet. Then, a peer instructor pushes the class to think critically. In order to continue, students must be active (e.g., finish an assignment, apply concepts, or participate in a discussion rather than just listen). According to Panggua (2021), "In the step, set the date, time, place, coach's function, the subject of observation, and so forth.

Thirdly is about the material on peer teaching. In the observation sheet, Activities in class are used by the peer teacher to assess how well the pupils have understood the topic. Next, a peer teacher promotes student interaction. The next step is for the peer teacher to connect the newly learned content to previously understood concepts. Where necessary, handouts and graphics are used to support the verbal presentation. Students feel at ease posing inquiries. Students are able to relate the course material to additional pertinent subjects. Additionally, Panggua (2021) urged students to "Explain one thing you would do precisely the same and one thing you might modify if you were assigned to teach this class again. Afterward, discuss when throughout the lesson the kids were most attentive".

a. The situation of the class during peer teaching

There are four perceptions about the situation of the class during peer teaching as follows:

1) Enjoyable.

There are some student feel enjoyable during peer teaching. Indriani (2016) said that "The advantages of peer teaching are among others, it conveys the easier information because the language is the same, more extroverted difficulty, the relax environment relieves the fear, it strengthens friendship, there is attention to different characteristics, the concepts are easy to understand, and students are interested to be responsible and to develop creativity".

2) Noisy but active

There are some student feel the situation of the class are noisy but they are noisy about the material on peer teaching. The students are active in the class. The statement supported by Prasetya (2016), he said that "The advantage of peer teaching is active learning. Students are active to do activity in the learning process".

3) Noisy and passive

There are some student feel the situation of the class are noisy and passive on peer teaching. One of student said that "When peer teaching, there are some students are noisy and they are passive in learning process". It means that the students are noisy in the class and they do not pay attention the material.

#### 4) Serious and calm

Some student feel the situation of the class are serious and calm on peer teaching. Sunggingwati (2018) "Peer teaching is a successful strategy to energize and enhance classroom learning". It means that the students are serious and calm in the class.

#### b. The special step on peer teaching

There are three perceptions by the students about special step on peer teaching as follows:

- 1) Firstly, make the creative lesson plan and material. One of student said that "i have to make the good lesson plan and master the material. This statement is accordance to Sunggingwati (2018). She said that "Students study previous content, including learning theories, teaching methods, and classroom management, as they gain teaching experience through peer teaching. They also revise ELT theories, design lessons, and carry out assessments". It means that some students prepare and make the lesson plan and the material creatively.
- 2) Secondly is the good communication. One of student said that "i have to communicate with the students well. It help them to understand my material easily". Wanci (2019) said that "The best strategy to advance a teacher's professional development might be to evaluate their progress and communicate their views properly. This will be beneficial and useful for their upcoming lessons. It means that the communication is very important to the teacher and the student".
- 3) The last is management time. One of student said that "I think that management time is the special step and more important on peer teaching". Chase (2013) said that The best strategy to advance a teacher's professional development might be to evaluate their progress and communicate their views properly. This will be beneficial and useful for their upcoming lessons". The teachers have to manage the time on peer teaching.

#### c. The difficulty on peer teaching

- 1) The lack of teaching experience. One of student said that "I think that one of the difficulty on peer teaching is the lack of teaching experience. It make students to feel nervous when peer teaching". It show that many student agree the statement. Wanci (2019) said that "several teachers found peer-reflection really helps them for professional development yet some of them feel hard. Additionally, it has been noted that peer-reflection with standard instruction has seen a change in attitudes and behavior".
- 2) The lack of management time. One student said that "I feel difficult to manage time with my peer". It show that many student agree the statement. Management time is so important on peer teaching.

#### d. The opinion of the material of peer teaching

- 1) Slow, there are some student are slow to accept the material well. They understand the material slowly.
- 2) Standard, there are some student are standard to accept the material well. They are faster to understand the material than slow understanding.
- 3) Fast, there are some student are fast to accept the material well. They are fastest to understand the material.

### **The advantages and the disadvantages of peer teaching technique for the students**

There are many advantages of peer teaching technique for the students. The advantages are explained as follows:

- a. Get experience teaching, peer teaching gives the teaching experience for the students.
- b. The students are very happy and more spirited by used peer teaching because they teach with their peer.
- c. The students are more confident to teach by used peer teaching because the situation of the class is very enjoyable.
- d. Peer teaching can increase student learning motivation.
- e. It trains the communication skills.

Then, there are some disadvantages on peer teaching for the students. The disadvantages are explained that they considered that the disadvantages of peer teaching, there were few noisy students and passive students. Gamlath (2022) is also accordance with the statement. He said that peer teaching has some disadvantages, they were as follow:

- a. The Limited students who can be trained in one particular period.
- b. The training activities must always be directly controlled to maintain quality.
- c. It requires a relatively long time.

### **CONCLUSIONS**

Based on the description that has been presented in the previous chapters, it can be concluded that the implementation of peer teaching in English teaching at the eighth grade of Junior High School, was good based on observations and interviews that have been obtained by the researcher where the students as the peer teacher of SMPN 5 Pallangga have the good perception about peer teaching. They like to teach by using peer teaching. They like the enjoyable situation of the class on peer teaching. They can also keep good communication with students on peer teaching.

The students consider that there are many advantages of peer teaching such as it can increase the teaching experience, the students are more spirited to teach, the students are more confident to teach, it can increase student learning motivation, and it can train the communication skills. Then, there are a few the disadvantages of peer teaching. There are a few noisy students and passive students.

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