THE IMPLEMENTATION OF PEER TEACHING IN TEACHING ENGLISH FOR YOUNG LEARNERS OF ENGLISH DEPARTMENT, UNIVET SUKOHARJO

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ABSTRACT

The objective of the study is to identify the application of Peer Teaching in the subject of Teaching English for Young Learner (TEYL) and combined it with teaching media that suitable for the teaching material. Besides it also observed the dominance of teaching media that were used by students in TEYL. It is a qualitative method. The subject of the study is 6th semester students of English Department. The collecting data of the study are observation, interview, and documentation. The application of Peer teaching in the study are 1) making sure that peer teacher mastered the teaching material, 2) using system reward, 3) using positive reinforcement, 4) choosing the appropriate exercise, 5) using grouping strategy, 6) using role play of peer teaching, 7) forcing on feedback that was given by the lecturer. Then the dominant teaching media used in peer teaching is downloaded video from YOUTUBE. The reason was easier to get and it is also cheap.

Keywords: Peer teaching, Teaching English for Young Learner (TEYL), downloaded video

ABSTRAK

Tujuan penelitian ini adalah untuk mengidentifikasi penerapan Peer Teaching pada mata pelajaran Teaching English for Young Learner (TEYL) dan memadukannya dengan media pembelajaran yang sesuai dengan materi ajar. Selain itu diamati juga dominasi media pembelajaran yang digunakan oleh siswa di TEYL. Metode kualitatif digunakan dalam penelitian ini. Subjek penelitian ini adalah mahasiswa Jurusan Bahasa Inggris semester 6. Pengumpulan data dalam penelitian ini menggunakan observasi, wawancara, dan dokumentasi. Penerapan peer teaching dalam penelitian ini adalah 1) memastikan guru sebaya menguasai materi ajar, 2) menggunakan sistem reward, 3) menggunakan penguatan positif, 4) memilih latihan yang sesuai, 5) menggunakan strategi pengelompokan, 6) menggunakan role bermain peer teaching, 7) memaksakan umpan balik yang diberikan oleh dosen. Kemudian media pembelajaran yang dominan digunakan dalam peer teaching adalah video yang diunduh dari YOUTUBE. Alasannya lebih mudah didapat dan juga murah.

Kata kunci: peer teaching, TEYL, video yang diunduh

 INTRODUCTION

Universitas Veteran Bangun Nusantara Sukoharjo or commonly known as Universitas Veteran Bantara Sukohajo is a university located in the centre of Sukoharjo district. One of the study programs within the university is the English Language Education Study Program (Progdi) which is under the faculty of the Teacher Training and Education Faculty (FKIP). This English education program provides Teaching English for Young Learners courses which are later called TEYL to 6th semester students. TEYL in accordance with its extension teaches students in semester VI, the ability to teach English for early learners, namely students who are elementary aged: 0 - 6 years (Law No. 20/2003, article 1: 14) or Very young learners: ≤ 6 years (Shin, 2006) and Young learners: 7 - 12 years (Shin, 2006). Based on this explanation, it can be concluded that students or learners of basic age are from 0 years to 12 years. If this is traced based on the level of education in Indonesia, there are two things that need to be paid attention to, the first is that elementary age students are students who are at the PAUD (Early Childhood Education) level which consists of playgroups and kindergartens. Kindergarten, the second is Elementary School students. Teaching students or early learners is not the same as teaching junior or senior high school students because of the different characteristics of the two. When compared between the lessons of kindergarten and elementary students, elementary students have lessons that are more challenging for students to hone their creative power in adjusting the lessons being taught with the appropriate media.

Besides having creative power in teaching, 6th semester students need to know the characteristics of students of that age. Knowledge of student characteristics learned in this TEYL subject is used in understanding student behaviour in the classroom. This helps teachers in teaching students and makes it easier for teachers in class management or managing student order in the classroom in all aspects.

In the 2018/2019 academic year, the curriculum applied in Indonesia is the 2013 curriculum which applies English not as a compulsory subject. Even so, there are still many elementary schools and even kindergartens that still provide English lessons for their students. The consideration is that English is an international language so that people learn English so that they are not left behind with other countries because of the language of communication used in the world, one of which is English. Especially with the Asian Economic Community (AEC), the more free Asian people are to enter and exit other Asian countries. In addition, the latest sciences come from the western world, which mostly use English. Based on these reasons,

As mentioned earlier, this TEYL course was given to 6th semester students at the English Education Department of Bantara, Sukoharjo Veteran University. This is in accordance with the mission of the English Department which produces output (students) in accordance with the times and does not reject all kinds of job opportunities that are in front of it. These sixth semester students are students who have begun to be prepared to face the learning process and students in the classroom in the Field Teaching Practice or PPL program in schools around the Sukoharjo area. PPL is a fundamental consideration for the English language education study program to prepare students physically and mentally in this PPL program. Based on the interview on the prior research to the 7th semester students and the tutor teacher in PPL place, students at the time of

PPL still felt nervous and this was clearly seen by the tutor teacher in the PPL program. To avoid this, in one semester, sixth semester students are given two courses which require students to be brave and creative to teach their friends in one class, namely TEYL and Microteaching.

TEYL is something interesting to discuss because students are required to teach friends in one class. In addition, at TEYL, students were seen enjoying the teaching process at TEYL. This is because students can act as small students who are being taught by a teacher who in this case is one of their friends in one class. Then, students really enjoy being in the TEYL class because students are free to express themselves in the classroom. Students are free to ask questions about things that are being explained by their friends, as if they do not know and understand it, it is not uncommon for students to laugh at friends who are learning to teach in class, this is what makes students feel happy to be in TEYL class.

Based on the explanation of the learning process in the TEYL class, students who teach friends in one class or in a group are called Peer Teaching. The definition of Peer Teaching itself is the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher (Boud et al., 1999: 413). Based on the explanation from Boud and his friends, the learning process by asking one of the students to teach another friend is Peer teaching with the teaching position outside the learning circle because the class is in the hands of the student who is in front of the class to teach. When in front of the class, these students are responsible for order and the continuity of the learning process. Meanwhile, the teaching position is only to see and observe the students who are teaching and can provide feedback to the students when the course ends. This feedback is needed so that students know how their performance is while teaching in the classroom, how well they are teaching or what things need to be done to produce a creative and interesting learning process. According to the explanation from Baud, the student learning process from the beginning of learning, opening the learning process, to the end of the learning process, providing evaluation and at the same time assessing whether or not the questions have been done are right or wrong. In this TEYL course, students are free to develop material taught in the classroom by considering learning media that is suitable and attractive to students or in this case friends in one class. RPP or Learning Implementation Plan is not prioritized in this subject because in the Microteaching lesson students have already learned how to make RPP based on the existing syllabus which is adjusted to the curriculum currently being implemented in Indonesia. In TEYL, it is more focused on developing material and combining material with creative and interesting media for students. To find out the learning media and learning materials, it is necessary to return to the information at the beginning that knowledge of student characteristics is needed here. The reason is that elementary age students and teenage students have somewhat different interests. Elementary age students tend to be more active in gross motor skills in learning and playing, while teenage students are more likely to be active in fine motor skills. Based on the explanation that has been discussed, the formulation of the research problems are:

1. How is the application of peer teaching in TEYL learning for 6th semester students and combining it with learning media that is in accordance with the material being taught.
2. What is the most dominant learning media used in Peer Teaching in the classroom?

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METHODOLOGY

The Design of the Study
The problem that is examined or studied in this research is research centered on natural events without any social and dynamic conjecture because what is being studied is a human being who coordinates and collaborates with other humans around him. Based on this explanation, this research is a qualitative research. According to Sugiyono (2011: 15).

The Subject of Research
This research was conducted at the University of Veteran Bangun Nusantara Sukoharjo in the Sixth Semester Education Study Program. The 6th semester student will face PPL in semester VII. For A class, consists of 27 students. The data of the research are peer teachers' creativity in teaching the other students in TEYL class.

Data Collection Procedures
The procedures for collecting data in this study include observation, documentation, and interview.
1. Observation
Observation is the first step in conducting research, observations are carried out to find out in detail about students' ability teach their classmates, whereas students felt nervous and haven't mastered classroom management.
2. Documentation
Documents are interpreted as a written record / picture stored about something that has happened. Documentation is physical evidence in the form of photographs when English language teaching takes place and the results of students' worksheets when writing in English.
3. Interview
The interview represented by 5 interviewees.
The interviewees got the same questions, and the researcher wanted to know whether their answers were match or not. The questions concerned to students' ability in teaching their classmates in TEYL class

Instruments
The researcher is as a key instrument of the research.

Data Analysis Techniques
While the data analysis in this study, Milles and Hubberman (2012: 141) explains that data analysis is steps to process research findings that have been transcribed through the process of data reduction, i.e. data is filtered and compiled, presented, verified or concluded. So, data are underlined on the research are teaching media student used.

Procedure of the Research.
Research has been carried out by passing various steps to get results that can answer the problem statements. The procedure that was carried out was field observation. Based on the observation,

The researcher decided atclass A as the subject of research, then prepared the test and conducted it.

FINDINGAND DISCUSSION

This chapter formulates two problems as mentioned in the introduction. There are peer teaching application and the most dominant learning media used in Peer Teaching in the classroom

Peer Teaching Application

This peer teaching can be applied in all learning subjects. Things that can be clicked from TEYL's teaching are as follows:

Ensure that peer teachers have sufficient knowledge of the material to be taught.

Peer teachers in this case are not only required to master the material but also to master class mastery. The material here is subject matter. All students who will have their teaching turn always prepare subject matter according to the young learner who is their goal in teaching.

1) In terms of class mastery, peer teachers must be able to open and close the learning process. If we look at the research findings for classroom mastery, we can conclude that not all peer teachers have good class mastery. The peer teaching script has provided an example of how peer teachers have good classroom mastery and who are not well prepared.

Table 1.Opening Class

Coding	Transcript
PM/9	*Hari ini kita kan bahas tentang cita-cita* *Ini gambar apa ya?* *(sambil putri menunjuk gambar di slide PPT tentang Profesi)*

Peer teachers who do not yet have good class mastery can be seen in the PM9 data, which shows that the way peer teachers open the learning process does not show attention to the conducive situation of class students. What the peer teachers should have done at PM / 9 was that after saying their greetings,

Table 2.Rolling Class

Coding	Trancript
PM/28	*Hari ini ada yang tidak masuk?*

the peer teachers should have asked the students whether there were students who were absent as stated in PM / 28.

Table 3.Closing the Class

Coding	Transcript
PM/61	Great. *Hebat.* *Hari ini kita belajar tentang apa anak-anak?*

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Then, when closing the lesson, the peer teacher should provide feedback as stated in the PM / 61 data which states about the lessons learned during that day. This is intended so that students do not forget the material that has been taught and the peer teacher also aims to find out the seriousness and understanding of students on the lessons that have been obtained on that day.

2) Then, for mastery of the material, we can see that from coding data, there are two ways of delivering different material through the media used.he first is shown in the PM / 9 data where the peer teacher directly shows the material through the media that is brought to class, namely ppt or power point, without giving warming up or warming up to students in advance. Warming up is used to prepare students' readiness in receiving lessons on that day.

Table 4.Building a Readiness of the Class

Coding	Transcript
PM/44	*Kita putar pelan satu-satu ya.*

What should be done is what is done PM / 44 which is done by the peer teacher. The peer teacher uses video learning media taken from YouTube which we can find out from interviews with peer teachers. In PM / 44, the peer teacher in using the video was by paying attention to the readiness of the students in receiving lessons, namely the video is played as a whole and then the video is played one by one based on the pictures that appear in the video.

Using a reward system

At this stage, all peer teachers can implement a reward system or praise students when learning interactions between peer teachers and students are carried out. The purpose of the reward or praise given by peer teachers is to nurture students to continue paying attention to the lessons being taught by the peer teachers, as it can be seen in the table below:

Table 5.giving a reward to the Class

Coding	Transcript
RD/53	*Hebat Koko!* *Kalian semua anak-anak yang hebat.* *Ini ibu ada permainan*

Based on the table 4, peer teacher tried to give a reward to one of the students, Koko and to all of the students.

Positive reinforcement

In this positive reinforcement, there are two ways of delivering the peer teacher. When the peer teacher asks students to read new vocabulary in English, the first data is shown in coding PR / 13.

Table 6.giving positive reinforcement

Coding	Transcript
PR/13	Doctor. Bagaimana bacanya tadi?

Positive reinforcement by peer teachers is that the peer teacher directly provides an example of how to read in the peer teacher's voice, which she says in front of the class. It is very risky to make mistakes when doing it. To minimize pronunciation errors, the peer teacher before teaching must carefully prepare every vocabulary that will be taught to students.

Table 7.giving positive reinforcement through a video

Coding	Transcript
PR/46	(memutar video, kemudian menghentikan /pause pada satu gambar hewan) Ini gambar apa, anak-anak?

Meanwhile, the data shown in the PR / 46 coding shows that the teacher minimizes direct speech for all the vocabulary that is taught, especially for the vocabulary that is spoken for the first time. This is greatly helped by the existence of learning media, namely videos that have been prepared by peer teachers. This will greatly minimize the pronunciation mistakes that peer teachers will make when giving examples in front of the class. However, peer teachers must be careful in choosing videos because they do not let the video they choose to teach is a video that has the wrong pronunciation or pronunciation.

Choose practice questions
The selection of questions used by peer teachers is still not varied, as it can be seen in table below:

Table 7.asking an exercise through an ice cream sticks

Coding	Transcript
Ex/54	: berhenti sebentar mempersiapkan alat-alat yang digunakan untuk permainan dalam pelajaran bahasa Inggris

In giving training, peer teachers still ask students to fill in questions or answer questions that have been provided by the peer teachers, only the way to provide the exercises is different. Peer teachers tell students to come directly to the front of the class to answer questions provided by peer teachers on the blackboard. In addition, there are peer teachers who make exercises on a piece of paper and then the students are asked to do the questions.

The third provision of exercise is to use teaching media based on ice cream sticks which are given a picture then students are asked to guess what the picture is using English

Using e a group strategy

The group strategy that occurs in the classroom is only implemented by five peer teachers. Groups are made into one group consisting of three to five students. the group is asked to do the assignment given by the peer teacher then make a report orally based on the group that has been made.

Others prefer to get students directly to classically to do the activities that must be done to practice each vocabulary the students have to say.

Using the peer teaching method

The peer teaching procedure applied in semester 6 in the English Education Study Program of Bantara, Sukoharjo University is in accordance with what is revealed by Briggs (2013) as follows: Ensure that peer teachers have sufficiently mastered the material to be taught and have mastered the class in the learning process, Using a reward system, Positive reinforcement, Choose practice questions, Use a group strategy, Using the peer teaching method, Emphasizes active learning, Feedback or feedback. It can be seen in CPT/Scene II.

Table 8.peer teaching learning process

coding		transcript			
CPT/S cene II	7	SCENE II	Putri (dedek)	:	Selamat pagi semua!
	8		Students	:	Pagi bu
	9		Putri	:	Hari ini kita kan bahas tentang cita-cita Ini gambar apa ya? (sambil putri menunjuk gambar di slide PPT tentang Profesi)
	10		Students	:	Pak Dokter
	11		Putri	:	Pak Dokter bahasa Inggrisnya apa?
	12		Students	:	Ga tau bu
	13		Putri	:	Doctor. Bagaimana bacanya tadi?
	14		students	:	Doctor.
	15		Putri	:	Ini apa ya? (sambil menunjuk gambar pada slide PPT)
	15		Students	:	Apa bu?
	16		Putri	:	Guru. Guru bahasa Inggrisnya adalah teacher. Bagaimana anak-anak bacanya tadi?
	17		Students	:	Teacher
	18		Putri	:	Good Ok. Sekarang bu guru ada soal. Ayo maju tiga siswa
	19		Putri	:	Tidak ada yang maju? Ya sudah ibu tunjuk ya. 1.

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20	Norman, 2, Tika, 3. Koko		
	:Ketiga murid yang ditunjuk maju ke depann dan mencocokkan gambar dan tulisan yang telah disiapkan oleh Putri, setelah selesai mengerjakan:		
21	Putri	:	Bagus. Pintar semua. Semua memperhatikan penjelasan dari bu guru Hari ini pelajarannya cukup sekian. Selamat pagi semua.

So it can be concluded that the peer teaching procedure in the Univet English Study program does not go away or change things that become rules in teaching using Peer Teaching.

Emphasizes active learning

Active learning learning is a learning system that will optimize students' abilities in the learning process. The teacher's role is minimized in the learning process.

Table 9.showing the active learning

Coding	Transcript
AL/55	Ini ibu guru punya stik es krim yang ada gambar hewannya. Nanti kalau ibu guru menunjuk salah satu gambar, kalian semua tebak gambar hewan tersebut dalam bahasa Inggris ya

In learning using peer teaching, the lecturers did not explain much because students would practice directly to become peer teachers in the classroom with classmates acting as early learner students. This is shown in AL / 55 data so that students who act as peer teachers will explore their abilities to prepare materials.

Feedback

Feedback on teaching using peer teaching is actually practiced by lecturers or teachers because the feedback shown in FB / 74.

Table 9.giving feedback by lecturer

coding	transcript
FB/74	Untuk yang menggunakan powerpoint, tolong anda perhatikan untuk setiap ucapan ataupu pronunciataion. Jangan sampai anda salah dalam mengucapkan. Anak usia dini memiliki kemampuan ang sangat luar biasa dalam memory nya. Jangan samapai yang mereka ingat adalah pronuntiation yang anda jarkan dan ternyata pronunciation anda salah. Faham?

Feedback is needed by peer teachers to be able to improve their teaching ability to be better than before.

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The person in charge of deciding which learning media to use in the peer teaching process is the student who serves as the peer teacher. The dominant media is video taken from you tube. This video is a favorite because it has the following characteristics:

a. Visually, with a moving picture display accompanied by a way to read it so that students can easily observe and learn by peer teachers. This also makes students interested because they enjoy the learning process in class as can be seen in the documentation attachment.

b. Students are given the opportunity to find out independently about the material presented in the classroom by using video as a learning medium. Students are helped by the video to be able to hear and learn to pronounce like a native speaker. This can be used to minimize mistakes that can be accidentally made by teachers when teaching reading in English. The end goal is that students become more interested and pay more attention to English lessons in the classroom.

CONCLUSIONS

Based on the problem statements, there are two answers that can be concluded.
The application of Peer teaching in the study was 1) making sure that peer teacher mastered the teaching material, 2) using system reward, 3) using positive reinforcement, 4) choosing the appropriate exercise, 5) using grouping strategy, 6) using role play of peer teaching, 7) forcing on feedback that was given by the lecturer.

Based on the finding, some peer teachers need to fulfil the peer teaching learning process to make the teaching result more effective. Then the dominant teaching media used in peer teaching was downloaded video from YOUTUBE. The reason was easier to get and it was also cheap.

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