

Strengthening Oral Communication Skills Through Peer Teaching in Indonesian Language Learning Class IV at MI Al-Fajar Pringsewu

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Keyword	Abstract
Oral Communication Skills; Peer Teaching; Indonesian Language Learning	This research is motivated by the low speaking ability of elementary school students, which is indicated by limited vocabulary, low self-confidence, and a lack of student participation in oral communication in Indonesian language learning. Previous research has focused more on <i>Peer Teaching</i> in the context of collaborative learning and foreign language learning, so its application in Indonesian language learning in elementary schools still requires further study. This study aims to analyze the application of the <i>Peer Teaching</i> method in improving the speaking ability of fourth-grade students at MI Al-Fajar Pringsewu. The study used the Classroom Action Research design model of Kemmis and McTaggart, which was carried out in two cycles involving 20 students. Data collection techniques were carried out through observation, interviews, and assessment of speaking skills based on indicators of pronunciation, intonation, vocabulary, mastery of material, fluency, and expression. Data were analyzed using quantitative and reflective descriptive analysis. The results showed an increase in students' speaking ability from an average pre-cycle score of 59 to 70 in cycle I and 82 in cycle II. The percentage of learning completion increased from 35% to 90%. The research findings indicate that <i>Peer Teaching</i> creates more participatory, supportive, and collaborative learning interactions, helping students improve their self-confidence and oral communication skills. This research provides a practical contribution to the development of social interaction-based Indonesian language learning strategies in elementary schools.
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INTRODUCTION

Speaking ability is one of the language skills that has an important role in learning Indonesian in elementary school because it is related to students' ability to convey ideas, interact socially, and build confidence in the learning process. In the context of learning in elementary school, speaking skills not only reflect students' language skills, but also show the development of thinking skills, the courage to speak up, and social communication skills.¹

However, the implementation of speech learning in elementary schools is still faced with various serious challenges. One of the most prominent is the lack of active involvement of students in verbal communication activities in the classroom, including limited vocabulary, lack of confidence when speaking in front of the class, and lack of activity in learning

¹C. W. Salsabila, "Upaya Meningkatkan Kemampuan Berbicara Melalui Pengembangan Media Pembelajaran Bahasa Indonesia dalam Bentuk Buku ...," Antologi Kajian Multidisiplin Ilmu (Al-Kamil), Vol. 1, No. 1 (2023), hlm. 1–10

discussion activities.² The learning process is influenced by conditions that are still centered on the teacher, so that students' opportunities to practice active speaking are limited.

From the point of view of social constructivism, social interaction and communication between students develop through the process of speaking ability.³ The achievement of students' speaking skills at the elementary school level, in general, is still far from optimal.⁴ Teacher-centered learning methods cause students to be more passive and less trained when expressing ideas orally.⁵ In response to these conditions, classroom learning shifts to an approach that emphasizes active student participation and encourages collaboration between students as a means to develop their speaking skills.⁶ Vygotsky explained that students' language development and thinking abilities are influenced by social activities, collaboration, and scaffolding that occur during the learning process. Therefore, learning that involves active interaction between students is considered to be able to help the development of communication skills more optimally.

One of the relevant approaches is the peer tutor method, which is a learning method and involves students as facilitators with their peers during the learning process.⁷ The advantage of this method lies in its focus on placing interaction between students to create a more lively, full of communication, and pressure-free environment. Besides that, the application of the Peer Teaching method can increase students' confidence, sense of responsibility, and fluency because students feel comfortable learning with peers compared to teachers.⁸ Therefore, this method has great potential to overcome the problem of low speaking skills of students.

However, previous research has highlighted a lot of peer tutoring methods in EFL.⁹ In addition, it only examines collaborative learning models in general without a peer tutor structure.¹⁰ Specifically, discussing the application of Peer Teaching to improve speaking skills in Indonesian language learning in elementary schools is still limited.

Based on these gaps, the novelty of this research lies in the application of the Peer Teaching method in a structured manner,¹¹ in the Indonesian language map, to improve the speaking skills of grade IV students by emphasizing the aspect of strengthening active interaction between students in the learning process,¹² increased confidence and courage in

²Dahlia, S. R. H. Intiana, dan Husniati, "Kemampuan Berbicara Siswa Kelas V SD dalam Pembelajaran Bahasa Indonesia," *Journal Educatio*, Vol. 9, No. 4 (2023), hlm. 2164–2170

³Irwan, & Kamarudin, "Keterampilan Berbicara," *Jurnal Basicedu*, 5(5), 2021.

⁴R. Delvia, "Ber cerita di Sekolah Dasar," *Jurnal Basicedu*, vol. 3, no. 4, 2019, hlm. 1022–1030.

⁵S. L. Ramadhanti, H. C. T. Konjin, A. J. Wadud, N. Nadlir, dan N. Wakhidah, "Model Pembelajaran Kooperatif Tipe Jigsaw dalam Pembelajaran IPA di Sekolah Dasar," *Journal of Instructional and Development Researches*, Vol. 5, No. 2 (2025), hlm. 192–201

⁶J. Studi et al., "Pembelajaran Interaktif dan Kolaboratif," *Edupedika*, vol. 3, no. 1, 2024, hlm. 28–34.

⁷C. Rosmiati et al., "Penerapan Model Pembelajaran *Peer Teaching*," *Innovative: Journal of Social Science Research*, vol. 4, no. 6, 2024, hlm. 5644–5669.

⁸S. R. Maulidiyah, S. Utaminingsih, dan Juniati, "Penerapan Metode *Peer Teaching*," *Jurnal Jendela Pendidikan*, vol. 5, no. 2, 2025, hlm. 322–329.

⁹T. Kumar, S. M. A. Soozandehfar, A. Hashemifardnia, dan R. Mombeini, "Self vs. Peer Assessment Activities in EFL-Speaking Classes: Impacts on Students' Self-Regulated Learning, Critical Thinking, and Problem-Solving Skills," *Language Testing in Asia*, Vol. 13, No. 1 (2023)

¹⁰H. Nathasya, "Model Pembelajaran Kolaboratif," *Edu Research IICLS*, vol. 5, no. 1, 2024, hlm. 70–80; M. Sarwanti dan Karsono, "Peningkatan Keterampilan Berbicara melalui Model Constructive Controversy," tanpa tahun.

¹¹Alifah, A. R. G., & Hijrah Selaras, G. (2024). Pengaruh penerapan metode tutor teman sebaya terhadap hasil belajar peserta didik. *Jurnal Biogenerasi*, 9(2), 1243–1248

¹²E. Maesaroh dan E. L. F. Ahsani, "Peningkatan Hasil Belajar Siswa Melalui Media Audio Visual dan *Peer Teaching* Method (PTM) dalam Pembelajaran Bahasa Indonesia Kelas 6 di SD N 3 Baturejo," *Madrosatuna: Jurnal Pendidikan* 5, no. 2 (2022): 74–82

expressing opinions orally,¹³ and the development of the quality of speaking skills through the implementation of the classroom action research cycle (PTK).¹⁴ This study integrates the indicators of speaking ability comprehensively,¹⁵ to make a specific empirical contribution juxtaposed with previous research.

Furthermore, the purpose of this study is to analyze the application of the Peer Teaching method in improving the speaking ability of fourth-grade students of MI Al-Fajar Pringsewu in learning Indonesian.¹⁶ Of course, it is in line with the learning needs that emphasize the activeness and speaking ability of students in Indonesian subjects.¹⁷

The urgency of this study lies in the importance of developing early speaking skills as the main provision in the communication and learning process in the future.¹⁸ Students will have a hard time if their speaking skills are not improved.¹⁹ Therefore, this study is expected to help teachers in choosing effective and innovative learning methods to improve students' speaking skills in elementary schools, especially in Indonesian subjects.²⁰

RESEARCH METHOD

The study design applied to this research was Classroom Action Research (PTK). PTK was a form of research carried out independently by teachers, with the main goal of evaluating and improving the teaching practices they use daily in the classroom. PTK involves systematic steps that involve observation, reflection, and action to achieve sustainable improvement.²¹

This study adopts a PTK design based on the Kemmis and McTaggart cycle model, which organizes each research cycle into four interrelated stages: designing actions, executing the design, observing the process, and reviewing the results.²²

This study was carried out in the odd semester of the 2025/2026 school year at MI AlFajar Pringsewu. In the implementation process, PTK must go through several cycles that will be faced; this study was carried out in two cycles.²³

The study participants consisted of 20 grade IV students, consisting of 11 male students and 9 female students, with an age range of 9–10 years. The research was focused on improving students' speaking skills in learning Bahasa Indonesia, especially in interview materials.

¹³I. Magdalena, D. Safitri, dan A. P. Adinda, "Analisis Keterampilan Berbicara Siswa," *Jurnal Pendidikan dan Dakwah*, vol. 3, no. 2, 2021, hlm. 386–395.

¹⁴T. Handayani, "Peningkatan Aktivitas dan Hasil Belajar dengan Metode Tutor Sebaya," *Jurnal Locus Penelitian dan Pengabdian*, vol. 2, no. 6, 2023, hlm. 564–582.

¹⁵Dahlia et al., "Kemampuan Berbicara Siswa Kelas V SD," *Journal Educatio*, 2023

¹⁶Nurhaswinda, L. Anggraini, I. Aditya, R. Saputra, dan Siddik Syahril, "Pengaruh Pembelajaran *Peer Teaching* untuk Meningkatkan Keterampilan Komunikasi Siswa Sekolah Dasar," *Jurnal Pendidikan Sosial dan Humaniora* 2, no. 4 (2023): 12274–12282

¹⁷D. Rahmayanti, D. H. Supriyanto, dan T. W. Khusniyah, "Pengaruh Keaktifan Bertanya Siswa Terhadap Hasil Belajar Siswa Sekolah Dasar," *Jurnal Holistika* 6, no. 1 (2022): 34–40

¹⁸R. Riska, A. Azis, dan T. Tarman, "Pengaruh Lingkungan terhadap Kemampuan Berbicara Siswa," *Jurnal Riset dan Inovasi Pembelajaran*, vol. 4, no. 1, 2024, hlm. 389–401.

¹⁹E. Wahyuningasti, Rokhmaniyah, dan T. S. Susiani, "Pengaruh Rasa Percaya Diri terhadap Keterampilan Berbicara," *Kalam Cendekia*, vol. 11, no. 1, 2023, hlm. 65–73.

²⁰N. A. Ummah et al., "Pembelajaran Keterampilan Berbicara di Sekolah Dasar," *Wanastra: Jurnal Bahasa dan Sastra*, vol. 12, no. 2, 2020, hlm. 120–128.

²¹G. Aprilyada et al., "Peran Kajian Pustaka dalam Penelitian Tindakan Kelas," *Jurnal Kreativitas Mahasiswa*, vol. 1, no. 2, 2023.

²²M. Penelitian dan T. Kelas, "Ulumuddin: *Jurnal Ilmu-ilmu Keislaman*," 9 (2019): 49–60.

²³B. Rahmawati et al., "Isu Jumlah Siklus dalam Penelitian Tindakan Kelas," *Jurnal Kreativitas Mahasiswa*, vol. 1, no. 1, 2023, hlm. 76–84.

In the action stage, students were divided into small groups of 4–5 students. Each group has one peer tutor who was in charge of helping group mates understand the material, guiding discussions, and providing feedback during speaking practice. In cycle II, action improvements were made through strengthening the role of peer tutors, increasing the intensity of interview practice, and providing motivation to students to be more confident in speaking.

The assessment of students' speaking ability was carried out based on five indicators, namely: Pronunciation, intonation, vocabulary, mastery of material, and expressions or mimicry used when speaking.²⁴ The data was analyzed in a quantitative descriptive manner after being collected through interviews and observation sheets of students' speaking ability. The research also pays attention to the ethical aspects of research by obtaining permission from the school and maintaining the confidentiality of students' identities during the research process.

RESULTS AND DISCUSSION

Results

This study aims to improve the speaking ability of MI Al-Fajar Pringsewu students in grade IV through the application of the peer tutor method. The research took place in two cycles that were taken in succession. Each cycle undergoes four phases that were connected to each other, starting from designing actions, implementing them in the classroom, monitoring the process, and evaluating and reflecting on the results obtained.

The assessment of students' speaking ability was carried out based on five indicators, namely: Pronunciation, intonation, vocabulary, mastery of material, and expressions or mimicry used when speaking.²⁵

Initial Condition (Pre-Cycle)

Before the intervention was implemented, the researcher first conducted pre-action observations to explore the initial condition of students' speaking ability in Indonesian subjects, focusing on interview material.

The results of the observation show that most students still have difficulties in communication in front of the class. Some students seem to lack confidence, have a limited vocabulary, and have unclear intonation in pronunciation.

Table 1. Pre-cycle Student Speaking Ability Outcomes

No	Assessment Indicators	Average Score
1.	Pronunciation	60
2.	Intonation	58
3.	Vocabulary	61
4.	Mastery of Material	59
5.	Expression/Mimic	57
Overall Average		59

The minimum completeness criteria set in this study was 70. Based on the table above, the average speaking ability of students was still below the Minimum Passing Grade.

Table 2. Percentage of Pre-Cycle Learning Completion

Category	Number of Students	Percentage
Passed	7	35%

²⁴L. I. Maulida et al., "Formative Assessment as an Evaluation Tool," *Journal of Mathematics Instruction*, vol. 4, no. 3, 2025, hlm. 769–782.

²⁵L. I. Maulida et al., "Formative Assessment as an Evaluation Tool," *Journal of Mathematics Instruction*, vol. 4, no. 3, 2025, hlm. 769–782.

Failed	13	65%
Total	20	100%

The initial data reflect that the speaking skills of most students were still relatively low, so learning interventions were needed that can significantly encourage their courage and active involvement when speaking.

Results of Research Cycle I

In the first cycle, learning was carried out by applying the peer tutor method through the formation of small groups consisting of 4-5 students. In each group, there was one student who acts as a peer tutor who helps his group mates understand the interview material.

Observation Results of Cycle I

After the Peer Teaching method was applied in the first cycle, there was a development in students' speaking skills. However, there were still obstacles in the field, such as students who were still reluctant to speak and vocabulary mastery that still needs to be improved.

Table 3. Results of Speech Ability Assessment in Cycle I

No	Assessment Indicators	Average Score
1.	Pronunciation	70
2.	Intonation	69
3.	Vocabulary	72
4.	Mastery of Material	71
5.	Expression/Mimic	68
Overall Average		70

Table 4. Percentage of Learning Completeness in Cycle I

Category	Number of Students	Percentage
Passed	12	60%
Failed	8	40%
Total	20	100%

From these results, it can be seen that there has been an increase from 59 to 70, but the completeness of classical learning has still not reached the target of 75%, so the study was continued to cycle II.

Reflection Cycle I

Some of the findings in cycle I include:

1. Some students still lack confidence when speaking
2. Interaction in the peer group was still not optimal
3. Some students were still passive in group discussions.

Therefore, in cycle II, the researcher made improvements by:

1. Motivate students to be more confident.
2. Optimise the role of a peer tutor
3. Giving students more opportunities to practice speaking

Results of Cycle II Research

In Cycle II, the peer tutor method was reapplied with improvements based on the reflection of Cycle I. Students were given more opportunities to practice interviews in pairs in front of the class. The results of the observation showed a significant increase in students' communication skills.

Table 5. Results of Speech Ability Assessment in Cycle II

No	Assessment Indicators	Average Score
1.	Pronunciation	82
2.	Intonation	80
3.	Vocabulary	84
4.	Mastery of Material	83
5.	Expression/Mimic	81
Overall Average		82

Table 6. Percentage of Learning Completeness in Cycle II

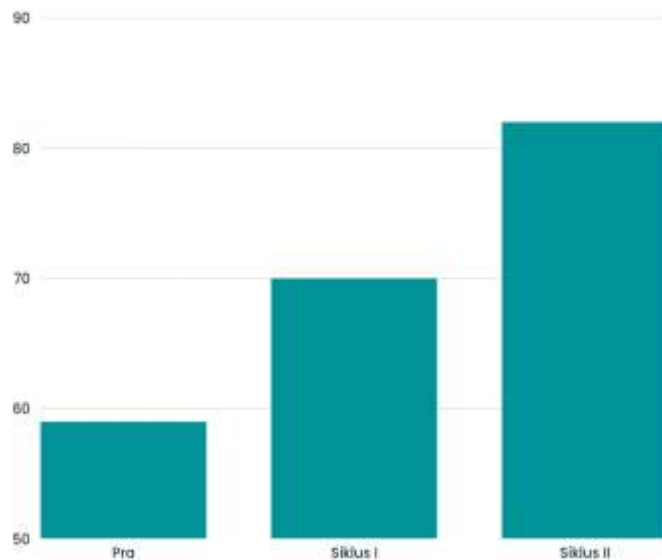
Category	Number of Students	Percentage
Passed	18	90%
Failed	2	10%
Total	20	100%

These results show that classical learning completeness has reached 90%, so that the learning action was declared successful.

Table 7. Comparison of Student Speaking Ability Results

Cycles	Average Score	Completion Percentage
Pre-Cycle	59	35%
Cycle I	70	60%
Cycle II	82	90%

These results show a significant increase from pre-cycle to cycle II.

**Figure 1. Comparison of Student Speaking Ability Results**

The diagram above shows a gradual increase in students' speaking skills in each cycle after the application of the Peer Teaching method.

Discussion

The results of the study show that the application of the Peer Tutor method was able to improve the speaking ability of fourth-grade students of MI Al-Fajar Pringsewu. It can be seen from the improvement in the results of the assessment of students' speaking ability in

each research cycle. Improvements were seen in all assessment indicators, such as pronunciation, intonation, vocabulary, material mastery, and expression when speaking.

In the pre-cycle stage, students' communication skills were still low, with an average score of 59 and a completion percentage of only 35%. This condition shows that most students still have difficulty conveying ideas or opinions orally, which was shown by improper pronunciation, intonation, and vocabulary use, as well as a lack of self-confidence when speaking in front of the class.

After the action in the first cycle using the peer tutor method, students' speaking skills began to improve, with an average score of 70 and a learning completion percentage of 60%. This increase was due to the fact that students have the opportunity to actively participate in learning through group discussions and teaching activities with peers. Students get more opportunities to practice speaking in a less stressful atmosphere than when using conventional learning.

However, the achievement of the first cycle has not met the classical learning completeness threshold set at 75%, so this study needs to be continued to the next cycle with the necessary improvements. In this cycle, learning improvements were made, including increasing the role of Peer Tutors in groups and giving students more opportunities to conduct interviews in front of the class.

The various improvements implemented in the second cycle resulted in a significant spike in performance, reflected in the average student score, which reached 82 with a learning completion percentage of 90%. This achievement indicates that students were beginning to adapt well to the Peer Teaching method, which has significantly succeeded in growing their confidence in expressing their thoughts orally. Group student interactions help students improve pronunciation and intonation and enrich vocabulary.

The learning process was carried out through active interaction and collaboration in small groups.²⁶ The findings of this study were in line with the research of Slavin, Johnson & Johnson, and Gillies, which explains that collaborative learning can improve student participation, quality of social interaction, and communication skills through cooperation between learners. Peer Teaching creates a supportive learning environment so that students are more actively involved in the learning process.

Thus, the application of the peer tutor method was not only for improving pronunciation, vocabulary, and intonation, but also affects confidence and the courage to speak. The evidence found further strengthens the conclusion that the application of the Peer Teaching method in learning Indonesian was not just an additional option, but a strategy that has been empirically proven to be able to raise students' speaking skills at the basic education level.

CONCLUSION

The application of the Peer Teaching method has been proven to be able to improve the speaking skills of fourth-grade students of MI Al-Fajar Pringsewu in learning Indonesian. Improvements can be seen in aspects of pronunciation, intonation, vocabulary, material mastery, fluency in speaking, and speech expression. The findings of the study show that social interaction and collaboration between students in Peer Teaching create a more participatory and supportive learning environment that helps increase students' confidence in oral communication. Theoretically, this study strengthens the social constructivism approach regarding the importance of peer interaction in the development of language skills. Practically, Peer Teaching can be an alternative strategy for learning Indonesian in elementary

²⁶ C. T. Nilawati dan S. Sukadari, "Penggunaan Metode *Peer Teaching*," *Proceedings Series on Social Sciences & Humanities*, vol. 3, 2022, hlm. 246–251.

schools to improve students' speaking skills. Further research was suggested to develop the application of Peer Teaching at a wider learning level and context.

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