

STUDENTS' FEEDBACK OF PEER TEACHING TECHNIQUE ENGAGED IN ENGLISH LANGUAGE TEACHING OF ENGLISH DEPARTMENT

By

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Abstract: *In the education field, feedback is necessary to be conducted to improve the performance either positive and negative feedbacks. This study aimed to elaborate the students' feedback on peer teaching technique applied in English language teaching subject. The descriptive qualitative was used to scrutinized the data from observation, questionnaire and interview from 28 students. The results showed that there were three positive feedbacks during performance. The satisfaction, improvement and effectiveness. While the negative feedbacks were on the preparation and management time of applying peer teaching technique. These results would assist the lecturer to have a better performance in the next activities*

INTRODUCTION

English language teaching is one of subjects in English for Business Communication and Professional (EBCP) study program of State Polytechnic of Malang at the 4th semester. This compulsory subject has aim to introduce students the issues and methods of foreign language teaching and learning. Students learn about language knowledge, being learners, being teachers, language teaching methodology, how to teach language components, how to teach language skills, class management, and assessment. This subject facilitates the students who want to be an English teacher as a profession in the future. Thus, the lecturer applied a technique to introduce this subject to the students both theoretical and practical interestingly.

The techniques used in class were mostly lecturing and practices. Peer teaching is the technique chosen by the lecturer for the practices. Several studies proved that peer teaching has a positive effect on the academic achievements [1]. According to [2] a student who has received instruction from the teacher and subsequently gives that information to another student through one-on-one lessons is peer teaching. The advantage of applying peer teaching in class is could improve the students' understanding in mastering the English skill [3]. In this technique, the students do a role play as a teacher and students. The students who act as a teacher would teach the English materials to their classmates who act as the students. In this case, the students not only mastering the materials but also feel the ambience of teaching, solving a student's case in class and others.

Based on the observation, the students also created an instructional medium to have a peer teaching activity in class. The medium was like flashcards, busy board, guessing words and others. Practically, the lecturer gave an opportunity to have a discussion with the

students in the last session. This session helped the lecturer to get feedbacks from the students toward the activities and vice versa. Feedback is necessary in the field of education and training, especially for higher education in reaching the highest teaching performance [4]. Research indicates that proficient feedback facilitates students in recognizing areas of weakness in their education and offers recommendations to enhance their learning; fosters adaptable learners; refines pedagogical approaches; and furnishes valuable insights for educators and learners alike [5]. Thus, elaborating the students' feedbacks are crucial to be scrutinized in order to get a better teaching performance for the teachers. Notwithstanding, many students and teachers only consider about the grades instead of having feedbacks. Whereas students' feedbacks lead the teacher to have improvements and better action in learning [4], [5]. In addition, receiving feedbacks serves as an instrument to evaluate the teachers' performance and quality [4].

There are some types of feedbacks, informal, formal, formative, summative, student-self & peer feedback, and constructive feedback [6], [7]. Teachers can choose feedback's type based on the needed. In order to improve, enhance, and develop the materials and technique used in class more effective, the teachers need to have constructive feedback from the addressee. Because constructive feedback was based on observation and provide the detail issues and specific [7].

Consequently, based on the discussion above, this study focused on elaborating the students' feedbacks in applying peer teaching technique in English language teaching class. The students' feedbacks discussed in this study was categorized as constructive feedback which divided into four types, negative, positive, negative feed-forward, and positive feed-forward feedback [7]. Therefore, this study aims to provide an overview about peer teaching technique whether it is effectively applied to English department students through students' feedback.

LITERATURE REVIEW

Peer teaching

Allowing Vygotsky's theory, peer teaching defined as teaching strategy that facilitates the collaborative learning of knowledge and skills through student teaching of one another. In this learning, the students defined as teacher who teaches the classmates under the supervision of an expert and experienced teacher [8]. Theoretically, applying peer teaching, students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. Peer teaching basically refers to students learning with and from each other as fellow learners without any implied authority to any individual [9]. A study discussed about the advantages of this technique. First, peer teaching leads the students to learn from peers at the same time. Second, the students improve their academic skills and share their ideas without distance among the teacher and students[8].

Feedback

In the teaching and learning activities, feedback is the most commonly used to enhance the effectiveness of instruction [10]. There are several goals of feedback. The first is to assist decision makers' assessments by evaluating the teaching effectiveness in order to promote the institutions. The second is to help the learners in choosing courses and instructors. The last goal is to help the instructors in improving, developing their teaching

techniques and course materials through students' feedbacks [11]. Several studies scrutinized the students' feedback [12], [13], [14], [15], [16] to improve the method in teaching and learning activities. The results showed that there was a significant improvement done by the teachers through students' feedback both course materials and teaching technique.

Types of Feedback

According to [7] there are several types of feedbacks. One of them is constructive feedback which has four classifications. For instance, negative, positive, negative feed-forward, and positive feed-forward feedback. The goal of the feedback is acquire whether things are headed in the correct path or refocusing the standard. Constructive feedback is crucial to letting others know where they stand and where they need to go to reach the goals and expectations, either for your own or institution's [17].

Negative feedback as an indication that anything was done incorrectly and it is corrective comments regarding prior behaviour. Whereas positive feedback as an indication that anything was done correctly and encouraging comments regarding prior actions. It emphasizes actions that proved effective and ought to be continued [18].

Furthermore, negative feed-forward is corrective comments which concern about future performance, what behaviour that should be prevented in the future. Contrary, the positive feed-forward is affirming comments which focus on actions that will enhance performance in the future.

METHODOLOGY

This study used descriptive qualitative approach to scrutinized the data deeply. The instrument used were observation, questionnaire and interview to 28 students of EBCP in the 4th semester. The research was conducted in State polytechnic of Malang, Indonesia.

The students had peer teaching activities in group and practice sequentially. Observation was done during practices, while questionnaire and interview were conducted after all groups presented their materials. The interview was gathered from 5 students as the representatives' students in class. The process of peer teaching technique applied in class and research process shown in figure 1 and 2 below;

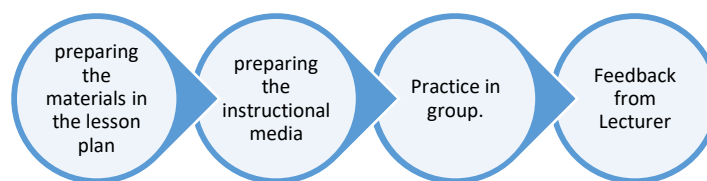


Figure 1 Peer teaching process in class

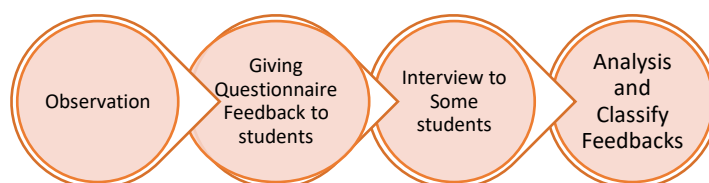


Figure 2 Research Process

RESULTS AND DISCUSSION

The goal of this study was scrutinized the students' feedbacks through questionnaire and interview in order to find out the positive and negative feedback to improve the performance in class and whether peer teaching technique is effective applied in language teaching subject.

The results of questionnaire and interview were classified into four categories. Those are, positive feedback, negative feedback, positive feed-forward and negative feed-forward.

Positive Feedback and Positive Feed-Forward Feedback

From the data, the researcher found that there were some positive and positive-feed forward feedback from the students to the lecturer regarding peer teaching technique. The questionnaire results shown in figure 3 below;

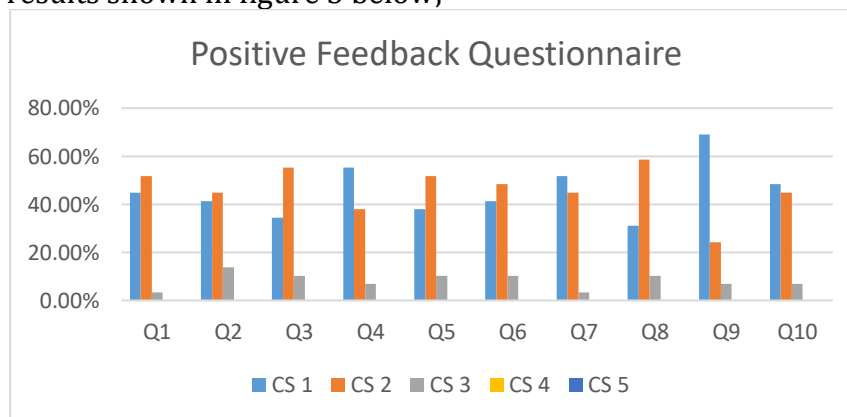


Figure 3. Positive Feedback Questionnaire

The questionnaire consisted of five scale charts, CS1 means strongly agree until CS5 with strongly disagree. It can be seen that there were 3 questions had the highest percentage as strongly agree, for instance Q9, Q4, and Q7. Those questions were about the students' satisfaction, students' skills improvements, and the effectiveness.

Most students satisfied with the activities, 20 students said that they were satisfied with the activities, because they could learn from the peers. Planning the activities in class by creating lesson plan, designing instructional media, understanding materials, and delivering it to their classmates were the main activities of peer teaching. The materials taught were English for young learners. Hence, the students encouraged to have high creativity in creating the media and find the appropriate method to teach. It showed that the students applied the concepts of English language teaching was success.

In this case, the students were not only satisfied of their process but also their improvement skill during that learning. About 16 students gave strongly agree in the questionnaire. Based on the interview, some students said that the most improved skill was speaking skill and grammar because in applying this technique the students must speak English both to students or group member. They were motivated to speak as easily as possible because the target students were young English learner. These results were in line with [19], [20] in analysing the advantages of peer teaching based on the students' perception. The results reported that the students had a deeper comprehension of the materials, were able to apply course principles in new contexts and were inspired to take initiative and be in responsible of their own education.

Furthermore, the students felt enjoy when their classmates who practiced as a teacher explained the materials were clear and understandable. Since the percentage of seventh questions in the questionnaire showed 51.7% students answered that the clarity of explanations was excellent. Since the speaking skills play as the main rule, [21] mentioned in his study that peer teaching could upgrade the students' speaking ability.

Improving the technique by giving opportunities to have huge experience in teaching and learning in class should be considered as the goal of learning since the peer teaching can encourage the students to upgrade the English skills and performance. This was the positive feed-forward feedback from the students' perception that would be applied in the future performance.

Negative Feedback and Negative Feed-Forward Feedback

Negative feedback defined as corrective comments to anything done incorrectly. The aim is to improve the better performance in the future. Negative feedbacks also given by the students through questionnaire. The categories of negative feedback and the results shown in table 4 below;

Table 4. The results of Negative Feedback

Category	Total	Percentage
Lack of clarity in explanations	3	10,7%
Inadequate preparation by peers	8	28,5%
Limited interaction or engagement	5	17,8%
Peer instructors' lack of expertise	2	7,14%
Poor management of time	7	25%
Ineffective teaching methods	3	10.7%

The results showed that inadequate preparation by peers and poor management of time were the highest comments points selected by students. It was about 28,5% and 25%. It indicated that the students felt that they were lack of preparation, both before the performance and during the performance. According to [20] the disadvantages of peer teaching technique was worry about the quality of materials taught in class for practices since they have not had the necessary training as a teacher. However, the feedback in every

performance would be different. While the management time also became the second negative feedback in this study. It happened because the practiced was held in 30 minutes. So, they got difficulties in managing the time. In this case, the students' feedback has a crucial role to improve the lecturer's skill to not only teach about teaching methodology but also the management time in teaching. In the future performance, these two obstacles should be avoided to reach the effectiveness of peer teaching techniques.

CONCLUSION

Elaborate students' feedback was the aim of this study in order to know the positive and negative feedback for enhancing the performance. The results revealed that the students felt satisfied with the activities because they had good interaction in class and lead to improve their English skills. However, the preparation and management time should be arranged well to reach the goal of learning perfectly. These results indicate that the students' feedback need to be conducted to have correction on performance intended for having the best performance in teaching.

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HALAMAN INI SENGAJA DIKOSONGKAN