The Influence of Interest in Learning English on Learning Outcomes in Narrative Texts

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ABSTRACT

The aim of this research is to determine the influence of learning interest on learning activities regarding narrative text material. The research was carried out at the MA Islamic Center Medan, class XA with a total of 26 students. The research was carried out in semester 2 (Even) of the 2022/2023 academic year in October and November 2023. The classroom action research design was planned to consist of two cycles. In the first cycle, class In the second cycle of activities, class Data collection for Classroom Action Research (PTK) is as follows, (1) observation and (2) questionnaire on student learning activities. The conclusion of the research is that the peer tutoring learning method is used as a reference for implementing the independent curriculum (IKM) in schools because it really involves students and can increase student learning activities in PBM.
Keywords: Learning activities, peer tutoring, narrative text

ABSTRACT

The purpose of this study was to determine the effect of peer tutoring learning model on improving English learning activities of class XA students in learning activities of narrative text materials. The research was conducted at, class XA with 26 students. The research was carried out in semester 2 (Even) of the 2022/2023 Academic Year from October to November 2023. The classroom action research design was planned to consist of two cycles. In the first cycle, class IX A students of carried out PBM activities with peer tutor learning methods to read the mouse deer and crocodile fairy tale in English at the first meeting and read the wolf and the lamb fairy tale at the second meeting. The second cycle activities of class IX A students of carried out PBM activities with the English peer tutor learning method by reading the fairy tale of the lake Toba at the first meeting, and at the second meeting the students read the snow white fairy tale. For data collection Classroom Action Research (CAR) are as follows, (1) observation and (2) student learning activity questionnaire. The conclusion of the study is that peer tutoring methods are used as a reference for implementing an independent curriculum (IKM) in schools because it involves students significantly and can increase student learning activities in PBM. Keywords: Learning activities, Peer tutors, Narrative Text

INTRODUCTION

The teaching and learning process is the core of the entire educational process, with the teacher as the main role. Teaching and learning is a process that contains a series of actions of teachers and students based on reciprocal relationships. The reciprocal relationship between teachers and students is the main requirement for the teaching and learning process to take place. According to Slameto, expressed by Hasbullah (2000:9), in order for learning to occur, students must be encouraged to participate actively, have certain interests, attitudes and perceptions, for example feeling happy or comfortable in class. Sardiman in Purwati (2003) defines learning as a person's active and conscious effort to make changes towards perfection towards himself. This definition implies that learning requires conscious activity because learning means taking action to achieve a goal. According to Paul D. Dierich (Hamalib 2003:174) divides group learning activities or activities into eight, namely (1) visual activities, such as reading, looking at pictures, observing experiments, demonstrations, and observing other people working; (2) verbal activities, such as stating facts or principles, connecting an event, asking questions, giving suggestions, expressing opinions! interviews, discussions and interruptions; (3) listening activities, such as listening to the presentation of material, listening to conversations or group discussions, listening to a game, listening to the radio; (4) writing activities, such as writing stories, writing reports, checking essays, copying materials, making summaries, taking tests and filling out questionnaires; (5) drawing activities, such as drawing, making graphs, charts, diagrams, maps and patterns; (6) activities such as conducting experiments, selecting tools, holding exhibitions, making models, organizing games, dancing and gardening; (7) mental activities, such as reflecting, remembering, solving problems, analyzing, seeing, making connections, and making decisions; and (8) emotional activities, such as interest, differentiation, courage, calm and others.

According to Suherman in Anggorowati (2011), learning resources do not always have to come from the teacher, learning resources can be obtained from smarter classmates or from family. Learning sources are not teachers and come from other people who are more intelligent, called Tutors. There are two types of tutors, namely peer tutors and older sibling tutors. Peer tutors are peers who are smarter. According to Benny. A (2011: 44), "the peer tutoring method can be interpreted as presenting information, concepts and principles that involve students actively in it." In this regard, Suherman in Anggorowati (2011) said that peer tutoring is a group of students who have completed regarding subject matter, providing assistance to students who have difficulty understanding the subject matter they are studying, whereas according to Arikunto in Budi Kristina (2013), a peer tutor is a person or several students appointed by the teacher as teacher assistants in providing guidance to classmates to carry out remedial. From the three definitions above, a concept can be drawn that the essence of the peer tutoring method is the use of several intelligent students to provide learning assistance to their classmates who are less intelligent. So in learning using the peer tutoring method, it is the students who act as tutors, while the teacher only acts as a director and guide if the peer tutoring experiences difficulties in its implementation. To overcome this, teachers should provide guidance or some kind of tutoring to groups of students designated as tutors before the learning is carried out. In this way, the learning process will run effectively and efficiently, without delegating oneself to one's duties as a learner. The peer tutoring method will be a motivation for peers to optimize and improve learning outcomes. With motivation, students can develop activities and

initiative and can direct and maintain persistence in carrying out learning activities. The application of the peer tutoring method can also help teachers analyze their students' learning difficulties, because each student has a different background. Applying the peer tutoring method can also help some students who are reluctant or embarrassed to ask the teacher directly. By implementing this peer tutoring method, it is hoped that all students will be able to master the subject matter and be able to. improve learning outcomes so that there is no longer a gap in learning outcomes between students.

The aim of this research is to determine the influence of interest in learning English on learning activities regarding narrative text material.

RESEARCH METHODS

The research was carried out at the MA Islamic Center Medan X with a total of 26 students. The research was carried out in semester 2 (Even) of the 2022/2023 academic year from October to November 2023. The classroom action research design was planned to consist of two cycles. Planning At this stage the teacher as a researcher prepares the things needed to carry out classroom action research. The activity stages that will be implemented are, (1) creating a learning scenario in the form of a Learning Implementation Plan (RPP), (2) checking the readiness of learning resources such as student books, relevant reference books, English dictionaries, and fairy tale reading materials, and (3) make an observation sheet of student learning activities. The research action activity carried out at this stage is carrying out learning scenarios in the Learning Implementation Plan (RPP). Reflection is carried out to examine the strengths and weaknesses found in the implementation of cycle I actions, and the results of the reflection are used to determine steps for the next cycle. Data collection for Classroom Action Research (PTK) is as follows, (1) observation, observation data collection is carried out when research actions in the teaching and learning process take place. The results of the observations are used as a benchmark and reference for improving learning activities in cycle 2, and (2) student learning activities, for collecting data on student learning activities in participating in learning activities taken from the student learning activity observation sheet instrument. Data collection is carried out from the beginning to the end of learning. The observation process involves observing teachers as researchers and other teachers acting as observers who observe student interactions during the teaching and learning process, collecting observation data and observing student learning activities using the learning activity observation sheet instrument.

Data on the percentage of student activity in learning which includes students' attitudes in following PBM, punctuality in submitting assignments, enthusiasm in PBM, expressing opinions, asking questions, answering questions, and carrying out assignments given by the teacher based on the observation sheet instrument. The indicator for the success of this research is if the student's classical learning activities are in the sufficient category. The indicators for the success of this research were determined by the researchers themselves, because so far students' learning activities have been in the deficient category.

RESULTS AND DISCUSSION
Results

The English teacher as a researcher carries out PBM activities as a research action for class 3) check the readiness of learning resources

such as student books, reference books, English dictionaries, learning activity observation sheets, and reading the mouse deer and crocodile fairy tale. Activities carried out at the research implementation stage, the teacher as a researcher carried out the Narrative Text Learning Implementation Plan (RPP) reading the fairy tale mouse deer and crocodile, for students in class XA MA Islamic Center Medan applying the peer tutoring learning method. During the research activities the teacher made observations, the things that were observed during the implementation of the first cycle of action were the students' activeness and ability to carry out learning activities in groups under the guidance of peer tutors. The results of observations of PBM activities show the following things, (1) in learning activities students are very enthusiastic and motivated to take part in English lessons, discuss narrative text material, read the fairy tale mouse deer and crocodile, in learning activities the teacher delivers learning activities and introduces each group leader. each of whom will act as a tutor, (3) there are several students who ask questions regarding the learning activities that will be carried out, (3) the teacher responds to students' questions and provides a more detailed explanation regarding the learning activities that will be carried out, (4) students in groups carry out discussions with peer tutors to carry out tasks given by the teacher, and (5) students in groups and taking turns reading the fairy tale mouse deer and crocodile, other students and tutors correcting students' reading activities. After carrying out learning activities using the peer tutoring method, researchers and observers analyzed the observation sheet as a measuring tool for student learning activities. The results of the analysis showed that the percentage of student learning activities was 44%, in the poor category.

Implementation of action meeting 2, activities carried out at this stage, the teacher as a researcher carried out the Narrative Text Learning Implementation Plan (RPP) reading the fairy tale the wolf and the lamb, to students in class XA MA Islamic Center Medan through the application of the peer tutoring learning method. In this activity the teacher carries out observations of learning activities, the things observed in the implementation of the first cycle of action are the students' activeness and ability to carry out peer tutoring learning activities. The results of observations of students show the following things, (1) in learning activities students are very enthusiastic and motivated to take part in English lessons, discussing narrative text material, reading the fairy tale the wolf and the lamb, (2) in learning activities the teacher delivers learning activities and introducing each group leader who will act as a tutor, (3) there are several students who ask questions regarding the learning activities that will be carried out, (4) the teacher responds to students' questions and provides a more detailed explanation regarding the learning activities that will be carried out, (5) students in groups hold discussions with peer tutors to carry out tasks given by the teacher, (6) students in groups and take turns reading the fairy tale the wolf and the lamb, other students and tutors correct students' reading activities, (7) the teacher provides guidance to each group taking turns, and (8) the teacher provides feedback regarding the results of the peer tutor's correction.

After carrying out learning activities using the peer tutoring method, researchers analyzed the observation sheet as a measuring tool for student learning activities. The results of the analysis showed that the percentage of student learning activities was 56%, with a sufficient predicate. From the results of observations of PBM activities using the peer tutoring learning method approach for class The results of the analysis of student learning activity sheets at the first meeting showed that student learning activity was still low, namely 44% in the poor category. Based on the results of observations from the first meeting, the researcher continued the classroom action research activities at the second meeting.

in this activity the teacher orients and guides students in groups, this is not done at the first meeting, so the discussion activity is better than the first meeting. The results of the analysis of student learning activity sheets at the second meeting showed that student learning activity had increased by 56% in the sufficient category.

The results of research observing the learning activities of class XA MA Islamic Center Medan students in discussing narrative text material using the peer tutoring learning method in cycle 1 can be seen in table 1 below:

Table 1: Percentage of student learning activities in cycle 1 activities

Action	Meeting 1	Meeting 2
Cycle 1	44 %	56 %

The English teacher as a researcher plans PBM activities as a continuation of cycle 2 research on class student learning activities, and (3) checking the readiness of learning resources such as student books, reference books, learning activity observation sheets, and reading the Toba Lake fairy tale.

Implementation of action meeting 1 activity carried out at this stage, the teacher as researcher carried out the Narrative Text Learning Implementation Plan (RPP) reading the fairy tale of the Lake Toba, for class X MA Islamic Center Medan students applying the peer tutoring learning method. In the teaching and learning process activities, the teacher carried out observations, things that were observed during the implementation of cycle 2 actions were the students' activeness and ability to carry out PBM using the peer tutor learning method approach. The results of observations of PBM activities show the following things, (1) in learning activities students are very enthusiastic and motivated to take part in English lessons, discussing narrative text material, reading the fairy tale The Lake Toba, (2) the teacher changes group leaders by considering the results of PBM activities in cycle 1 and provide opportunities for other students to become peer tutors, (3) in learning activities the teacher delivers learning activities and introduces the respective group leaders who will act as tutors, (4) there are several students who ask questions related to the learning activities that will be carried out , (5) the teacher responds to students' questions and provides more detailed explanations regarding the learning activities that will be carried out, (6) students in groups hold discussions with peer tutors to carry out tasks given by the teacher, (7) students take turns reading fairy tales in groups the lake Toba, other students and tutors correct students' reading activities, (8) the teacher provides guidance to each group in turn, and (9) the teacher provides feedback regarding the results of the peer tutor's corrections. After carrying out the learning activities, applying the peer tutoring method, the researcher analyzed the observation sheet as a measuring tool for student learning activities. The results of the analysis showed that the percentage of student learning activities was 59%, in the sufficient category.

Implementation of action meeting 2, activities carried out at this stage, the teacher as a researcher carried out the Narrative Text Learning Implementation Plan (RPP) reading the snow white fairy tale, in class XA students at the MA Islamic Center Medan applying the peer tutoring learning method. Things observed in the implementation of cycle 2 actions were students' activeness and ability to implement the peer tutoring method to improve their reading skills in English. The results of observations of PBM activities show the following things, (1) in learning activities students are very enthusiastic and

motivated to take part in English lessons, discussing narrative text material, reading the Snow White fairy tale, (2) in the learning activities the teacher conveys the learning activities and introduces the respective group leaders who will act as tutors, (3) there are several students who ask questions related to the learning activities. will be implemented, (4) the teacher responds to students' questions and provides more detailed explanations regarding the learning activities that will be implemented, (5) the teacher provides reinforcement material on how to read correctly in English, (6) students in groups hold discussions with peer tutors to carry out the tasks given by the teacher, (7) students work in groups and take turns reading the Snow White fairy tale, other students and the tutor correct the students' reading activities, (8) the teacher provides guidance to each group in turn and (9) the teacher provides feedback regarding the results of the correction peer tutoring.

After carrying out learning activities using the peer tutoring method approach, the researcher analyzed the observation sheet as a measuring tool for student learning activities. The results of the observation sheet were analyzed, resulting in a percentage of student learning activities of 75%, with a good predicate. From the results of observations of class The results of the analysis of student learning activity sheets at the first meeting of cycle 2 activities showed that student learning activity increased by 59% in the sufficient category. Based on the results of observations from the first meeting, the researcher continued the classroom action research activities at the second meeting. In this activity the teacher provided guidance and explained the results of student corrections during the previous three meetings, so that the PBM activities were better than the first meeting. The results of the analysis of student learning activity sheets at the second meeting of cycle 2 activities showed that student learning activity had increased by 75% with good criteria.

The results of research observing the learning activities of class XA MA Islamic Center Medan students in discussing narrative text material using the peer tutoring learning method in cycle 2 can be seen in table 2 below:

Table 2: Percentage of student learning activities in cycle 2 activities

Action	Meeting 1	Meeting 2
Cycle 2	59 %	75 %

Overall, the results of research observing the learning activities of class

Table 3: Percentage of student learning activities

Action	Meeting 1	Meeting 2
Cycle 1	44 %	56 %
Cycle 2	59 %	75 %

Discussion

Based on the results of class action research meeting 1 of cycle I activities, the results of observations showed that the application of the peer tutoring learning method in discussing narrative text material, reading the fable mouse deer and crocodile, showed that students' learning activities were in the poor category, with analysis of students' learning activities only getting marks.

44% are in the poor category so that teaching and learning activities run monotonously and only a small number of students actively discuss and express opinions. Next, the teacher as a researcher conducted research at the second meeting by discussing narrative text material, reading the fairy tale The Wolf and the Lamb. The results of the observations showed that there were improvements made by the teacher as a researcher, namely the teacher provided more effective assistance and guidance to each group, so that discussion activities ran better and based on the analysis of the observation sheet of student learning activities there was an increase, namely the results of the analysis of student learning activities reached 56%. with sufficient criteria. This increase is because teachers provide responses related to learning situations according to Slameto, expressed by Hasbullah (2000:9) that in order for learning to occur, students must be encouraged to actively participate, have certain interests, attitudes and perceptions, for example feeling happy or comfortable in the classroom. Sardiman in Purwati (2003) defines learning as a person's active and conscious effort to make changes towards perfection towards himself. This definition implies that learning requires conscious activity because learning means taking action to achieve a goal.

Meanwhile, the results of classroom action research in cycle 2, observation results show that there is an increase in learning activities in cycle I and weaknesses in cycle I actions can be corrected so that student learning activities increase in cycle 2 activities, as shown by the results of the average student learning activity reaching a percentage of 69. % with sufficient criteria at meeting 1 and increased at meeting 2 by 75% with good criteria. This increase occurred due to improvements in the teaching and learning process, especially the application of peer tutoring learning methods, such as involving students by considering students' competencies and building students' trust in PBM. This is in accordance with Nur's opinion (2000; 10) that learning that is designed systematically will be more meaningful for students' intellectual development. Education practitioners consider that the learning model that will be applied in the teaching and learning process will be more effective if it is designed with an orientation towards providing opportunities for students to obtain adequate learning conditions and develop according to their own abilities and activities, without any intervention or emphasis. If seen and analyzed at a glance, we can assume that this view is wrong, but implicitly from this view it can be said that undirected learning may be able to bring about significant development in the individual learning.

Based on the research analysis above, it was found that there was an increase in student learning activities by implementing the peer tutoring learning method, in accordance with the opinions of experts. According to Suherman in Anggorowati (2011), learning resources do not always have to come from the teacher. Learning resources can be obtained from smarter classmates or from family. Learning sources are not teachers and come from other people who are more intelligent, called Tutors. There are two types of tutors, namely peer tutors and older sibling tutors. Peer tutors are peers who are smarter. According to Benny. A (2011: 44), "the peer tutoring method can be interpreted as presenting information, concepts and principles that involve students actively in it." In this regard, Suherman in Anggorowati (2011) said that peer tutoring is a group of students who have completed regarding subject matter, providing assistance to students who have difficulty understanding the subject matter they are studying, whereas according to Arikunto in Budi Kristina (2013), a peer tutor is a person or several students appointed by the teacher as teacher assistants in providing guidance to classmates to carry out remedial. From the three definitions above, a concept can be drawn that the essence of the peer tutoring method is the use of several intelligent students to provide learning assistance to their classmates who are less intelligent.

So in learning using the peer tutoring method, it is the students who act as tutors, while the teacher only acts as a director and guide if the peer tutoring experiences difficulties in its implementation. To overcome this, teachers should provide guidance or some kind of tutoring to groups of students designated as tutors before the learning is carried out. In this way, the learning process will run effectively and efficiently, without delegating oneself to one's duties as a learner. The peer tutoring method will be a motivation for peers to optimize and improve learning outcomes. With motivation, students can develop activity and initiative and can direct and maintain persistence in carrying out learning activities. The application of the peer tutoring method can also help teachers analyze their students' learning difficulties, because each student has a different background. Applying the peer tutoring method can also help some students who are reluctant or embarrassed to ask the teacher directly. By implementing this peer tutoring method, it is hoped that all students will be able to master the subject matter and be able to. improve learning outcomes so that there is no longer a gap in learning outcomes between students.

Thus, the application of the peer tutoring learning method can be used as a reference and recommendation for learning activities discussing narrative text material to improve English reading skills in class making learning activities more efficient and effective which in turn will improve student learning outcomes. The results of the research above are in accordance with the findings of research carried out by (Indriani & Mutmainnah, 2021) which found that the application of peer tutoring learning methods can improve student learning outcomes in the training course for preparing financial reports for class XI Finance 1 students at SMK Negeri 1 Pamekasan. (Novidianti, Rizal, & Usmeldi, 2021) Based on research results, it is known that the ICT learning outcomes of students taught using the peer tutoring method are higher than those using the lecture method. The difference in learning outcomes between students can be seen from the average value of the learning outcomes of the two classes. The ICT learning outcomes of students who have high learning motivation are higher than students who have low motivation. The difference in learning outcomes between students who have high learning motivation and students who have low learning motivation can be seen from the average value of the learning outcomes of the two groups. In the group of students with high learning motivation who received an average score for learning outcomes, there was no interaction between teaching methods and learning motivation in influencing learning outcomes. (Romansyah, Wakhinuddin, & Wagino,) The results of classroom action research show: from action 1 and action 2, in cycle I it produces an average percentage of learning outcomes of 54.41%, in cycle II it produces an average percentage of learning outcomes of 55 .88%, and in cycle III students produced an average percentage of learning outcomes of 57.35%. However, even though there was an increase in learning outcomes in cycle I, cycle II and cycle III, there were still some students who experienced a decrease in their grades, or their grades remained unchanged.

CONCLUSION

Based on the results of class action research meeting 1 of cycle I activities, the results of observations showed that the application of learning methods in the discussion of narrative text material, reading the fairy tale mouse deer and crocodile, showed that student learning activities were in the poor category, with analysis of student learning activities only getting a score of 44% in the poor category, so the activity Teaching and learning progresses monotonously and only a small number of students actively discuss and express opinions. Next, the teacher as a researcher conducted research at the second meeting by discussing narrative text material

read the fairy tale the wolf and the lamb. The results of the observations showed that there were improvements made by the teacher as a researcher, namely the teacher provided more effective assistance and guidance to each group, so that discussion activities ran better and based on the analysis of the observation sheet of student learning activities there was an increase, namely the results of the analysis of student learning activities reached 56%. with sufficient criteria.

 Meanwhile, the results of classroom action research in cycle 2, observation results show that there is an increase in activity in cycle I and weaknesses in cycle I actions can be corrected so that student learning activity increases in cycle 2 activities, as shown by the results of the average student learning activity reaching a percentage of 69%. with sufficient criteria at meeting 1 and experienced an increase at meeting 2 of 75% with good criteria. This increase occurred due to improvements in the teaching and learning process, especially the application of learning methods, such as involving students by considering the competencies possessed by students and building student confidence in PBM.

The learning method is used as a reference for implementing the independent curriculum (IKM) in schools because it involves students in a real way and can increase student learning activities in the teaching and learning process.

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