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Comparison between Traditional Teaching Method and Peer Tutoring Method on the basis of achievement in English Language of Secondary School Students

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Abstract: *An active involvement of the students in learning process results to enhance the quality of learning. Furthermore, human beings have strong connective bonds for contact and communication with others. The teacher can use the peer group as an informative force to boost academic learning, by setting different learning conditions that endorse peer interactions. In the present paper the researcher has find out that Peer Tutoring Method is more beneficial for secondary school students. Peer group plays an important role, as peers often contributes more to a child development than families do. This paper presents the comparison between Traditional Teaching Method and Peer Tutoring Method on the basis of achievement in English language of secondary school student.*

Key Words: Peer Tutoring Method, Traditional Teaching Method, secondary school students, foundation.

Learning is a social process, initiating with early life experiences and lasting till final breath. The early years of learning lays a foundation for future development. Children are born, geared up to learn, and their mind develops through various exercises. A child craves for a stimulating environment with activities that gives him multiple ways to play and learn. He does interaction with his society and earns social behaviors to enhance his knowledge or understanding of things around. This continuous process through which he receives knowledge is education. It is an incessant process which is continuous, lifelong and each time it upgrades a person with some novel attributes. Thus it has the power to change biological animal to a social being. Unlike animals, social beings have curiosity and tendency to search for new things and ideas. Basically a child learns from his parents, teachers and environment and often through his experience. The presence of a teacher is not always required to educate a child, instead nature, society and more knowledgeable others can be better substitute. The renowned English poet William Words Worth once said, "Come forth into the light of things; let Nature be your Teacher". Thus learning is independent and can occur from both recognized and unrecognized sources.

PEER TUTORING- Peer tutoring is an effective strategy for learners, it boosts up the learners' interests and buffs up their academic skill.(Shapiro and Levino,1999) Peer group learning is useful for academic development as well as to motivate the students. Vygotsky (1978) believes that peer group plays a very important role in the development of a child. A healthy relationship of peers and fellows provides better opportunities to child for a better investigation and exploration. A student finds out new patterns of thinking as a result of interaction with peers (Bukatko & Daehler,1995).

There is an old aphorism "To teach is to learn twice." The saying holds true for peer tutoring. Peer tutoring is an advantageous way for students to learn from each other in the classroom. While one student may excel in math, another student may be top- notch in English. These two students can work together to help each other in order to understand the difficult concepts of both subjects, while improving upon their own knowledge of the subject. It can be performed with the students of same subject also. The exposure of child-centered education has produced a demand for assort learning approaches to answer the intellectual level as well as the inquisitiveness of the learner. This type of learning helps the student to gather more and more information and also to link real life experience. With the initiation of scientific inquiry in education, learning is no more considered to be mere amassing of information. It is treated as an ingenious action to develop the all-round personality of the students. Johnson & Johnson(1990),Slavin (1990), Kagan(1994),Putnam (1997),Cremer &Vjust (1999), Shacher &Fisher (2004), Ojo & Egbon(2005) In their study observed that grouping is essential for cooperative learning and peer

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group learning is one of the most widespread and remarkable way to produce higher achievement in education. The fact remains that when the learning occurs in small groups, its results are better.

OBJECTIVE- To Compare the Peer Tutoring Method and Traditional Teaching Method on the basis of achievement in English Language of secondary school students..

HYPOTHESES- H₀:- There is no significant effect of Peer tutoring on achievement in English language

H_r:- Peer tutoring produces significant effect on achievement in English language of secondary school students.

METHODOLOGY- The study was carried out by the researcher to examine the effect of peer tutoring strategy on achievement in English language of secondary school students. It is not possible to study the effect of any treatment on the students through the survey or historical methods. The experimental research was considered most appropriate for the present investigation. Although experimental research is applied successfully in laboratories, it can be effectively applied in non- laboratory settings as classroom or group of students out of class, where significant factors or variables can be controlled to some extent. In this study two groups were prepared for conducting the experiment viz. experimental group and control group. The experimental group was provided the treatment and control group did not receive any treatment. Both groups were compared before and after intervention.

POPULATION - All the private CBSE English Medium Secondary Schools of Srinagar city, in Uttarakhand state are considered as the population of the present study.

SAMPLE- For the present investigation the researcher has chosen school Sri Guru Ram Rai public school Srinagar (SGRR) affiliated to CBSE board, purposively. As the study is experimental in nature, it was not possible to work on a large sample, the researcher, therefore, confined the sample to a single school only.

TOOL- Keeping in view the nature and objectives of the study following tools were prepared by the researcher- Achievement test Peer tutoring package

EXPERIMENTAL DESIGN- A Quasi experimental Pre-test Post-test Control- Experimental Group Design was chosen to fulfill the purpose of the study.

PROCEDURE- Pretest was administered on both the groups in the beginning of the experiment. The researcher gave the instruction about the test. An achievement test to check baseline English proficiency and basic knowledge was prepared for the pretest.

PHASE 2: TREATMENT- The treatment in the form of Peer tutoring package was given to the experimental group; in which experimental group was taught with the help of Peer tutoring package and control group with the traditional method. The treatment is given continuously for one month. Peer tutoring package was prepared according to the level and the interest of the secondary school students.

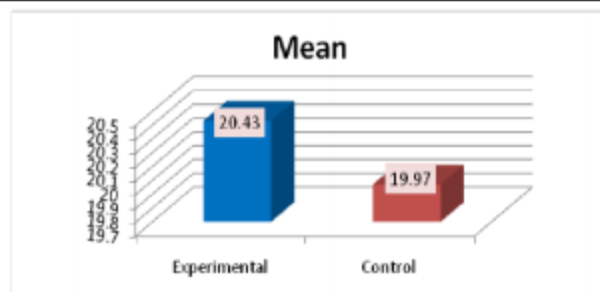
PHASE 3: POST-TEST- Post-test was conducted after providing the treatment to the experimental group and to teach the control group with the traditional method. Post-test scores were collected through the same achievement test, which was used for pre-test.

The data collection was successfully done by the researcher. As cited above, the researcher used achievement test as pretest and posttest to collect the data. Pretest was administered on both the groups before providing any treatment and posttest was also done on both groups after providing the treatment to the experimental group. The scoring of answer sheets was systematically done by the researcher. The obtained data was on interval scale.

RESULT & DISCUSSION- To determine the comparison between Peer Tutoring method and traditional teaching method to teach English Language the experimenter computed mean difference of the achievement scores of treatment group and control group before treatment and after experiment. It was calculated using 't-test'. It is presented in the table given below- H₀ 1: There is no significant difference between the achievement score of experimental group and control group secondary school students at pre-test stage.

Table:1: Comparison of achievement score of experimental group and control group at pre-test stage

Groups	N	Mean	Std. Deviation	df	t value	Sig.(2-tailed)
Experimental	44	20.43	6.45	86	.344	.732
Control	44	19.97	5.97			


Figure 1: Graphical representation of mean score of experimental group and control group

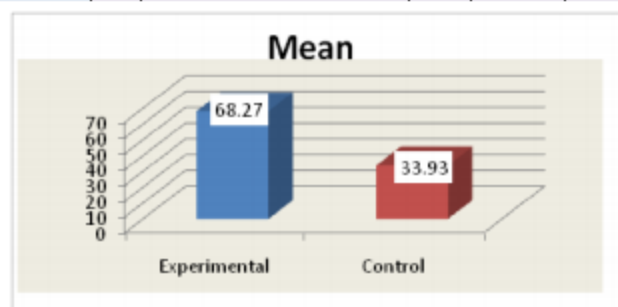
The 't test' was conducted to compare the mean of experimental group and control group which shows an insignificant difference, $t(86) = .344$, $p = .732$ between experimental group ($M = 20.43$, $S.D. = 6.45$) and control group ($M = 19.97$, $S.D. = 5.97$) on pre test. The p value is greater than 0.05. So null hypothesis is failed to reject at 0.05 level. It shows that there is no significant difference between the achievement score of experimental group and control group secondary school students.

After providing the treatment again both groups were compared to see the significance of the difference between the mean scores.

H_0 :- There is no significant effect of Peer tutoring on achievement in English language proficiency of secondary school students.

Table 2: The comparison between mean scores of the experimental group and the control group students at post-test stage.

Groups	N	Mean	Std. Deviation	df	t -value	Sig.(2-tailed)
Experimental	44	68.27	5.428	86	24.558	.000**
Control	44	33.93	7.52	86		


Figure 2: Graphical representations of mean score of experimental group and control group at post-test stage

The 't test' was conducted to compare the means of experimental group and control group, after providing the treatment to experimental group. Table 5.3 shows the scores of experimental group ($M = 68.27$, $S.D. = 5.428$) and control group ($M = 33.93$, $S.D. = 7.52$), $t(86) = 24.558$, $p = .000$ after post test. The significant (2 tailed) p-value was computed to be .000 which is less than .01.

Thus null hypothesis H_0 is rejected at 0.01 level of significance. It can be concluded that there is a significant difference between the achievements of peer tutoring method and traditional teaching method.

CONCLUSION- On the basis of the findings, generated by the present study, the following conclusions



were drawn- Peer tutoring method is an effective tool to increase the academic achievement in English language of class 9th students.

It is an innovative strategy to improve the achievement in English language of secondary school students, in comparison of traditional teaching method.

Peer tutoring package 'an innovative alternative package' successfully helped to develop the interest of students to learn English language.

The peer tutoring package was positively received by the students as a novel way of learning English. It can be concluded that Peer tutoring method significantly improved the achievement in English language of secondary school students.

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