The Effect of Reciprocal Peer Tutoring Strategy to Students’ Mathematics Performance

by Mastura S. Abdulkarim
The Effect of Reciprocal Peer Tutoring Strategy to Students’ Mathematics Performance

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ABSTRACT
This study focused on the effect of reciprocal peer tutoring strategy in teaching rational algebraic expressions to the mathematics performance of the Guindulungan National High School students. There forty (40) Grade 8 students who were randomly selected as the subjects of the study. A Quasi-experimental research design was employed in this study. Pre-test and post-test questionnaire on rational algebraic expressions was used as the main instrument of the study. Quantitative analysis on both pre-test and post-test scores of the students were made using this method. The simple frequency and percentage counts were used to analyze the students’ performance before and after the reciprocal peer tutoring strategy was introduced. t-test was utilized to determine the significant difference between the students’ performance in mathematics before and after the reciprocal peer tutoring strategy. This test was set at 5% level of significance. The minimum t-value of −1.665 was used to determine the significance of the test. The results revealed that there is a significant increase in the students’ mathematics performance in learning rational algebraic expressions using reciprocal peer tutoring strategy. This means that reciprocal peer tutoring strategy is effective in increasing students’ mathematics performance.

KEYWORDS
mathematics performance; reciprocal peer tutoring; rational algebraic expressions

INTRODUCTION
The way how a teacher or the teaching strategy used in teaching a concept or procedure can affect in the attainment of the learning outcomes. Teaching strategy is the careful plan designed by the teacher as to how he can impart the knowledge to his students. It can be the main tool of a teacher to achieve objective he has set forth for a lesson.

Acquiring facts and information and imparting them to the learners is a tremendous task of a teacher. Furthermore, a strategy used by the teachers is very important to meet the goals and objectives of the teaching-learning process. The methods will guide the teachers in orderly routine, which will accomplish certain definite results. Teaching strategies to be used in a classroom need to be selected carefully in order to contribute most effectively to student learning. Stone and Morris (1972) as cited in Isaac (2010) describe teaching strategy as a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. The strategy should state the behavioral objectives that would eventually describe the observable behavior of his students after performing the task of teaching.

Research-based teaching strategies have far more impact than others (Killian, 2014). Thus effective teachers are always on the prowl for new and exciting teaching strategy that will
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