

## PROMOTING AN ENGLISH STUDENTS THROUGH PEER TEACHING IN IMPROVING TEACHING SKILL

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### ABSTRAK

Tujuan utama penelitian ini adalah: (1) Untuk mengetahui bagaimana mengimplementasikan pengajaran sebaya untuk meningkatkan keahlian mengajar pada mahasiswa bahasa Inggris pada semester enam STKIP Paracendekia NW Sumbawa, (2) Untuk mengetahui sejauhmana pengajaran sebaya meningkatkan mahasiswa bahasa Inggris pada keahlian mengajar pada semester enam STKIP Paracendekia NW Sumbawa. Penelitian ini adalah penelitian kualitatif dan kuantitatif. Penelitian ini dilaksanakan pada semester enam STKIP Paracendekia NW Sumbawa tahun akademik 2015/2016 dengan jumlah partisipan 22 mahasiswa. Instrumen yang digunakan adalah pengamatan, wawancara, dan proses pengajaran sebaya. Data menunjukkan bahwa nilai rata-rata orientasi mahasiswa adalah 63,35, nilai rata-rata pertemuan I adalah 68,56, dan nilai rata-rata pertemuan II adalah 74,92. Hasil penelitian ini menunjukkan bahwa pengajaran sebaya memiliki peningkatan yang positif pada mahasiswa bahasa Inggris dalam meningkatkan keahlian mengajar.

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Kata kunci: *Pengajaran sebaya, peningkatan keahlian mengajar.*

### ABSTRACT

The main aimed of this study: (1) To know how to implement peer teaching to promote teaching skill on English students at the sixth semester of STKIP Paracendekia NW Sumbawa, (2) To know the extent of peer teaching promote an English students to improve teaching skill at the sixth semester of STKIP Paracendekia NW Sumbawa. This research was a qualitative and quantitative research. The researcher took at the sixth semester students of STKIP Paracendekia NW Sumbawa in academic year 2015/2016 which consist of 22 students as the subject of the study. The instrument used were observing, interviewing, and peer teaching process. The data showed that; the mean score of students' orientation were 63,35, the mean score of students' meeting I were 68,56, and the mean score of students' meeting II were 74,92. This research indicates that peer teaching had positive promote toward an English students in improving teaching skill.

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Keywords: *Peer Teaching, Improving Teaching Skill.*

### INTRODUCTION

Developing of education is very important for every nation in the world. Indonesian government has done every efforts for the rapid advanced of globalization, a lot of policy have done by the minister of education to support education system, such as; the certificate of lecturers and teachers, method, approach, and strategies in teaching and learning process. But all of the effort above still a long expectation, especially in teaching and learning process in the classroom.

In higher education, teaching takes place in different ways. Instructors, highly trained in their area expertise, engage students through technology, lecture, service learning projects, and more.

Research on teaching and learning in further and higher education is much less voluminous than on teaching and learning in schools. While there have been a number of books on the topic of adult learning (e.g. Laurillard 1993, and Sutherland 1996), both the quantity and quality of research in this area is surprisingly limited, considering the vast resources expended on the tertiary sector. However, the quality and

cost-effectiveness of teaching and learning in the sector are increasingly under the microscope. There has long been concern that traditional curricula, delivered and assessed in traditional ways, promote a surface approach to learning rather than a deep or even a strategic approach (Entwistle 1992).

Teaching occurs between and among students in learning process of inside or outside the classroom. Though instructors may wish otherwise, this sort of peer teaching may have an even greater impact on students than teaching in the classroom (Goodlad, 1998).

The recent study, researcher employed teaching strategies via peer teaching among and between students in teaching and learning process in or out the classroom activities.

In order to find the objectives of this research, it is needed to answer the following research questions;

1. How does to implement peer teaching to promote teaching skill on English students?
2. To what extent does peer teaching promote an English students to improve teaching skill?

## **METHODOLOGY**

### **Research Design**

Based on the statement of research questions above, the design of this study was an quantitative and qualitative research. This research was designed to determine the promoting of peer teaching on English students in teaching skill.

### **Location and Subjectof Research**

This research was conducted at the sixth semester of STKIP Paracendekia NW Sumbawa in academic year 2015/2016 consists of 22 students.

### **The Instrument for Collecting Data**

The data in this research was collected by using, observation, interview, diary notes, and peer teaching test process.

#### **1. Observation**

To obtain the data about promoting an English students through peer teaching, the researcher played the role as participant-observer during the observation. The researcher observed during peer teaching process in the classroom.

#### **2. Interview**

To gain the data from the peer teaching process. This interview consists of several questions about the implementation of peer teaching besides regular English class. It is to know the important of the peer teaching to promoting an English students

#### **3. Diary note**

The researcher used diary note to complete the data gained from observation and interview during peer teaching process in the classroom. The researcher wrote something must be held by the students, such as; prepare learning equipment, and performance each students when they did peer teaching process.

#### **4. Peer teaching process**

To gain the complete data, the researcher asked the students to do practice peer teaching in the classroom. The researcher took the score from; (a) performance, (b) learning equipment, and (c) class management during peer teaching activities in the classroom.

## Data Collection

In collecting the data, the qualitative data was applied. The qualitative data was found by describing the situation during the teaching and learning process, taken from the observation, and interview. The quantitative data was found from statically during peer teaching process.

The first data is collected from observation. The objective of observation was to found out the activities of peer teaching; it was to know the teaching learning activities clearly. During the observation, the researcher played the role as participant-observer.

The second data was collected from interview. The research used the interview guideline to gain the data from the peer teaching. This interview consists of several questions about the implementation of peer teaching besides regular classroom process. In conducting the interview, the researcher used tape recorder in order to get grounded and measured-data.

The third data was collected from peer teaching process. In implementing peer teaching activities, the researcher took the score from; (a) performance, (b) learning equipment, and (c) class management.

The objective of peer teaching process was found out that peer teaching promoted an English students in improving teaching skill.

## Data Analysis

The data from observations were analyzed to examine teaching learning activities in implementing peer teaching process. Data from observations were also used to examine the learning environments to reveal that peer teaching promoted an English students in improving teaching skill.

The data from interview was analyzed to describe the implementation of peer teaching besides regular classroom. The data from peer teaching process was analyzed to identify that the peer teaching promoted an English students in improving teaching skill.

## FINDING AND DISCUSSION

### Research Finding

#### 1. The Result of the Observation

Based on the observations, the students prepared learning equipment in teaching learning activities. The students designed the teaching and learning better than the first meeting and then they completed their learning equipment, prepared their performance, and to arrange classroom management before they held peer teaching in the classroom.

The implementation of the peer teaching in the collages was to enhance the students' teaching skill ability in an English class. Then, in the teaching and learning activities in the peer teaching in sixth semester were applied four skill languages namely; listening, speaking, reading, and writing skill which to develop English skills proficiency as mentioned in curriculum goal for English subject. Peer teaching had important roles in enriching the students' teaching skill.

#### 2. The Result of the Interview

The interview was done to the students and the teacher in the first meeting and the end of the research. The interviews in the first time indicated that most of students felt that it was difficult to teach their friend. The lecturer stated that she/he did not have some method to be applied in the classroom. The interview in the last meeting indicated that the students were interesting and enjoyed to teach an English class. They stated that learning and teaching process through peer teaching was so helpful in encouraging them in teaching skill.

The observation was done to observe the students' behavior and what the students' problems during the activities of peer teaching. Most of the students had participated effectively in peer teaching. They were enthusiastic and enjoyable in teaching practice in the classroom. The peer teaching had important way or strategy in enriching the students' teaching skill.

### 3. The Result of Students' Peer Teaching Process

This research was conducted three meetings. First meeting was the orientation test. The students were asked as a tutor in the classroom, he/she taught English to their friends for getting their score. In the orientation test, the students' score was low, in the first meeting, the score of the test was improved and up to the end of the last meeting. The students' score increased from the first test to the last test.

Based on the the result of students' peer teaching process analyzed above that; The mean score of students' orientation were 63,35, the mean score of students' meeting I were 68,56, and the mean score of students' meeting II were 74,92. It shown that from orientation period till the meeting II, there was significant result the implementing of peer teaching toward an English students in teaching skill.

### Research Discussion

The result of this study showed that the peer teaching could improve students' teaching skill. peer teaching is a very good strategy in improving students' teaching skill. It helps an English students to mastery their ability on teaching skill. In Indonesia, English is a foreign language that need extra learning process to master. Therefore in education, collages and lecturers should be maximal in applied an appropriate teaching strategies to promote students' teaching skill.

It is very important in education system. Especially for an English students, it helps students more enthusiasm in the teaching and learning activities because the activity gave them chance to practice how to be a teacher. In other words, peer teaching is one of way or strategy could choose by lecturers to enhance students' teaching skill.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the data analysis above, it can be concluded that the peer teaching gave some advantages for the students. It means peer teaching could promote an English students in improve students' teaching skill at the sixth semester of STKIP Paracendekia NW Sumbawa.

### Suggestion

The result of this research showed that the peer teaching could promote an English students in improve students' teaching skill. These following suggestions are offered:

- a. It is suggested that English lecturers choose an appropriate strategies in teaching and learning process. Peer teaching is one of strategies to enhance students' teaching skill. It will build a good atmosphere and enjoyable teaching and learning activities in and out the classroom.
- b. It is also suggested to the readers who infers for further researcher related to this research should explore the knowledge to enlarge their understanding about how to improve students' teaching skill and search another reference.

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