Enhancing Learning Outcomes through Peer Tutoring in ELT at STIFI BP Palembang

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Abstract

This exploration is persuaded by the presence of variables that impact the progress of English learning programs through peer coaching techniques in English subjects. The implementation of English learning using peer tutoring strategies is great since it will help the students in getting and understanding material all the more successfully. In addition, it provides tutors with an opportunity to enhance their skills. The achievement pace of the learning program utilizing peer tutor strategy is very high, where the students become more joyful, grasp the material better and are more adaptable while talking about with peers. This factor makes researcher interested in studying more deeply about how much influence and success of learning programs using peer tutor strategies on student understanding and abilities. This research focus on the implementation of using Peer Tutoring Strategy in English Learning at STIFI Palembang, then to depict the assessment of how the evaluation of Peer Tutoring Strategy in English Learning at STIFI Palembang. This study utilized qualitative descriptive design. The participants were taken from the students in English class. The research data is collected by using Questionnaire and Interview. There were 55 students selected as the subjects of study. The result showed that the improvement and enhancement of the students' quiz score. There were two quiz sessions taken, the first was a quiz session without tutor, the second session was with the tutor. Therefore, the most common way of carrying out the process of implementing the peer tutoring strategy in English learning found that the tutees felt more agreeable and attractive in learning English. The students who get help are more effective in receiving material. At the same time, for tutors, it is an opportunity to develop their abilities. The tutees become happier, understand the material better and are more flexible when discussing with peers without hesitates. The students who get help are more effective in receiving material. At the same time, for tutors, it is an opportunity to develop their abilities. Therefore this strategy benefits to students, tutors, and teachers by emphasizing activeness, understanding, and cooperation during learning.

Keywords: *English Language Teaching (ELT), Strategy Learning Strategy, Peer Tutoring Strategy*

INTRODUCTION

There are some languages use in Indonesia, one of them is English. The English language still has the status of a foreign language (EFL), even though it is a language that is learned in School, University and the other education institutions. English can also be referred to as a second language because it entered Indonesia as a foreign language and is taught in nearly all schools and institutions there. It then makes English learning one of the most important in education. Learning English as a foreign language has been utilized as an essential device or medium in educating (Suherdi, 2009).

The Indonesian government adds English language figuring out how to college subjects as well as making English the first foreign language utilized in Indonesia. English was formally added to the training educational program and is currently a generally significant subject in college. It has an extraordinary chance to be utilized as a language of guidance in a few colleges in Indonesia. In line with this Agustin (2011) said that at the colleges level, English targets students can reach the functional level, that is communicating well orally or in writing to solve problems in everyday life.

However, the fact is that English still needs to be well mastered by students, and they cannot even pass the standard score both in terms of daily test scores and final exam scores.

According to Septiana (2016) English language learning in college prepares students for the following skills: 1) Develop oral and written communication skills to accomplish a practical literacy level, for example convey orally and in writing to solve everyday problems. 2) Realizing the nature and significance of English which can then expand the nation's competitiveness in a global society. 3) Framing students' comprehension of the connection among language and culture. Therefore, it is possible to draw the conclusion that the primary objective at the college level is to prepare students to communicate orally and in writing in a manner that is both effective and efficient in accordance with applicable ethics, utilizing the four competencies of speaking, listening, reading, and writing.

Changes in the education curriculum in each time require teachers or educators to be more inventive and creative during learning; the objective is for students to retain and deal with the information passed on well in everyday life. the educators are likewise expected to see better the character of the extent of instruction in general, beginning from the idea of students and the issues in the classroom to decide the right strategy or method or the other technique to be applied during learning. According to Undang-undang No.14 of 2005 on teachers, lecturers, professional educators have seven fundamental undertakings. They are teaching, educating, directing, coordinating, preparing, surveying, and assessing the students in formal education such as in primary education, secondary education and college level (Jaidi at all. 2021).

In order for students to be guided constructively and effectively in the future and receive satisfactory grades, the teacher who plays a significant role in managing the classroom—should provide proper direction, instruction, and assessment through strategies that are tailored to the requirements of each class. In education, a system is one of the ways of an educator's progress in instructing since in making a design and objectives are significant for students. A teacher must select the appropriate plan when selecting a strategy so that the instruction provided to students does not appear coercive, and even leader behavior may be unnecessary at times. therefore, a strategy is significant for an educator to utilize on the grounds that, in the plan, different exercises are completed among educators and students, for example, conveyance of material, figuring out the material, execution, and class assessment.

The teacher must take into account the choice of strategy in order to achieve the desired end result. Peer tutoring is a teaching strategy in which a teacher assigns several students to help them understand the material. This procedure has the double benefit that students who get help are more successful in getting material, while for tutors. It is an opportunity to foster their abilities. therefore, students who serve as tutors are made aware of their existence by other students, this strategy can foster and generate healthy competition for learning outcomes. As a result, this strategy plays a significant role for students.

Related to this, based on the interview result with the lecturer and students at STIFI BP Palembang showed that students had less encouraged developing their thinking skills during the learning and teaching process. The majority of what students learn in the classroom is focused on their ability to memorize information. As a result, children's brains are forced to remember and store various information without being asked to relate it to their daily lives. Students will quickly become disinterested in participating in the class. They do not always pay attention to the lesson, and sometimes, they even play or talk to friends during the learning process. This makes the class noisy and makes the teacher's lessons useless.

Ahmadi in Eliza (2023) said that the efforts to achieve success indicators for learning success are exciting and fun circumstances. Students not only wait for the teacher's instruction but will also likely actively participate. In fact, English education in high school/college should also likely actively participate. In fact, English education in high school/college should achieve learning outcomes in the form of changes in knowledge and skills that align with the primary schools' institutional objectives, in which the students do not just have writing and reading skills.

However, as someone important in managing the classroom, the lecturer should provide direction; training and proper assessment through strategies designed according to each class's needs therefore students can be guided conductively and effectively and get satisfactory grades.

In education, a system is one of the forms of a teacher's success in teaching because, in the design, some processes and goals are important for students. In choosing a strategy, an educator must choose the right plan so that the teaching given to students does not seem coercive and even leader behavior is sometimes unnecessary. Thus, a strategy is important for the educator to use because, in the design, various activities are carried out between teachers and students, such as; delivery of material, understanding the material, implementation, and class evaluation.

The choice of strategy is something that must be considered by the educator so that the final goal can be achieved as expected. Peer tutoring is a teaching strategy where the teacher appoints several students who meet certain requirements in understanding learning materials. This strategy has the dual advantage that students who receive help are more effective in receiving material, while for tutors, it is an opportunity to develop their abilities. Therefore, this strategy has an important role for students because it can foster and generate healthy competition for learning outcomes because students who are used as tutors have their existence recognized by other students

According to Mukhlis (2016) there are some advantages of the peer tutoring strategy include: (1) Using teaching and learning activities to encourage students to overcome and reduce their fear of speaking with the teacher or expressing their opinions; (2) some activities utilizing the peer tutoring strategy will encourage the confidence of students who act as tutors and strengthen the concept of the material being discussed. Based on some of the benefits of this strategy, the peer tutoring strategy expects students to be more personable and able to deliver their opinions in class discussions. The peer tutoring strategy does not only focus on students who have high scores to be utilized as tutors in each class session but also how the students who act as tutors for their friends explain and deliver the material well.

The implementation of the peer tutoring strategy has been successful so far, in spite of the fact that fairly traditional strategy in learning. The students are considered more in control of the class, better able to comprehend the material in discussing the course in their group and more active when they want to deliver their opinions. Therefore, the primary objective of this strategy is to motivate students with low performance to achieve learning outcomes and encourage students to be responsible in their groups for the tutor.

The teacher utilizes a peer tutoring strategy based on direct observation and interview the teacher and students at STIFI Palembang in learning English course. The result shows that some of students find of difficulties in understanding English course specially on grammar session. The students need a group and their friends to assist and guide them in understanding the material by doing some exercising in tutoring group of learning.

In line with this, Alegre at all (2021) stated that utilizing the peer tutoring strategy as one of learning strategies is very essential to assist the students in understanding the materials in learning English. Many students have trouble in comprehending English subjects specially in grammar session. That is the reason why language learners should have a tutor in helping them understand the materials. Therefore, this research aims to describe the implementation of the peer tutoring strategy in English Language Teaching at STIFI BP Palembang.

Teaching Strategy
Peer Tutoring Strategy

Peer tutoring strategy is one of the strategies that educators use to assist with examining how students learn in gatherings. Peer mentoring by and large has a framework where students help one another and advance by making sense of material the instructor has previously made sense of. This idea has been applied in a wide range of ways in numerous different establishments. The most well-known approach is the point at which a high-scoring understudy helps at least one student (guides) in satisfied or technique preparing beyond class time (Mynnart & Almarzouqi, 2006). Nonetheless, peer tutoring can likewise be exceptionally successful under the educator's direction. Peer mentoring has significant viewpoints that should be thought of.

The execution of the friend coaching technique is expounded into 6 components, to be specific. According to Syarif, Ellihami (2021) there are five division of material into sub-sub material (segments): 1) Dividing students into small groups to be given the task of learning one sub-material,

2) Tutors guide group members in explaining sub-materials to group members who the teacher has directed, 3) Review of the sub-material discussion session assigned to each group, 4) The stage of working on practice questions assisted by the tutor, 5) Implementation of formative tests to measure students' cognitive learning outcomes.

Procedure

Learning procedure is an important stage to be taken by the object, in particular the teacher and students. A teacher has to be aware and need to know and learn teaching strategies to convey material and be surely known by the students. Before a teacher utilize a strategy in learning process, a teacher should comprehend the variables that should be taken into consideration in choosing a learning strategy, for example, being directed by targets, individual differences of students, teacher's capacity, class circumstance, completeness of facilities.

The discussion technique is a learning strategy in the form of exchanging information, opinions and components of experience routinely to get a similar comprehension, more clear and more careful about something or to plan and finish decisions together. In the procedure for implementing the peer tutoring strategy, there are 3 stages including; pre-implementation, implementation, and evaluation. According to syarif (2021) Pre-implementation the peer tutoring strategy, there are several steps that must be taken, including, 1) The teacher makes a lesson plan (RPP) that has been designed in the form of a sub-theme, 2) the teacher determines the number of students who meet the criteria as peer tutors, 3) The teacher conducts training for the tutor candidates outside the classroom, 4) Make learner worksheets or lesson plans, 5) Make learning media that suits the needs and characteristics of the learners, 6) Making observation sheets for teachers and students, 7) Making evaluation tools for students learning outcomes

After completing the pre-implementation of the peer tutoring strategy, the teacher begins to implement it in the classroom, as for the stages include (Mawarni : 2015). 1) The teacher explains the material to be discussed using the telling method, 2) The teacher divides several small groups of 5-6 students, 3) The teacher explains the material and directions to the tutors outside of class hours, 4) The teacher assigns tasks to each group that are completed by discussing in groups assisted by each tutor, 5) The tutor and each group discuss and are invited to work on the assignment that has been given, 6) The teacher observes the tutoring activities of each group and clarifies, if necessary, 7) After the groups have presented their studies, the teacher and students evaluate the learning process

Evaluation

Every implementation of learning certainly could be better; there needs to be an evaluation carried out between teachers and students to improve the class at the next meeting. The review carried out includes the following: (Indriani, 2016). 1) The teacher briefly repeats the learning that the students have done using the tutoring method so that there is an improvement for the next education, 2) The teacher asks about the difficulties faced by the tutors and gives guidance to the tutors to overcome these difficulties, 3) The teacher approaches students who are still not motivated to learn during the learning process, 4) The teacher gives awards to students who can cooperate and do the task well to spur the enthusiasm of other group members, 4) Teachers need to provide more time because the lesson needs to be improved to explain the material, with only two meetings

Advantages

In the role-playing method, there are several advantages, as for the advantages of playing a role, including: 1) Each student can talk directly to their tutor about their learning difficulties without feeling embarrassed because there is a difference between the teacher and group mates. In the group, students can also discuss with each other and express their opinions from both sides, 2) With the peer tutoring strategy, students can learn to understand each other about the nature or character of one student with another student in the group, 3) Students find it easier to understand the learning material because it uses equivalent language that makes it easier for students to understand, Students who act as tutors learn to be leaders, be responsible and guide

peers to discuss in groups, 4) Students have the freedom to argue without having to depend on the tutor. The tutor only acts as a facilitator so the discussion can run according to the objectives, 5) Students who act as tutors can make their own decisions if there are differences of opinion among students, 6) The learning atmosphere becomes very relaxed and comfortable because students can communicate with peers without any authority limitations, such as teachers with students

Disadvantages

In addition to the many advantages that students will obtain, the peer tutoring strategy also has several disadvantages during implementation, including: (sinambela, 2014), 1) Students who become tutees are less serious about learning because they are dealing with their friends so that the results could be more optimal, 2) Some students do not want to ask questions because they are embarrassed that their weaknesses are known by their friends, 3) The peer tutor strategy is difficult to implement in certain classes due to gender differences between tutors and tutees, 4) Teachers will have difficulty determining which students become tutors because not all students with high grades can teach the material to their friends

METHODOLOGY

Qualitative research is a research method to explore and understand the meaning that some individuals or groups of people think come from social or human problems (Creswell, 2013). The data and information that have been obtained from the field are taken for the meaning and concept, presented in descriptive analytic and generally without using numbers, because it prioritizes the processes that occur in the field. This study used qualitative research which collect field data at the locations where participants experience the problem or issue to be studied. The design used by the researcher is descriptive. The researcher chose the descriptive design because researchers will describe the results of the analysis of data that has been collected from data in the form of interviews and documentation. The instrument used in this research was an interview. The subjects of this study were the students of STIFI Palembang from Diploma and Bachelor Study Program. In Diploma Study Program, there were eight students selected as tutors and forty students as tutees, in each group consist of five students with one tutor then in bachelor study program there were forty five students, in each group consist of five students with one tutor as well.

There were two types of instruments used in collecting data. The first was questionnaire (close ended questions) the subjects were asked to read and then write their answers to questions asked. The second instrument was interview. English lecturer, tutors and tutees were interviewed.

All data were analyzed qualitatively by using Miles and Huberman's theory (cited in Sugiyono, 1994) namely data collecting, data reducing and concluding. Afterward the data was analyzed how the implementation of using peer tutoring strategy in ELT class based on the research question. It means that how the implementation of peer tutoring strategy in the classroom were reported and analyzed by guiding the supported theories. Finally, the conclusion was made based on the findings and analysis.

FINDINGS AND DISCUSSION
The procedure of Peer Tutoring Strategy Implementation in English Learning at STIFI Palembang

In the peer tutoring strategy procedure, there are 2 parts, namely pre-implementation and implementation. In the pre-implementation part, researchers found several things, including:

Pre-Implementation
Preparation of teaching materials.

According to the results of interviews with English lecturer, the preparation of teaching materials prepared by lecturer, such as lesson plans, worksheets and learning evaluations, has been prepared based on the syllabus for one semester by the discussion per the theme. The material taught using the peer tutor method is not gambling determined but rather considers the suitability

of the material with the peer tutoring strategy, which outlines discussion activities with friends without further direction from the teacher during the training.

> *Lecturer : I prepared a lesson plan before teaching, worksheets and everything in English learning, especially by using the peer tutoring strategy, I will initially look and consider whether it is reasonable to be applied in class, whether it is appropriate for the understudies, in the event that it is reasonable, I will utilize it. In this way, I have utilized this strategy especially in grammar session. As to task, I give it in group, so that during learning the students can talk about with their group. In any case, with regards to show, they do it separately, as in their grades are individual. I do this so that students have the motivation to be an active in the class. For assessment, I for the most part give inquiries as week after week tests, similar to a test.*

Tutor and tutee selection

The lecturer's selection stage in determining students to become tutors and tutees is based on student grades. Students who are active and have high rates will potentially become tutors in the peer tutoring class, while students with medium or low rates do not have the opportunity to become tutors. This is done so students with high grades can optimally teach other friends. Based on interviews conducted by some students who became tutors admitted that they were happy because they could maximize their learning before the class started. From the observation, that is the stage of lecturer selection of students who will become tutors. This stage shows that the lecturer has selected students based on several predetermined categories, such as grades and student activeness, to maximize learning.

Explanation of material to tutors

Explanation of material before learning in class is one of the important indicators in this peer tutoring strategy because, of course, the tutors in each group must have provisions to explain to their group mates when learning takes place. From the observations that the lecturer explains the material a few days before the learning is carried out in the room that the lecturer has prepared in the hope that the tutor gets enough time to understand the rules and contents of the material and the learning is well done.

> *Student : we will be called to a specific room, for example, the lecturer's room, multimedia room or a specific room to get material. The material is usually given a couple of days before the lesson and we are usually explained for 10-15 minutes.*

Implementation part

In this part researchers found several things, including:

Student's point of view on learning with the peer tutoring strategy.

Knowing students' opinions regarding the application of peer tutoring strategies is important because knowing the views of what students feel during learning. To strengthen the statement at this stage, the researcher has selected some students to be interviewed regarding their opinions about applying for peer tutors. From the observation in class, students feel comfortable using the peer tutor strategy in learning the subject. They said this strategy could help them be more comfortable expressing their opinions in groups. They also noted that this strategy can help them foster mutual respect, deliberation, cooperation, and responsibility, especially for tutors who must pay attention to tutees until the end of the lesson and ensure they understand what is being discussed. Students also revealed that working together and discussing in groups is exciting and can improve their understanding of English lessons. This is indirect because the peer tutoring strategy fosters a fair, competitive attitude in the group. To strengthen the statement at this stage, the researcher has interviewed the students regarding their opinions about applying for peer tutors.

> *Student 1: from my experience, using the peer tutor strategy is more comfortable because it can improve my English-speaking skill while discussing material in the group*

Student 2: in my point of view, my ability has improved by using this strategy because by discussing the material with my group without a lecturer, I can talk more flexibly."

Student 3 : "So far as my experience, using this strategy is more comfortable because it can increase my activeness in speaking. It trains me to speak a foreign language by discussing in groups and being more easier to understand grammar material

Based on the class observation, students feel comfortable utilizing this strategy in learning process. They said this technique could help them be happier by offering their opinions into the groups. They also noticed that this strategy assists them with encouraging their mutual respect, deliberation, cooperation, and responsibility, particularly for the tutor who should focus to tutees until the end of the lesson and ensure that they comprehend what is being discussed. Students also revealed that they can discuss more detail related the material which they still get confused. By using this strategy encourage the students to have a fair and competitive attitude in the group

Presentation of discussion results

While presenting the results of discussions and writing, the lecturer did not immediately ask students to come forward but offered which group would give first with an offer of 2 plus points. The lecturer also explained that the point plus was applied during the question-and-answer session. This was done to encourage students to overcome their fear of speaking in front of the class and to motivate them through the plus points. Based on the observation, other students were seen paying attention to the students who were presenting during the presentation. The presentation was done individually by showing the ability to speak and the results of writing during the discussion. Although some students were so nervous that they had to pause in the middle of the presentation, the others remained silent and tried to listen well

Interaction during discussion

The interaction in the classroom between lecturer and students and students with students during the process of implementing the peer tutor strategy is very important; the role of students and students becomes the centre in this stage while the lecturer acts as a mediator if the class is not conducive. From the interviews and observations, the interaction in the classroom was conducive to the lesson plan. The lecturer provides direction and motivation and guides students. The class is crowded, but the lecturer can handle the situation to keep the course conducive.

Student participation in presentations and Q&A and quiz sessions

The question-and-answer session and quiz is a forum for students to implement their abilities and compete to get additional points from the lecturer. This stage aims to encourage students to dare to ask questions in English and actively ask questions. From the results of the interviews and observations above, stimulating students by providing examples that are easy to understand and providing motivation can help students dare to ask questions and speak English.

Student : for the first time, my score is always bad in the weekly quiz. Then my lecturer divided into some group with provided by a tutor for each group. The tutor is the student who has a good grade. There are some groups which contained by some students who get low score. After discussing and learning with our tutor then in the next quiz, my friends and I could improve our grade.

The evaluation of Peer Tutoring Strategy

Evaluation is one of the significant stages in the learning strategy. In this assessment stage, the educator will ordinarily be the focal point of the class and do a few things like rehashing material, giving inspiration, and addressing understudy challenges. Assessment is completed so that the students and lecturers can find something that should be additionally improved at the following and the next meeting. The results of observations during class about the evaluation of this peer tutor strategy include several things, including:

Reviewing and repeating material.

In view of the observations in the classroom, the lecturer shortly rehashes the material when learning. The point is for the lecturer is able to improve and optimize learning and teaching process. When learning, however the lecturers likewise rehash material when there are students who are passive and find difficulties to comprehend the material while learning process. According to interviews that have been led, the lecturer will explain comprehensively to inactive students and have problem in understand the materials. From the observations, reviewing and repeating the material in learning and teaching process optimizes to reach learning outcomes.

Appreciation

Lecturer's Appreciation is assumed that a significant part in persuading and motivating student to learn. Many types of appreciation should be possible done by lecturer for students, for instance, giving applause for the boldness to reply or give the right response; it tends to be as in addition to focuses from the lecturer, in any event, giving snacks to active students. Other than being helpful for framing communications among lecturer and students. Appreciation is helpful for assisting students with turning out to be more anxious to contend decently with their friends.

The challenges of being a tutor

In view of the consequences of meetings for certain students who generally become mentors, they feel more gallant to offer their viewpoints, more boldness to talk in English despite the fact that they frequently stammer, are more ready to lead the group and have an expanded awareness of others' expectations and to be responsible with the group. Then, they are very comfortable and relaxed of being a tutor. While on the other side, being a tutor often feels depressed and annoyed when there are group members who do not listen and pay attention to the tutor properly when he/she presents. They also have to repeat in explaining the rules and materials more than 3 times and felt like giving up. These are the result of student's interview:

> *Student 1 : As tutors, we feel that our role in the group is very important. Therefore, indirectly, we try harder to be assertive to our tutees. From that, we gradually gain confidence to speak English and show our ability to other students*

> *Student 2 : I often feel annoyed if I get group members who cannot work well together and even have to repeatedly explain the material.*

The challenges of being a tutee

According to some tutees who had been interviewed, they felt more relaxed since they knew being a tutor was troublesome. One of them made sense of that they felt more joyful assuming it was cleared up for them instead of grasping it themselves and present it to other people. On the other hand, observation during the class observation during the class, it was found that some students became tutees who were more passive because it took a long time to understand the material explained. When doing the assignment, the tutees often ask the tutor about the work. In addition, tutees do not receive point plus as tutees; they must try to get the end plus in other sessions. it can be concluded that students who became tutees felt calmer because they only listened to the tutor. Although tutees were not awarded points for this, tutees thought that they could still receive extra points from other sessions rather than having to tutor.

Student 1 : The beneficial part of a tutee like me might be more relaxed because the tutee only listens to the tutor's explanation

Student 2 : For myself, I feel that it is a little more difficult to understand the material, maybe one of them is not the one who explains it so we feel that there is a little difference in the explanation. In addition, we don't get plus points as tutees, so as tutees we have to get plus points in other sessions, for example during presentations and question and answer sessions

The challenges of using the peer tutoring strategy according to the teacher.

The peer tutor strategy has several benefits when applied to the class by adjusting the material and course. The tutor goes about as the central focus of the Tutee in each group, where the discussion will focus on teamwork. Also, it is able to reduce the anxiety of speaking English or expressing opinions, helping to foster self-assurance, etc. As one of the strategies in learning, peer tutors also have some weaknesses that must be considered to minimize errors in the classroom. According to the results of interviews with teachers, some of the things explained related to the disadvantages of the peer tutoring strategy include. the peer tutor strategy offers many advantages in the classroom by adjusting the material and class. Tutors serve as the center of focus, encourage teamwork and foster self-confidence. However, this strategy also has disadvantages, such as evaluating student focus and engagement. While some students may be active, others may be reluctant to discuss, making it important to assess these factors on average.

Teacher : as long as I use this strategy in many classes, the good effects of this strategy on average are that students become more courageous to learn to control their shyness when speaking foreign languages even though they are still stammering, they also look more eager to learn foreign languages if they have discussions because there is communication between friends.

CONCLUSION

This study found that using the peer tutor strategy in English learning procedures can improve students' comfort, group expression and competitiveness. Students can be gently guided and actively participate in the discussion, although there are passive or reluctant students. Teachers play an important role in creating a conducive classroom environment, recognizing passive students, and encouraging active participation.

Furthermore, the assessment process includes a concise redundancy of material to build up the material and motivate students. Peer tutor classes additionally direct oral assessments and reward students through acclaim, extra point and grade and snacks. This appreciation, in the form of praise, congratulation or pride, are able to make students feel esteemed and happier.

Peer tutoring is a learning strategy that has some challenges for students, tutors and lecturer by accentuating activeness, understanding and participating during learning. Appreciation from teachers is essential for motivating students to learn and helping them become more eager to compete. Tutors feel more courageous, capable, and responsible, even facing difficult challenges. Tutees felt more relaxed when explained to them rather than having to explain it to others. Then Helping students face the fear of speaking English and fostering self-confidence. Then this strategy can be a consideration for educators or teachers. It focused on providing detailed solutions, such as motivating students and directing them to complete assignments properly, and evaluation at each meeting is influential for student and teacher reflection. Good motivation in the learning process will lead to good results. It could improve student learning outcomes or the quality of education. While for applying this strategy in online or hybrid learning could be possible to apply as well by accompanying and supervising the students when they have online discussion.

Therefore, using this strategy is beneficial to improve teaching and learning process and reach learning outcomes. In this case, the lecturer focused on giving detailed solutions, for example motivating the students and guiding them to finish tasks appropriately, and assessment at each

meeting is powerful for students and lecturer reflection. Great inspiration in the growing experience will prompt great outcomes

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