

**THE EFFECTS OF PEER TUTORING ON THE  
LANGUAGE PERFORMANCE OF LOW ACHIEVERS  
IN AN ESL CLASS**

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## **ABSTRACT**

No previous research has been done on the effects of Peer Tutoring on the performance of English Language among Low Achievers in an ESL classroom at Lower Secondary Level in Malaysia. Consequently, a study using qualitative and quantitative methods was carried out to measure the effects of peer tutoring among low achievers.

This study investigated whether peer tutoring improved the quality of written composition of low achievers and their attitude towards English Language and the problems faced by the low achievers during the peer tutoring sessions.

The results showed that there was a significant improvement in the tutors' and tutees' compositions at the end of the session. There was a positive attitude among the low achievers towards English Language which contributed to higher performance during examinations.

It was found that the less able students benefit more when they undergo the peer tutoring programme. Since it's a two-way process, the tutors also benefited in the process of tutoring their peers in the group. The most important finding, is that, peer tutoring holds a promise of hope especially for the less able students who can be considered as deprived so far.

## ABSTRAK

Tidak ada kajian yang pernah dibuat tentang kesan pengajian sebaya untuk meningkatkan prestasi Bahasa Inggeris di kalangan murid-murid pencapaian rendah di kelas Bahasa Inggeris sebagai bahasa kedua di sekolah menengah rendah di Malaysia.

Justeru, satu kajian menggunakan kaedah kualitatif dan kuantitatif telah dijalankan untuk mengukur kesan pengajaran di kalangan rakan sebaya. Kajian ini telah dijalankan untuk menyelidik samaada perubahan berlaku dalam kualiti penulisan karangan murid-murid yang rendah pencapaiannya, sikap terhadap Bahasa Inggeris serta masalah-masalah yang dihadapi oleh murid-murid pencapaian rendah ini semasa sesi pengajaran dijalankan oleh rakan sebaya.

Hasil kajian menunjukkan bahawa terdapat kemajuan yang signifikan di kalangan pengajar dan pelajar pada akhir sesi. Didapati ada perubahan sikap secara positif terhadap Bahasa Inggeris yang mempengaruhi menghasilkan prestasi yang lebih baik dalam peperiksaan.

Didapati bahawa setelah melalui program pengajaran rakan sebaya, murid-murid pencapaian rendah ini telah mendapat banyak faedah. Oleh kerana proses ini merupakan proses dua hala, pengajar juga telah mendapat faedah apabila mereka menjalankan aktiviti pengajaran kumpulan sebaya mereka. Dapatan yang paling nyata ialah pengajaran rakan sebaya menjaminkan harapan kepada murid-murid yang lemah yang lazimnya dinafikan penguasaan Bahasa Inggeris setakat ini.

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## **LIST OF ABBREVIATIONS**

A number of abbreviations have been used in the dissertation. In order to facilitate better understanding, a list of these abbreviations is given below.

UPSR	-	Ujian Penilaian Sekolah Rendah
PMR	-	Penilaian Menengah Rendah
SPM	-	Sijil Pelajaran Malaysia
L1	-	First Language
L2	-	Second Language
ESL	-	English as Second Language
SRI	-	Self Report Inventory
RPT	-	Reciprocal Peer Tutoring
TESL	-	Teaching of English as Second Language
PSTC	-	Polytechnic Staff Training Centre
CL	-	Co-operative Learning

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