

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction

This chapter discusses the data analysis and discussions of data of the following Research Questions.

1. Has peer tutoring improved the attitude of low achievers towards learning English Language?
2. Is peer tutoring effective in aiding low achievers in their writing skills in particular?
3. Has peer tutoring brought about an improvement in overall English Language scores?
4. In what areas do low achievers find peer tutoring beneficial?
5. In what areas do low achievers find peer tutoring problematic?

4.1 Research Question 1

Has peer tutoring improved the attitude of low achievers towards learning English Language?

The data collected from pre and post-study questionnaires, interviews and classroom observations are used to discuss whether peer tutoring has improved the attitude of low achievers towards English Language. They are as follows:-

4.1.1 Questionnaires

4.1.1 (a) Pre-study Questionnaires (Appendix A):-

This pre-study questionnaire consists of Part A: Background study of respondents, Part B: Reading background of respondents, Part C: Writing ability of tutees and Part D: Attitude of tutees towards English Language and school. Data from Parts- A, B and D have been used for discussion.

4.1.1 (b) Post-study questionnaires (Appendix B): -

This post-study questionnaire consists of Part A: Writing ability of tutees, Part B: Group work, Part C: Reaction of tutors/tutees and Part D: Attitude of tutees towards English Language and school. Data from Part C and D have been used for discussion.

4.1.2 Classroom Observations

4.1.3 Interviews

Analysis of data

4.1.1 (a) Pre-study Questionnaire

Table 4.1 shows the data obtained from the students' questionnaire to understand the background of students. The data covers students' ethnic, place of residence, type of primary school attended, UPSR English Language results, language most often used, household income, and parents' occupation as well as their educational level.

Table 4.1

Part A: Respondents' Background Details According to Race

Items	Race	Malays (%)	Chinese (%)	Indians (%)
1. Total Sample		27 (65.9)	11 (26.8)	3 (7.3)
2. Home		Desa Pandan flats	Nearby housing estate	Kg. Pandan settlement
3. Primary school		Sek. Keb	SRJKC	Sek. Keb
4. Grading - UPSR (English)				
A		-	-	-
B		-	2 (4.9)	3 (7.3)
C		12 (29.2)	7 (17.1)	-
D		13 (31.7)	2 (4.9)	-
E		2 (4.9)	-	-
5. Language most often used		B.M 24 (58.4) B.M & English 3 (7.3)	Chinese dialect 11 (26.8)	Tamil & English 3 (7.3)
6. Parents' occupation:				
Labourer		13 (31.7)	10 (24.4)	2 (4.9)
Businessman		6 (14.7)	1 (2.4)	1 (2.4)
Professional		8 (19.5)	-	-
7. Parents education:				
Primary school (Std. 6)		5 (12.2)	7 (17.1)	-
Secondary school (Form 3)		12 (29.2)	4 (9.8)	3 (7.3)
College		8 (19.5)	-	-
University		2 (4.9)	-	-
8. Parents' Income				
Above RM 5000		-	-	-
Between RM 1000-2000		20 (48.8)	11 (26.8)	3 (7.3)
Below RM 1000		7 (17.1)	-	-

1) Part A: Background Study of the Respondents

The background study of the subjects in this research is very important before discussion on their attitude is done. The total number of respondents comprises 65.9% of Malays, 26.8% Chinese, and 7.3% Indians. The Chinese students live in nearby housing estates, the Indians live in Kg. Pandan settlement,

while the Malay students live in Desa Pandan low-cost flats. The Malay and Indian students are from national schools while the Chinese come from Chinese medium schools.

Among the Malay students, 58.5% spoke in Malay Language and only 7.3% spoke in both English and Malay Language. The three Indian students conversed both in Tamil and English Language. All the Chinese students spoke in Chinese dialects only.

Overall, the English Language performance of the Malay, Chinese, and Indian students in UPSR examination is considered average and poor as most of them scored grade C and D. L1 was used most of the time and English Language was never used for communication.

Table 4.1 shows that most of the parents have completed either primary or secondary school (Form 3) education only. The majority of them worked as laborers with a monthly income of RM 1000 to RM 2000 only.

Since the parents' educational level is low and most of them were laborers the situation to use L2 at working place or home environment did not arise. These students conversed in L1 to their parents and the home environment was not conducive and thus did not permit the use of L2. Moreover, these students come from families with moderate income.

The factors discussed above contributed to the low proficiency level of the respondents in English Language as they come from an environment which does not permit or encourage the use of L2.

Part B: Reading background of the respondents

The data obtained from questionnaire in Part B of the Pre-Study Questionnaire (Appendix A) is summarized and presented in table 4.2. It is presented in frequency and percentage.

Table 4.2

Part B: Reading Background of the Respondents in English Language (n = 41)

Items	Frequency (%)	
	Yes	No
English teachers and others encourage to read materials	41(100.0)	0
Borrow books from library	10(24.4)	31(75.6)
Have facilities which influence to read in English	30(73.1)	11(26.8)
Visit book shops to look for interesting reading materials in English	5(12.2)	36(87.8)
Motivated to learn English for examination purpose	41(100.0)	0
Read newspaper/magazine in English throughout the year	4(9.8)	37(90.2)
Unable to understand reading materials	30(73.1)	11(26.8)

In Table 4.2, all the subjects admitted their teachers or others encourage them to read materials in English. About 73.1% of the subjects had facilities that influence them to read in English. However, 90.2% of the subjects admitted that they never read newspapers or magazines in English throughout the year. The analysis shows that all the subjects in the study learned English for examination purpose only, so they did not show interest in reading materials in English although they had the ability and facility to do so. Most of them had problems comprehending the reading materials in English.

Part D: Attitude of Tutees Towards English Language and School

The data of the Pre-Study Questionnaire (Appendix A) obtained from questionnaire in Part D is summarized and presented in table 4.3. It is presented in frequency and percentage.

Table 4.3

Part D: Attitude of Tutees Towards English Language and School (n=31)

Item	Frequency (%)		
	Agree	Neutral	Disagree
5. English is easy	0	9(29.0)	22(70.1)
6. English is important	13(41.9)	18(58.1)	0
7. Willing to spend time to learn English	11(35.5)	12(38.7)	8(25.8)
8. English is interesting	5(16.1)	8(25.8)	18(58.1)
9. Like being in school	23(74.2)	8(25.8)	0
10. Look forward to coming to school	23(74.2)	8(25.8)	0
11. Good place to make friends	27(87.1)	4(12.9)	0
12. Feel good to be still in school	20(64.5)	11(35.5)	0

In Table 4.3, the data in item 5,6,7,8 show the attitude towards English Language and the data in item 9,10,11,12 show the attitude of tutees towards school. About 70.1% of the tutees have the opinion that learning English is not easy and 58.1% of them feel that English is not an interesting subject. Only 41.9% of the tutees feel learning English is important and about 35.5% of them are willing to spend time to learn English. The findings show that the attitude towards learning English is not positive.

The attitude of tutees towards school was further analyzed to find out whether they enjoy coming to school which is an institution of learning. About

74.2% of the tutees like being in school and therefore they look forward to coming to school. About 64.5% of the tutees feel good to be still in school. Furthermore, 87.1% of them feel school is a good place to make friends.

Pre-study analysis shows the tutees' attitude towards English Language is not positive but they enjoy coming to school to acquire knowledge for other subjects taught in school. So, it is the researcher's concern to stimulate the interest of the tutees who are low achievers, towards English Language by using their friends in the same class to bring about a change in their attitude towards English Language by introducing this peer tutoring programme.

4.1.1 (b) Post study questionnaire (Appendix B)

The data obtained is from Part C which is on post-study reaction of tutors and tutees attitude towards tutoring sessions. Items 1, 2, and 3 in this part are related to this topic. The data is summarized and presented in frequency and percentage in Table 4.4.

Table 4.4

Post-Study Reaction of Tutors (n=10) and tutees (n=31) Towards Tutoring

Sessions

Item	Frequency (%)		
	Agree	Neutral	Disagree
Tutees (n=31)			
1. Look forward to tutoring & discussion session	31(100.0)	0	0
2. I do not mind helping someone else	28(90.3)	1(3.2)	2(6.5)
3. Enjoy learning with a friend to speak	31(100.0)	0	0
Tutors (n=10)			
1. Enjoy tutoring friend	10(100.0)	0	0
2. Look forward to tutoring session	10(100.0)	0	0
3. Pay more attention in class	10(100.0)	0	0

Table 4.4 shows the post-study reaction of tutees' and tutors' positive attitude towards tutoring sessions which in turn contributes towards learning of English Language. All the tutees agreed that they enjoyed learning with a friend and they looked forward to the tutoring sessions. The sharing and discussion which took place during tutoring sessions gave them a chance to speak and develop ideas. Furthermore, 90.3% of the tutees do not mind helping someone else in English Language. This shows that peer tutors have played their role well and tutoring session has improved the attitude of tutees towards English Language.

It is important to state here that tutoring also instilled positive values among the tutors. All the tutors enjoyed tutoring friends. All the tutors agreed that they now pay more attention in L2 classroom teaching by the teacher in order to teach the tutees. This positive reaction of the tutors made them more committed during peer tutoring and helped the tutees to understand English Language.

4.1.1 (c) Comparison of the tutees' attitude towards English Language and school in pre and post-study (Appendix A-Part D and Appendix B-Part D)

The data obtained in pre-study (Appendix A-Part D) and post-study (Appendix B-Part D) of the tutees' attitude towards English Language and school are summarized and presented in Table 4.5 (a) and (b). The items presented in pre and post-study are the same. The data is presented in frequency and percentage.

Table 4.5 (a)**Appendix A-Part D: Attitude of Tutees Towards English Language and****School in Pre-study (n=31)**

Item	Frequency (%)		
	Agree	Neutral	Disagree
5. English is easy	0	9(29.0)	22(70.1)
6. English is important	13(41.9)	18(58.1)	0
7. Willing to spend time to learn English	11(35.5)	12(38.7)	8(25.8)
8. English is interesting	5(16.1)	8(25.8)	18(58.1)
9. Like being in school	23(74.2)	8(25.8)	0
10. Look forward to coming to school	23(74.2)	8(25.8)	0
11. Good place to make friends	27(87.1)	4(12.9)	0
12. Feel good to be still in school	20(64.5)	11(35.5)	0

Table 4.5 (b)**Appendix B-Part D: Attitude of Tutees Towards English Language and****School in Post-study (n=31)**

Item	Frequency (%)		
	Agree	Neutral	Disagree
5. English is easy	29(93.5)	2(6.5)	
6. English is important	29(93.5)	2(6.5)	
7. Willing to spend time to learn English	27(87.1)	4(12.9)	
8. English is interesting	29(93.5)	2(6.5)	
9. Like being in school	28(90.3)	3(9.7)	
10. Look forward to coming to school	27(87.1)	4(12.9)	
11. Good place to make friends	31(100.0)	0	
12. Feel good to be still in school	27(87.1)	4(12.9)	

Tables 4.5 (a) and 4.5 (b) show the data obtained from the pre and post-study questionnaire (Appendix A-Part D) and (Appendix B-Part D) on the attitude of tutees towards English Language and school. Items 5, 6, 7, and 8 are on attitudes of tutees towards English Language and items 9, 10, 11, and 12 are attitudes of tutees towards school.

In the pre-study, 70.1% of the tutees disagreed that English was easy. But in the post-study, 93.5% of the tutees agreed that learning English is easy. The increase in percentage shows that after peer tutoring there was a change in attitude of tutees towards English Language. In the pre-study, only 41.9% of the tutees agreed that English is important, but in the post-study 93.4% of the tutees realized the importance of English Language and English Language seem to be easier for them. This is a significant improvement in their attitude towards English Language. In the post-study, about 93.5% of the tutees considered English to be interesting and about 87.1% of them are now willing to spend time to learn English compared to 35.5% in the pre-study.

In the post-study attitude towards school also changed whereby 90.3% of the tutees agreed that they liked to be in school compared to 74.2% in the pre-study. They also look forward to coming to school. There was no change in their opinion of school being a good place to make friends as the percentage remain the same. About 87.1% of the tutees felt it was good to be in school as there was an increase of 22.6% for this response.

The comparison study on Table 4.5 (a) and (b) shows that there was a significant improvement in the tutees attitude towards English and they learned English Language with interest after peer tutoring was carried out.

4.1.2 Classroom Observation (Appendix C)

The researcher used observation checklist on Appendix C to study the attitudes of the tutees who were low achievers from the beginning of the tutoring session to the end of it. The findings are summarized and presented in Table 4.6 according to gender in frequency and percentage.

Table 4.6

Attitude of Tutees Towards English Language

Item	Frequency (%)		Frequency (%)	
	Beginning		Ending	
	Boys (n=20)	Girls (n=11)	Boys (n=20)	Girls (n=11)
A. Work				
1. Spoke in English during discussion	5 (25.0)	6 (54.5)	15 (75.0)	8 (72.7)
2. Followed instruction given by tutor	14 (70.0)	11 (100.0)	20 (100.0)	11 (100.0)
3. Completed tasks given	6 (30.0)	9 (81.8)	20 (100.0)	11 (100.0)
4. Showed interest in answering questions	10 (50.0)	7 (63.6)	16 (80.0)	10 (90.9)
5. Presented good work	8 (40.0)	8 (72.7)	16 (80.0)	10 (90.9)
B. Behavior				
6. Disturb friends/ noisy	8 (40.0)	0	2 (10.0)	0
7. Easily distracted	6 (30.0)	0	2 (10.0)	0
8. Hardworking	10 (50.0)	7 (63.6)	18 (90.0)	11 (100.0)
9. Showed full commitment	5 (25.0)	11 (100.0)	18 (90.0)	11 (100.0)
10. Willing to take challenges	7 (35.0)	6 (54.5)	13 (65.0)	10 (90.9)
C. Self-organization				
11. Punctual to class	10 (50.0)	11 (100.0)	18 (90.0)	11 (100.0)
12. Ready with books and writing materials	12 (60.0)	11 (100.0)	18 (90.0)	11 (100.0)
13. Can finish work on time	7 (35.0)	8 (72.7)	16 (80.0)	11 (100.0)
14. Full attendance to school	14 (70.0)	11 (100.0)	20 (100.0)	11 (100.0)
15. More time spent learning different aspects	14 (70.0)	7 (63.6)	18 (90.0)	10 (90.9)

The data in Table 4.6 shows the attitude of tutees towards English Language according to gender. The presentation is divided into 3 sections. Section A is on work, Section B on behavior and Section C is on self-organization.

I. Section A- Work (Item 1, 2, 3, 4 & 5)

In the beginning, only 21% of the boys and 54.5% of the girls spoke in English. All the girls and 70% of the boys followed instructions given by the tutors. When it came to completing tasks, only 30% of the boys completed it, while 81.8% of the girls completed it. About 72.7% of the girls presented good work while only 40.0% of the boys managed to do it.

At the end of the tutoring session, there was a significant change in attitude in completing work given among the boys and girls. About 75.0% of the boys and 72.7% of the girls were able to speak in English during discussion. A notable change that the researcher noticed was both the girls and boys followed the instructions given by the tutor and completed tasks given during tutoring session. About 80.0% of the boys and 90.9% of the girls showed interest in answering questions and presented good work.

Thus, the analysis has proven that peer tutoring brought changes in the attitude of the tutees involved in doing the work given to them.

II. Section B- Behavior (Item 6, 7, 8, 9, and 10)

In the beginning, it was found that 80% of the boys used to disturb their friends and become noisy at times. About 30% of the boys easily got distracted. However the girls were well behaved and never gave problem. About 50% of the boys and 63.6% of the girls were hardworking. About 63.6% of girls showed full commitment while only 25.0% of the boys were committed. Lastly, only 35% of the boys were willing to take challenges as compared to 54.5% of the girls who were willing to take challenges.

At the end of the session, there was a noticeable change in the behavior among the boys because only 10% of the boys got distracted sometimes and as a result began disturbing friends. All the girls, and 90.0% of the boys became hardworking and showed full commitment in their work. Now, 65.0% of the boys, and 90.9% of the girls were willing to take challenges.

It was noticed that tutoring sessions has brought about positive changes among the boys and girls in this study.

III. Section C- Self Organization (Item 11, 12, 13, 14, and 15)

In the beginning of the study, it was observed that all the girls and only 50% of the boys were punctual for the class where the tutoring session was conducted. All the girls and 60.0% of the boys were ready with books and writing materials for the tutoring session. When work was given, only 35.0% of the boys and 72.7% of the girls finished on time. All the girls came to school everyday,

while among the boys, only 70.0% of them managed to put in full attendance. It was also noticed that 20.0% of the boys and 63.6% of the girls spend more time with their tutors to learn difficult aspects in English Language. At the end of the session, 90.0% of the boys were punctual for the class and came with books and writing materials and were also willing to spend time to learn difficult aspects in English. All the boys began coming to school regularly and 80% of the boys handed in their work in time. Among the girls, all of them showed improvement in completing work and were also willing to take challenges.

From the data presented on the work, behavior and self-organization, it is proven that peer tutoring brought changes in attitude among the subjects. It is apparent that the girls are hardworking and better organized and spend more time in completing their work than the boys.

4.1.3 Interviews

Both the tutors and tutees were interviewed twice in April and September to further support that there was a change in attitude among the tutees after undergoing the tutoring session.

4.1.3 (a) Interview with the tutors (n=10)

The researcher asked 3 questions to the tutors as in item 4, 5, and 6 (Appendix D- Part A) to know whether they noticed a change in attitude among

the tutees in their group. The findings are summarized and represented in Table 4.7 in frequency and percentage.

Table 4.7

Summary of the Observation Checklist and Interviews with Tutors
Concerning Perception of Tutees (n=10)

Part A		Frequency (%)	
Item	Month	April	September
Showed interest		5 (50.0)	8 (80.0)
Followed instruction		8 (80.0)	10 (100.0)
Changes in attitude			
I) attentive		5 (50.0)	10 (100.0)
II) contribute ideas		3 (30.0)	8 (80.0)
III) hardworking		5 (50.0)	9 (90.0)
IV) cooperative		4 (40.0)	10 (100.0)
V) committed		4 (40.0)	10 (100.0)

The data in Table 4.7 shows the summary of the interviews conducted with the tutors. The first interview was to know the attitude of the tutees in the beginning of the session. The second interview further confirms that the tutors noticed changes in attitude among the tutees in the group after peer tutoring.

In the April interviews, only 50% of the tutors agreed that the tutees showed interest in learning English Language and 80% of them agreed that the tutees followed instructions when asked about the positive attitudes that they noticed. About 50% of the tutors agreed that the tutors were attentive, and 30% agreed that the tutors contributed ideas. Only 50% of the tutors agreed that the tutees were hardworking. About 40.0% of the tutors agreed that the tutees were committed and gave full cooperation during tutoring session.

In the September interviews, eight tutors agreed that all the tutees showed interest during tutoring session and followed instructions. When asked about the positive changes in attitude that they noticed, 90% of the tutors agreed that the tutees were hardworking and only 80% contributed ideas while they were tutoring. All the tutors agreed that the tutees were attentive, committed and gave cooperation.

The findings show that peer tutoring has brought changes in attitude among the tutees in learning English Language.

4.1.3 (b) Interview with the Tutees (n=31)

The researcher asked 3 questions to the tutees as in item 4, 5, and 6 (Appendix D- Part B) to know the changes in attitude that the tutees noticed in them after undergoing peer tutoring. The findings are summarized and represented in frequency and percentage in Table 4.8.

Table 4.8

Summary of Interview with Tutees (n=31)

Part B		Frequency (%)	
Item	Month	April	September
Showed interest		17 (54.8)	27 (87.1)
Followed instruction		25 (80.6)	31 (100.0)
Positive attitudes			
VI) attentive		16 (51.6)	31 (100.0)
VII) contribute ideas		10 (32.2)	26 (83.9)
VIII) hardworking		17 (54.8)	29 (93.5)
IX) cooperative		12 (38.7)	31 (100.0)
X) committed		12 (38.7)	31 (100.0)

The data in Table 4.8 shows the summary of the interview conducted with the tutees. The first interview was to know how their attitude was at the beginning of tutoring sessions. The second interview further confirms the change of attitude after peer tutoring. In the April interviews, only 54.8% tutees had shown interest in learning English Language although 80.6% of the tutees admitted that they followed instructions of the tutors.

When asked about the positive attitudes, the common attitudes mentioned by the tutees which were also mentioned by the tutors are listed here. Only 51.6% of the tutees admitted that they were attentive in class and 32.2% were committed and gave cooperation to the tutors.

In the September interviews, about 87.1% of the tutees admitted that there was a good change among the tutees: they showed interest in learning English and all of them followed instructions given by the tutors. When asked regarding the positive attitude that they gained, all the tutees said that they were not only attentive now during discussion but could also contribute ideas. Since active learning took place, all the tutees became hardworking. The tutees were committed in tasks given and they gave full cooperation.

The findings show that peer tutoring has brought significant changes in attitude in all the items listed (Appendix D- Part B).

In conclusion, it can be said that, the analysis of pre and post-study questionnaires, classroom observation and interviews with tutors and tutees has proven that peer tutoring has improved the attitude of low achievers towards learning English Language.

4.2 Research Question 2

Is peer tutoring effective in aiding low achievers in their writing skills in particular?

The data obtained from the questionnaires in Appendix A and B and the scores obtained by the tutees in pre and post-test of writing tasks 1 and 2 (Appendix E2) address the research question.

4.2.1 Questionnaires:

(a) Pre-study Questionnaire (Appendix A) – Part C - writing ability

(b) Post-study Questionnaire (Appendix B) - Part A – writing ability

4.2.2 Writing Tasks

4.2.2 (a) Pre and Post-study performance of tutees in Writing Task 1 (Appendix E2)

4.2.2 (b) Pre and Post-study performance of tutees in Writing Task 2 (Appendix E2)

4.2.1 (a) Pre-study Questionnaire (Appendix A)

Pre- study questionnaire in Appendix A consists of Part A, B, C, and D. Part C was to gather information on writing ability of the tutees before tutoring session started. It was administered on the second week of February. It was given on a Lickert scale. The findings are summarized and represented in frequency and percentage in Table 4.9.

Table 4.9

Part C: Analysis of Writing Ability of Tutees Before Tutoring Session. (n=31)

Item	Agree	Neutral	Disagree
1. Make many mistakes while writing in English	25 (80.6)	6 (19.4)	
2. Forget grammar rules	24 (77.4)	7 (22.6)	
3. Can do well with help	28 (90.3)	3 (9.7)	
4. Enjoy writing in English		2 (6.5)	29 (93.5)

The data presented in Table 4.9 shows the writing ability of the tutees before tutoring session. About 80.6% of the tutees admitted that they make many mistakes while writing in English and 77.4% of the tutees stated that they forget grammar rules when writing sentences. Majority of the tutees, 90.3% of them agreed that they can do well in English with help from teachers or friends. Analysis shows that 93.5% of the tutees did not enjoy writing in English because they had problems in writing.

4.2.1 (b) Post-study Questionnaire (Appendix B)

This post-study questionnaire consists of Part A, B, C, and D. Part A was on writing ability and was the same set of questionnaire given with a slight rephrasing of items in Part C of Pre-study questionnaire (Appendix A). The rephrased questionnaires were given to see the reaction of the tutees after undergoing tutoring sessions. This was administered in the 3rd week of September 2002. The findings are summarized and represented in frequency and percentage in Table 4.10.

Table 4.10

Part A: Perception of Writing Ability of Tutees After Tutoring

Session. (n=31)

Item	Agree	Neutral	Disagree
1. Make few mistakes while writing in English	28 (90.3)	3 (9.7)	
2. Can remember grammar rules	27 (87.1)	4 (12.9)	
3. Do better with help	31 (100.0)	0	
4. Enjoy writing in English	29 (93.5)	2 (6.5)	

The data presented in Table 4.10 shows the perception of the tutees on their writing ability after tutoring session. About 90.3% of the tutees now agreed to the response that they make few mistakes while writing in English. This shows that they saw improvement in their writing skills. The tutees also learnt grammar rules as 87.1% of the tutees agreed that they now could remember grammar rules. This shows that they learnt basic grammar rules during tutoring session. All the tutees agreed that they did better with the help from tutors. Analysis also shows that 93.5% of the tutees enjoyed writing in English because they could overcome certain problems in writing during tutoring session.

The comparison study of data in Table 4.9 and 4.10 shows that there was improvement in the writing ability of the tutees after undergoing peer tutoring session.

4.2.2 Writing Tasks

The pre and post-test performance of the tutees in writing tasks 1 and 2 are analyzed and discussed in detail to show the effectiveness of peer tutoring in aiding low achievers in particular.

4.2.3 (a) Pre and Post-test performance of the tutees in Writing Tasks 1 and 2 (Appendix E2)

A good composition must consist of content related to the title, good vocabulary used for elaboration of contents and correct usage of mechanics. (e.g. capitalization and punctuation). In PMR examination students who write with good content and vocabulary are awarded merit points.

Tutees who could develop points well and in detail were awarded a maximum of 30 marks while tutees who used good vocabulary were awarded 15 marks. The 5 marks for mechanics were awarded to tutees who did not make mistakes in capitalization and punctuation.

Based on this, the pre and post-test performance of tutees in writing task 1 were evaluated in the following aspects.

- a. content - 30 marks
- b. vocabulary - 15 marks
- c. mechanics - 5 marks
- d. total - 50 marks

Table 4.11

Comparison of Performance of Tutees in Writing Task 1 (n=31)

Components of Composition	Scores	Pre-test Frequency	Post-test Frequency
Contents (30 marks)	27 – 30		
	23 – 26		1 (3.2)
	19 – 22		7 (22.6)
	15 – 18		16 (51.6)
	14 and below	31 (100.0)	7 (22.6)
Vocabulary (15 marks)	13 – 15		
	10 – 12		5 (16.1)
	6 – 9	3 (9.7)	18 (58.1)
	5 and below	28 (90.3)	8 (25.8)
Mechanics (5 marks)	5		
	4		
	3		4 (12.9)
	2	1 (12.9)	22 (71.0)
	1	27 (87.1)	5 (16.1)
Total score (50 marks)	40 – 50		1 (3.2)
	31 – 39		6 (19.4)
	21 – 30	4 (12.9)	20 (64.5)
	11 – 20	27 (87.1)	4 (12.9)
	10 and below		

a) Total scores

Table 4.11 shows that the tutees in this low achievers group obtained lower scores in the pre-test which was before the implementation of peer tutoring. In this pre-test, 87.1% of the tutees scored between 11 and 20 marks and 12.9% of the tutees scored between 21 and 30 marks. However, an improvement in the total scores was observed in the post-test, which was after peer tutoring session. The majority of the tutees, 64.5% scored between 21 and 30 marks, 19.4% scored between 31 and 39 marks, and 3.2% scored between 40 and 50 marks. This makes

a total of 87.1% scored more than 21 marks, while in the Pre-Test 87.1% actually scored lower than 21 marks. This indicates that there was an improvement in the total scores attained after the tutees participated in peer tutoring.

It also appears that there was an improvement in the lowest and highest scores obtained by the tutees in this group. As shown in Table 4.11, in the pre-test the lowest score was between 11 and 20 marks and the highest score was between 21 and 30 marks. However, there was an increase in score in the post-test. Although the lowest score was between 11 and 20 marks but the highest score was between 40 and 50 marks. About 64.5% of the tutees scored between 21 and 30 marks in the post-test compared to only 12.9% in the pre-test. This proves that there was an improvement in the total score of the tutees after peer tutoring.

b) Content

The tutees showed an improvement in the quality of content in the post-test. Table 4.11 indicates that before peer tutoring all the tutees were of average ability because their scores for content was 14 marks and below. After peer tutoring only 22.6% of the tutees scored 14 marks and below. About 51.6% of the tutees scored between 15 and 18 marks, 22.6% of the tutees scored between 19 and 22 marks and 3.2% (n=1) managed to score 23 and 26 marks. It can be summed up that 77.4% of the tutees showed good improvement in the contents section after peer tutoring.

Improvement in content was also observed in the highest and lowest scores achieved in pre and post-test. In the pre-test all the tutees scored 14 marks

and below. However, on the post-test only seven tutees obtained 14 marks and below and the highest score was between 26 and 30 marks.

Hence, the improvement in scores indicates that peer tutoring helped the tutees in this group to improve the quality of content of the writing task in post-test.

c) Vocabulary

In Table 4.11, 90.3% of the tutees scored 5 and below out of 15 marks, and 9.7% of the tutees scored between 6 and 9 marks. After peer tutoring, only 25.8% of the tutees still scored 5 and below, 58.1% of the tutees scored between 6 and 9 marks and 16.1% of them scored between 10 and 12 marks.

Improvement in vocabulary was also observed in the highest and lowest score attained for both tests. In pre-test, 90.3% of them attained 5 marks and below and the highest was 9 out of 15 marks. In the post-test, the lowest score was still 5 marks and below but the highest score was between 12 and 15 marks.

Hence, the improvement in scores indicates that peer tutoring helps the tutees to improve their vocabulary in the post-test.

d) Mechanics

In Table 4.11, it was observed that 87.1% of the tutees scored 1 out of 5 marks allocated for mechanics. This shows that initially the tutees had problems with mechanics. However, after peer tutoring, only 16.1% of the tutees scored 1 out of 5 marks while 83.9% of them managed to score 2 or more marks.

The lowest score attained in the pre-test is 1 mark while the highest score is 2 marks. The lowest score in post-test is 1 mark and the highest score was 3 marks.

The improvement in scores indicates that after peer tutoring the tutees were able to use mechanics correctly in post-test.

e) Conclusion

The data analysis in Table 4.11 indicates that peer tutoring enables the tutees who are low achievers in ESL classroom to improve the quality of contents, vocabulary and mechanics in their compositions. The improvement in this three components helps them to achieve good writing skills.

4.2.2 (b) Pre and Post-Test Performance of Tutees in Writing Task 2 – (Appendix E2)

In Writing Task 2 the tutees were instructed to write an informal letter. The evaluation of Writing Task 2 were done similar to Writing Task 1 except for one new component included. An informal letter has its own format which consists of address, salutation, content, closing sentence and signature. Students are trained to acquire these skills so that they can score full marks for format.

Writing Task 2 was evaluated in the following components in writing.

- a. Format
- b. Content
- c. Vocabulary

- d. Mechanics
- e. Total scores

The findings are summarized and represented in Table 4.12.

Table 4.12

Comparison of Tutees' Performance in Writing Task 2. (n=31)

Components of Composition	Scores	Pre-Test Frequency (%)	Post-Test Frequency (%)
Format (5 marks)	5		
	4		2 (6.5)
	3	10 (32.3)	22 (70.9)
	2	21 (67.7)	7 (22.6)
	1		
Contents (30 marks)	27 – 30		
	23 – 26		
	19 – 22		4 (12.9)
	15 – 18	2 (6.5)	14 (45.2)
	14 and below	29 (93.5)	13 (41.9)
Vocabulary (10 marks)	8 – 10		
	2 – 7		4 (12.9)
	4 and below	31 (100.0)	27 (87.1)
Mechanics (5 marks)	5		
	4		1 (3.2)
	3	3 (9.7)	12 (38.7)
	2	28 (90.3)	18 (58.1)
	1		
Total Score (50 marks)	40 – 50		
	31 – 39		3 (9.7)
	21 – 30		28 (90.3)
	11 – 20	3 (19.4)	
	10 and below	25 (80.6)	

- a) Total Score

In Table 4.12, 80.6% of the tutees scored 10 marks and below, and 19.4% of them scored between 11 and 20 marks. In the post-test, 90.3% of the tutees scored between 21 and 30 marks and 9.7% of them scored between 31 and 39 marks.

Improvement in the lowest and highest scores were also observed. In the pre-test the lowest score was 10 marks and below, and the highest score was between 11 and 20 marks. However, in the post-test the lowest score was between 21 and 30 marks and the highest score was between 31 and 39 marks. The improvement in scores attained in post-test shows that peer tutoring has contributed to the significant improvement in the total scores of the tutees.

b) Format

Since Writing Task 2 was an informal letter, the tutees need to know the format involved in writing it. Table 4.12 shows that in the pre-test 67.7% of the tutees scored only 2 marks out of 5 while 32.3% of them scored 3 marks.

In the post-test, only 22.6% of the tutees scored 2 marks, 70.9% of them scored 3 marks and 6.5% of them scored 4 out of 5 marks.

Improvement was also observed in the highest and lowest scores in both tests. In the pre-test the lowest score was 2 marks and the highest score was 3 marks. Although in the post-test the lowest score was 2 marks, the highest score was 4 marks.

Improvement in scores show that peer tutoring has helped the tutees to understand the format of an informal letter thus 77.4% of them scored more than 2 marks.

c) Contents

In the pre-study, 93.5% of the tutees scored 14 marks and below, and 6.5% of them score between 15-18 marks. In the post-study, only 41.9% of the tutees scored 14 marks and below. About 45.2% of the tutees scored between 15-18 marks and only 12.9% of them scored between 19 and 22 marks.

Improvement was also observed in the highest and lowest scores obtained by the tutees. In the pre-test, the lowest score was 14 marks and below and the highest was between 15 and 18 marks.

In the post -test, although the lowest score was below 14 marks and the highest score was between 19 and 22 marks.

The higher scores, in post- test shows that peer tutoring had helped the tutees to attain higher marks.

d) Vocabulary

In table 4.12, all the tutees scored 4 marks and below in pre test. In the post -test only slight improvement was seen because only 12.9% of the tutees scored between 5 and 7 marks and 87.1% of the tutees scored 4 marks and below only.

e) Mechanics

In the pre test, 90.3% of the tutees scored 2 marks and 9.7% of them scored 3 marks. But in post- test, 58.1% of the tutees scored 2 marks, 38.7% of the tutees scored 3 marks and one tutee managed to score 4 marks.

Improvement in highest and lowest scores was also observed. In the pre test, the lowest score was 2 marks and the highest was 3 marks. However in the post- test the lowest score was 2 marks and the highest score was 4 marks. This shows that after peer tutoring the tutees improved in using the mechanics correct.

Conclusion

The comparison study of the table 4.11 and table 4.12 of writing tasks 1 and 2 used in this study shows that in both the pre tests the tutees achievement was low and in both the post tests the tutees showed improvement by scoring better marks. This clearly shows that peer tutoring was effective in aiding low achievers in their writing skills in particular.

4.3. Research Question 3

Has peer tutoring brought about an improvement in overall English Language scores?

The data obtained from Pre and post test of Paper 1 & 2 (Appendices E1 & E2) Trial examinations (Appendices G1 & G2), scores in PMR 2002 (Appendices H1 & H2) address the research question

4.3.1. (a) Pre and post test scores of tutees in Paper 1- Appendix E1

(b) Pre and post test scores of tutees in Paper 2- Appendix E2

4.3.2. Comparison study of performances of the tutors and tutees in Mid Semester Examinations 2002 (Appendix F) and PMR examination 2002- Appendix H

4.3.1. Pre and post-test scores of tutees Paper 1- Appendix E1

English Language scores are based on performance of subjects in Paper 1 and Paper 2. Paper 1 in PMR examination consists of 60 objective questions, which are from various aspects of English Language consisting of comprehension, vocabulary forms and function, and grammar related questions. Grammar and vocabulary are integral part of the peer tutoring process and in every tutoring session these 2 important aspects of Language learning were given great emphasis.

The findings are summarized and represented in frequency and percentage in table 4.13.

Table 4.13**Comparison study of performance of tutees in Paper 1 (n=31)**

Items	Marks	Pre test Frequency (%)	Post test Frequency (%)
Comprehension (30 marks)	26 – 30 21 – 25 16 – 20 11 – 15 10 and below	5 (16.1) 26 (83.9)	8 (25.8) 16 (51.6) 7 (22.6)
Forms and Functions (10 marks)	4 – 10 5 – 7 4 and below	31 (100.0)	24 (77.4) 7 (22.6)
Grammar (20 marks)	16 – 20 11 – 15 6 – 10 5 and below	15 (48.4) 16 (57.6)	2 (6.5) 27 (87.0) 2 (6.5)
Total Scores (60 marks)	50 – 60 41 – 49 31 – 40 21 – 30 11 – 20 10 and below	20 (64.5) 11 (35.5)	7 (22.6) 23 (74.2) 1 (3.2)

Table 4.13 shows the comparison study of performance of tutees in pre and post- test of Paper 1 with the following coding: comprehension, forms and functions, grammar and total scores.

a) Total scores

In the pre-test, 35.5% of the tutees scored between 11 and 20 marks and 64.5% of them scored between 21 and 30 marks. The total scores of tutees improved in post-test whereby only one tutee scored between 11 and 20 marks.

The majority of the tutees, 74.2% of them scored between 21 and 30 marks. About 22.6% of them scored between 31 and 40 marks.

Improvement was also noticed in lowest and highest scores of the tutees. In pre-test the lowest score was between 11 and 20 marks and the highest score was between 21 and 30 marks. In the post- test the lowest score was also between 11 and 20 marks but the highest score was between 31 and 40 marks. Higher scores in post-test shows that peer tutoring helped the tutees to score in their total scores.

b) Grammar related questions

Table 4.13 shows, 51.6% of the tutees scored between 6 and 10 marks in pre test while 48.4% of them scored between 11 and 15 marks. In the post- test, only two of the tutees scored between 6 and 10 marks while 87.0% of them scored between 11 and 15 marks. Another two tutees scored between 16 and 20 marks.

The improvement between the lowest and the highest scores was also noticed. In the pre test the lowest score was between 6 and 10 marks while the highest was between 11 and 15 marks. In the pre-test, the lowest score was between 6 and 10 marks and the highest was between 16 and 20 marks.

Peer tutoring was effective in understanding grammar related section questions and brought improvement in scores of the tutees in post-test.

c) Comprehension

In the pre test, 83.9% of the tutees scored 10 marks and below while 16.1% of them scored between 11 and 15 marks. In the post-test, only 22.6% of the tutees scored 10 marks and below. While 51.6% of them scored between 11 and 15 marks, about 25.8% of the tutees in post-test, scored between 16 and 20 marks.

Improvement was noticed in the lowest and highest scores in pre-test. In pre-test the lowest score was 10 marks and below; while the highest score was between 11 and 15 marks.

The lowest score in post-test was 10 marks and below and the highest score was between 16 and 20 marks. Improvement in lowest and highest scores was noticed. In the pre-test the lowest score was 10 marks and below and the highest was between 11 and 15 marks. In the post-test the lowest score was 10 marks and below but the highest score was between 16 and 20 marks.

Peer tutoring was effective in understanding grammar related section questions and brought improvement in the scores of tutees in post-test in Paper 1.

d) Forms and functions

All the tutees scored 4 marks and below in pre test but only 22.6% of the tutees scored 4 marks and below in post-test. The majority, 77.4% of the tutees scored between 5 and 7 marks.

Improvement was seen in the lowest and the highest scores. In the pre-test the lowest score was 4 marks and below and no one scored more than that. But in the post-test the lowest score was 4 marks and below and the highest score was between 5 and 7 marks. Peer tutoring was effective in helping the tutees to score better scores in forms and functions.

4.3.1(b) Pre and post- test scores of tutees in Paper 2- writing tasks- Appendix E2

Tables 4.11 and 4.12, show the scores obtained by the tutees in paper 2 which consisted of writing task 1 and 2. The post-test results show that the tutees showed improvement in contents, vocabulary, mechanics and in the total scores in writing task 1. In the post-test of writing task 2, the tutees showed improvement in format, contents, vocabulary, mechanics and in the total scores. This shows that peer tutoring was effective in Paper 2, which was tested writing skills of tutees.

Conclusion

From the comparison of scores obtained by tutees in pre and post- test of paper 1 and paper 2, it was beyond doubt that peer tutoring was effective and brought out an improvement in the overall English Language scores of the tutees.

4.3.2. Comparison study of performance of the tutors and tutees in Mid Semester Exam (Appendix F) and PMR examination 2002 (Appendix H)

The data obtained from the scores obtained by the tutors and tutees in Mid Semester Examination and PMR examination 2002 was taken for discussion to give further affirmation for the research question 3. The findings are summarized and represented in frequency and percentage in Table 4.14.

Table 4.14

Comparison study of performance of the tutors and tutees in Mid Semester and PMR Examination 2002

Scores	Grade	Mid Semester Examination (May)		PMR Examination (October)	
		Tutors (n=10)	Tutees (n=31)	Tutors (n=10)	Tutees (n=31)
80 – 100	A	0	0	2 (20.0)	0
70 – 79	B	0	0	3 (30.0)	0
55 – 69	C	3 (30.0)	0	4 (40.0)	10 (32.3)
40 – 54	D	7 (80.0)	1 (10.0)	1 (10.0)	14 (45.2)
39 and below	E	0	30 (96.8)	0	7 (22.5)

Table 4.14 shows that the performance of tutees in Mid Semester Examination, which was held in first week of May 2002, was poor because 96.8% (n=30) of them scored grade E. While only 3.2% (n=1) scored grade D. Among the tutors, 3 scored grade C while 7 scored grade D.

In the PMR examination, which was held in first week of October 2002, the performance of the tutees was good as 45.2% (n=14) scored grade D. While 32.3% (n=10) scored grade C. Only 22.5% (n=7) scored grade E. The

performance of the tutors were remarkable as two scored grade A, three scored grade B, four scored grade C and only one scored grade D.

The performance of the tutors and tutees has improved over the long period of time. Only seven tutees scored grade E in PMR 2002 compared to 30 in Mid Semester Examination. This shows that peer tutoring has brought about improvement in overall English Language scores of the students.

In paper 2, the tutees were tested on informal letter and story writing, with the aid of pictures given. The tutees agreed that peer tutoring on letter writing aspect helped them to answer well in Paper 2 in the Mid Semester Examination. The analysis of PMR examination results showed that there was a significant improvement in the tutors' performance as they were able to score grade A, B and C. Only one tutor scored grade D. Among the tutees, 14 (45.2%) of them scored grade D and 10 (32.2%) of them scored grade C. Only seven tutees (22.5%) scored grade E and this may be due to other aspects related to examinations. Compared to Mid semester and Trial examinations the number of passes has increased because in Mid Semester and Trial Examinations 30 of the tutees scored grade E but in actual PMR only seven of them scored grade E.

Conclusion

In conclusion, peer tutoring has brought improvement in English achievement for both the tutors and tutees who participated in this study and this has brought about an improvement in overall English Language scores of the subjects (the tutors and tutees) in this study.

4.4 Research Question 4

In what areas do low achievers find peer tutoring beneficial?

The data obtained from Part B and C of Post-Study questionnaire in Appendix B and summary of interview in Appendix D address the research question.

4.4.1 (a) Post-study questionnaire (Appendix B)

Part – B Opinion on group work (question 2)

4.4.1 (b) Post-study questionnaire (Appendix B)

Part – C – Tutor and tutee reaction

4.4.2 Summary of Interview (Appendix D)

4.4.1 (a) Post-study questionnaire (Appendix B)

Part – B Opinion on group work (question 2)

In what areas do low achievers find peer tutoring beneficial?

Peer tutoring is found to be beneficial to low achievers in the following areas: -

- a) Vocabulary (writing tasks and comprehension passages)
 - b) Understanding of comprehension passages and grammar related questions
 - c) Writing
 - d) Generating ideas for compositions
 - e) Co-operating among the tutor and tutees
-
- a) Vocabulary

The low achievers found peer tutoring beneficial in enrichment of vocabulary during writing as well as in understanding comprehension passages. Table 4.12 shows that the tutees have improved in their vocabulary through writing tasks. Table 4.15 shows the scores obtained by the students in Paper I (Objective questions) in Mid Semester Examinations (conducted in May) and Trial Examination (conducted in August) in 2002. The findings are summarized in frequency and percentage in Table 4.15.

Table 4.15**Performance of Tutees in Paper 1 in Mid Semester and Trial****Examination 2002 (n=31)**

Item	Total Score	Mid Semester Examination (May)		Trial Examination (August)	
		Frequency	%	Frequency	%
Comprehension Q 1 – Q 24	21 – 24	0	0	0	0
	11 – 20	20	54.5	25	80.6
	0 – 10	11	35.5	6	19.4
Literature Q 25 – Q 30	4 – 6	14	45.2	24	77.4
	0 – 3	17	54.8	7	22.6
Language Forms & Functions Q 31 – Q 40	6 – 10	15	48.4	26	83.9
	0 – 5	16	51.6	5	16.1
Text Completion Q 41 – Q 60	16 – 20	0	0	0	0
	7 – 15	13	41.9	21	67.7
	0 – 6	18	58.1	10	32.3

Table 4.15 shows the analysis of exam questions which was carried out by the researcher. It shows that in Mid Semester Examinations, about eleven tutees (35.5%) scored between 0 and 10 marks in answering questions related to comprehension passages. The majority of the tutees (n=20, 54.5%) scored between 11 and 20 marks. However, there was an improvement in scores among the tutees in the Trial Examinations. Only six tutees (19.4%) scored between 0 and 10 while 25 (80.6%) tutees scored between 11 and 20 marks. This shows that sixteen weeks of peer tutoring has helped in understanding of comprehension passages. In Paper 1, a total of 4 reading passages are given to test the tutees comprehension skill. In order for the tutees to perform well in this section, understanding of the passage will help them choose the correct answer. The tutees

have stated in the questionnaire that peer tutoring has contributed a lot in improving their vocabulary and was further affirmed in the interviews.

Analysis was also done on performance of tutees in Question 2 which is on writing ability. The findings are summarized and represented in frequency and percentage in Table 4.16.

Table 4.16

**Performance of Tutees in Paper 2 in Mid Semester and Trial
Examinations 2002 (n=31)**

Item	Score	Mid Semester Examination (May)		Trial Examination (August)	
		Frequency	%	Frequency	%
Question 1	21 – 30	0	0	0	0
	11 – 20	11	35.5	19	61.3
	0 – 10	20	64.5	12	38.7
Question 2	21 – 30	0	0	0	0
	11 – 20	13	41.9	17	54.8
	0 – 10	18	58.1	14	45.2
Question 3	8 – 10	0	0	0	0
	5 – 7	3	9.7	9	29.0
	0 – 4	28	90.3	22	71.0

Table 4.16 shows that the performance of the tutees in Paper 2 in Mid Semester and Trial Examinations. Paper 2 of English Language in PMR, comprises three questions. Two questions are on composition writing each carrying thirty marks. One question is on understanding of Literature Component (10 marks). In the Mid Semester Examinations the majority of the tutees, 64.5% (n=20) only scored between 0-10 marks while the rest of the tutees 35.5% (n=11) scored between 11 and 20 marks in question 1.

In Mid Semester, Question 2 of Paper 2, was based on pictures i.e. a graph whereas in Trial Examination was a story writing. In Mid Semester Exam; 58.1% (n=18) of the tutees scored between 0 and 10 marks. In Trial Examination slight improvement was seen because only 45.2% of the tutees (n=14) scored between 0 and 10 marks while the majority, 54.8% of the tutees (n=17) scored between 11 and 20 marks. The results show that peer tutoring has brought about improvement in the writing of the tutees.

b) Generating ideas for compositions.

In paper 2 at PMR level, students who can generate ideas related to the topics given are awarded higher scores. The tutees' scores were higher in Trial Examination compared to Mid Semester Examination in question 1 and 2 as shown in table 4.16. Furthermore, the tutees agreed in the questionnaire in Appendix B- Part C that peer tutoring provided more chance of sharing and discussing ideas. This helped them develop ideas during writing. In the Trial Examination, only 38.7% of the tutees (n=12) scored below 10 marks compared to 64.5% of the tutees (n=20) in Mid- Semester Examinations in question 1. Meanwhile, the tutees also showed improvement in scores in Trial Examinations in question 2. Only 45.2% of the tutees (n=14) of the tutees scored below 10 marks compared to 58.1% of the tutees (n=18) in the Mid- Semester Examination. About 54.8% of the tutees (n=17) scored 11 and 20 marks compared to 41.9% of the tutees (n=13) only in Mid Semester Examination.

During the interview, half the population ($n = 20$) stated that they could not think and write in English language straight away and through peer tutoring they improved their spoken and written skills. The tutors used translation method (Malay language to English Language) and the students had a responsibility of handing in their tasks given to the tutor. So, they were placed in a situation in which they were forced to ask help in order to complete the writing tasks given for the day. The tutors also helped the tutees on the format of the various tasks given during the tutoring session. During discussion it was observed that everyone in the group interacted with each other to gather information.

The higher scores attained by the tutees in Trial Examinations in question 1 and 2 compared to Mid Semester Examinations proves that the sharing and the discussion which took place during tutoring sessions contributed in generating ideas for writing compositions.

In Question 3 (Literature), the tutees did not perform very well as it is based on a novel and they had to read and understand it well before they could attempt the question. However, the tutees performed better in trial examinations to 29% ($n = 9$) than in mid semester examinations whereby only 5.7% of the tutees ($n = 3$) managed to score between 5 and 7 marks. The majority of the tutees still fared poorly in this question based on literature. The tutees did not perform well as they could not understand the culture concepts of the novel with foreign setting and multilevel process is needed to understand the contents of the novel.

c) Co-operation among the tutors and tutees

Students in peer tutoring session have learnt to co-operate well among themselves. The items 1 to 4 listed in Part C - Post Study reaction of tutees (Appendix B) questionnaire shows that the students interacted well and helped each other during tutoring sessions. Cooperation among the tutors and tutees made each tutoring session a beneficial one for both parties. In Appendix A, Question 2 of Part B was to know the tutees' opinion on the importance of outlines for writing compositions. All the tutees agreed that the outline was important and they depended on it to write compositions. The tutees feel by working in groups they can understand the title better and in that way it is easier to write compositions as tutors and other members of the group help to form sentences in case they face problem in constructing sentences.

Some tutees find it difficult to understand instructions in English and thus cannot answer according to the need of the questions. So peer tutoring gave them clues to start writing and develop ideas with assistance of friends in the group who are bilingual. The tutees can get help in case words or sentences need to be translated from Malay Language to English Language.

During the interview, all the tutors and tutees stated that peer tutoring has benefited them and they look forward to it on Wednesdays, because they can exchange ideas while discussion takes place. They enjoy being placed in their own groups as they have learnt to cooperate with and tolerate each other well. They find it to be interesting and not boring. Since they know the members in

their group well, they can even crack jokes while getting a chance to talk in English.

So, in conclusion, peer tutoring has contributed positively in developing cooperation and tolerance among students in a group, and has brought positive results in English Language scores in the major examinations.

4.4.1 (b) Post-study questionnaire – (Appendix B)

Part C – Tutees Reaction on Peer Tutoring

Post-study questionnaire was distributed to the tutees to know their opinion on peer tutoring at the end of the tutoring session. The post-study was to find out their attitude and the benefit they get from this tutoring sessions. The findings are summarized and represented in frequency and percentage in Table 4.17.

Table 4.17

Post-study Reaction of Tutees on Peer Tutoring (n=31)

(Part – C of Appendix B)

	Agree (%)		Neutral (%)		Disagree (%)	
1. I look forward for tutoring session	31	100	0	0	0	0
2. Enjoy learning with a friend	31	100	0	0	0	0
3. Learnt a lot during this session	31	100	0	0	0	0
4. Creates more chance for sharing and discussion	31	100	0	0	0	0
5. Time was wasted	0	0	0	0	31	100
6. Do not like same person to help	0	0	2	6.5	29	93.5

Table 4.17 shows the post-study reaction of tutees on peer tutoring. The items listed can be categorized into two aspects.

a) Attitude

The findings show that the majority of the tutees who participated in this peer tutoring session have shown positive reaction towards this programme. Positive attitude of the subjects was essential for the success of the programme. All the tutees 100% (n = 31) have enjoyed learning with friends, as it is easier to ask friends for clarification than the teacher. They also feel that it was not a waste of time participating in this programme. Most of the tutees 93.5% (n = 29) did not mind when the same person tutored them. Two tutees (6.5%) chose to stay neutral, as they did not mind if there was a change in the tutor. Tutees have shown mixed reaction on helping someone else as 6.5% (n = 2) disagreed, 6.5% (n = 2) was neutral and the majority 87.0% (n = 27) agreed. This was due to lack of confidence to teach others.

b) Benefits

All the tutees 100% (n = 31) agreed that they have learnt a lot during peer tutoring sessions and would like the programme to be continued in English Language lessons. Moreover, they feel that peer tutoring session creates more chance for sharing and discussions compared to doing the writing tasks alone. They get more ideas when the topic is discussed among friends. Thus, the tutees look forward to tutoring sessions on Wednesdays.

4.4.2 Summary of Interviews (Appendix D)

Part A – Tutors (n=10)

Part B – Tutees (n=31)

Interviews were conducted separately for all the tutors and tutees. The data collected are summarized and presented in frequency and percentage in Table 4.18 for tutors and Table 4.19 for tutees.

Table 4.18

Summary of the interview conducted on the tutors concerning tutees

Part A-Appendix D (n=10)

Items	Agree		Neutral		Disagree	
	f	%	f	%	f	%
Tutees liked tutoring session	10	100	0	0	0	0
Noticed a change in attitude among tutees	10	100	0	0	0	0
Tutees were active during discussion	9	90.0	1	10.0	0	0
Peer tutoring should be continued	10	100	0	0	0	0
Brainstorming session important	10	100	0	0	0	0
Target grades of tutors in PMR	A	B	C	D	E	
Before tutoring session	0	0	10	0	0	
After peer tutoring	5	5	0	0	0	

Table 4.19

Summary of the Interview Conducted on the Tutees Concerning**Tutors Part B – Appendix D (n=31)**

Items	Agree		Neutral		Disagree	
	f	%	f	%	f	%
Tutors were helpful	31	100	0	0	0	0
Showed interest during tutoring session	31	100	0	0	0	0
Benefited from peer tutoring	31	100	0	0	0	0
Brainstorming session helped me in writing	29	93.5	2	6.5	0	0
Peer tutoring should be continued	31	100	0	0	0	0
Target grades of tutees in PMR	A	B	C	D	E	
Before tutoring session	0	0	0	17	14	
After peer tutoring	0	0	20	11	0	

Part A – Tutors

Table 4.18 shows the summary of interview conducted on the tutors. The summary further proved that the tutees showed positive reaction towards peer tutoring. All the ten tutors agreed that the tutees in their group liked the tutoring session and they noticed positive changes in attitude among them. Nine tutors, (90.0%), agreed that the tutees should be active during discussion. It was also agreed by all the tutors that the brainstorming session was important and peer tutoring should be continued.

The tutors agreed that through peer tutoring they benefited a lot. Before peer tutoring session, all the tutors targeted grade 'C' for English Language in the PMR Examination. But after conducting peer tutoring they built self confidence and 5 of the tutors said that they aimed for an 'A' while 5 aimed for a 'B'.

Part B – Tutees

Table 4.19 shows the summary of interview conducted on the tutees. It shows that all the tutees agreed that their tutors were helpful. The tutees also agreed that they showed interest during tutoring session and, thus, they benefited from the tutoring session. About 93.5% of the tutees (n=29) agreed that the brainstorming session helped in writing and, peer tutoring should be continued. Peer tutoring also built the self confidence of the tutees. Before peer tutoring, 54.8% of the tutees (n=17) targeted a 'D' for English Language in PMR Examination, while 45.2% of the tutees (n=18) thought that they would only get a grade 'E'. However, after peer tutoring they had confidence of acquiring a better grade. About 64.6% of the tutees (n=20) targeted a 'C' while 35.5% of the tutees (n=11) targeted for a 'D'.

The interview with the tutors further supports that peer tutoring brought about positive changes and improvement in L2 acquisition among the low achievers.

In summary, it is proven that low achievers have benefited in many aspects of L2 learning through this peer tutoring session. The tutors have contributed to the teaching and learning process to go on successfully in classroom. The teacher as a facilitator had enough time to supervise and give guidance to the various groups in the class.

4.5 Research Question 5

In what areas do low achievers find peer tutoring problematic?

4.5.1 Post study questionnaire (Appendix B)

Part B: Opinion on group work (Question 1)

4.5.2 a) Post study questionnaire (Appendix B)

Part B: Opinion on group work (Question 3)

4.5.2 b) Summary of interview (Appendix D- Question 6)

Part A- Tutors

Part B- Tutees

4.5.1 Post study questionnaire (Appendix B)

Part B: Opinion on group work (Question 1)

The low achievers find peer tutoring problematic in the following areas.

- a) Brainstorming session
- b) Discipline

The data obtained from Question 1 and 3 in Part B of Appendix B are coded and represented in frequency and percentage Table 4.20.

Table 4.20

Summary of the Tutees Opinion on Brainstorming Session**(n=31) – Appendix B – Question 1**

Items	Always		Sometimes	
	f	%	f	%
Vocabulary	31	100		
Lack of ideas	10	32.3	21	67.7
Generating Ideas in L2	10	32.3	21	67.7
Sentence construction	27	87.1	4	12.9

Table 4.20 shows the tutees opinion on brainstorming session. The tutees find brainstorming session to be problematic because they cannot list out words related to the topic. All the tutees agreed to this because they have limited vocabulary and sometimes they know the word in Malay Language but cannot give equivalent word in English Language. Most of the tutees, 67.7% (n=21) mentioned that they lack ideas related to the topic given and thus, generating of ideas in English Language becomes difficult. About 87.1% (n=27) of the tutees always had problem in constructing sentences in English Language. Majority of the tutees give ideas in Malay Language and the tutees has to translate them into English Language. Most of the time the tutees depended on their tutors to help them overcome these problems during brainstorming session.

Since, their vocabulary is weak they often find it difficult to get the meaning of the listed words in some of the tutoring sessions when then the tutees do not know the meaning of words they find it difficult to construct sentences. About 87.1% (n=27) of the tutees agreed that they find this aspect a big problem.

The tutees who were in the low achievers category depended a lot on the tutor to help them translate words and ideas given out in Malay Language and then translate it to English Language. So, the students could not participate very well in the brainstorming session in the beginning.

4.5.2 a) Summary of Post Study Questionnaire (Appendix B)

Part B- Opinion on group work (Question 3)

4.5.2 b) Summary of Interview (Appendix D- Question 6)

Part A- Tutors

Part B- Tutees

Another problematic area for the low achievers during peer tutoring was the discipline. The data obtained from post-study questionnaire in Appendix B and summary of interview (Appendix D) are grouped together and coded as follows.

b) Discipline

Table 4.21

Summary of Tutees' Perception on Group Work

Items
a) Noisy during discussion
b) Playful
c) Misunderstanding
d) Selfish
e) Hurt other people's feelings

In peer tutoring, students are divided into ten groups and all the groups are seated in the same classroom. During discussion, tutees tend to raise their voice, in excitement when contributing ideas. When the class is noisy, it is difficult for the other tutees to learn. This problem arises when the tutors are not strict with their tutees. The researcher often walks around the class attending to various groups during discussions. Although the class is not always noisy, classroom management is very important for successful peer tutoring.

Another problem that the tutees dislike during peer tutoring is the playful nature of some students in particular groups. They are often not serious and not committed to completing the task given. They contribute less during brainstorming session. The tutor and the rest of the members in the group will face problem because learning and teaching process is slowed down. As a result, the tutees had to rush to meet the time given to submit their writing tasks.

Misunderstandings do arise when a particular member in the group cannot get along with the others in the group. Only one tutee had this problem whereby exchanging of harsh words hurt each other's feelings. The tutors in each group must show care, and love towards their tutees, and try to solve misunderstandings amicably.

Lastly, selfish nature of members in groups was stated as a problem by two of the tutees. The tutor must make sure everyone co-operates and tolerates each other during peer tutoring in order not to give room for such actions from the members in the groups.

Although some of the problems stated in this section were not very serious and did not frequently happen, due consideration and attention has been given to overcome these problems, so that it is not repeated in consecutive tutoring classes.

Low achievers need a conducive environment to study L2 so that their interest in learning L2 will be for a longer span of time and in this respect peer tutoring can be a successful way of providing a conducive environment for learning.

In conclusion, the low achievers find brainstorming session and discipline as the two problematic areas during peer tutoring. The interview with tutors further affirmed that these were the two areas which posed as problems to them also.