

Enhancing Speaking Skills Through Peer-Teaching Method: A Review in EFL Context

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Abstract

The purpose of this article is to review some theories and studies highlighting the best practice to enhance speaking skills through peer-teaching method in EFL context. As it is known, speaking is one of crucial skills that must be owned in learning English. In fact, many students in EFL context have several problems in speaking English. Their major problem is caused by the minimum exposure practicing the language since they do not find English environment to increase their speaking skills except in the classroom. For this reason, an alternative teaching method that provides them with a wider chance to practice speaking is crucial and it can be done through peer-teaching method. Peer-teaching method is a method for delivering subject material with the classmates' help. This paper then at first will explain the theories of speaking skill and problems in speaking skill. More specifically, it will discuss the definition of peer-teaching method, the advantages of peer-teaching method, how to apply peer-teaching method, and studies investigating this method. Based on this review, it is found that this method provides the students some benefits. Finally, this paper proposes pedagogical implication to make peer-teaching method more effective.

Keyword: *speaking skill, EFL context, peer-teaching method*

Introduction

Speaking is one of crucial skills that must be owned in learning English. Through speaking, students can share their knowledge and information to others. Diep (2017, p. 140) points out "speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the situation". Thus, every student is expected to be able practice their speaking ability well, in fact they are still low in their speaking skills because of minimum practice. The reason why they are less in practice is because the position of English in Indonesia is as an EFL context, not ESL. This reason causes students rarely practice their speaking skill. Moreover, they do not find the effective way to upgrade their speaking ability. It shows that teachers and students do not find English environment to overcome their speaking skills yet. Albino (2017) concludes Brand et. al., statement "...many studies have been conducted in EFL contexts to find ways of helping learners improve their speaking problems". Then, one of the ways to overcome this problem is through the implementation of peer-teaching method. Then, the reason why this strategy must be used is because this

method is more effective and compatible to students in practicing their speaking skill. The other reason is stated by Fitriyanti and Yuniseffendri (2018) it is necessary to bring forth new innovations in each learning process so that students do not feel bored when they are learn; therefore, method or learning media can be used as innovation. Finally, this paper is proposed to pedagogical implication to emphasize that the peer teaching method is an effective way to help students improve their speaking abilities.

Speaking Skill

Speaking skill is one of difficult skills if compared to another skill as stated by Yanti (2017) it is because student must speak clearly, smoothly, and accurately to convey their ideas. Students are required to speak English well so that people talking with them can understand what they are talking about. To have good speaking skills students should have sufficient vocabulary. Ebrahimi (2018) states that "Speaking is composed of arranging a number of vocabularies in an orderly manner and it is obvious that proficiency increases if knowledge of vocabulary furthers". It shows that speaking is the ability, which relies on vocabulary to show that the person is truly adept at speaking.

Then, Diep (2017) concludes the statement of Harmer et al., from the communicate believe speaking has many diverse aspects including two major varieties (1) accuracy, involving the correct use of vocabulary, grammar and pronunciation through controlled and guided activities and (2) fluency, the potential to stay going when speaking unrehearsly. It means that speaking skill already required in learning English. Therefore, to practice speaking well need to several supporting factors, accuracy and fluency. Besides they must learning about vocabulary, grammar, and pronunciation, they also must practice their speaking ability as often as possible so that we can speak fluently. Furthermore, If they fulfill some of these factors, their speaking skills cannot be doubted.

In brief, speaking skill is one of important skills that must learned by students to share their ideas so that they can speak well and they must learn some theories of speaking and practice as often as possible. It is because your ability in learning language can be measured by the extent to which you can speak well and correctly.

Problems in Speaking Skill

Sometimes students especially in EFL context complain about the difficulties they have when they want to speak English well. The first reason is the limited exposure to target language. Of course this is the main problem for students because English language in Indonesia is as a foreign language, not a second language. Obviously, they do not have much time to practice speaking English.

The next reason is inappropriate teaching methods. This is because many teachers are still teach English with traditional methods that are less effective. Students' ability cannot develop by this way as stated by Aschalew (2013) who states that students have poor practices because they are still guided by traditional methods. Then, the vocabulary the students have is limited. This cannot be denied because they need a long time to have vocabulary mastery. It because vocabulary is also difficult to have learned. This statement is supported by Thornbury (2002) who states several reasons about it such as words have different function, words can be added to form new words, one words may have kind of meanings, words may look and/ or sound to same but it has very different meanings, and words can have the same or similar meanings but are used in situation or for different ones different effects.

Pronunciation is the next problem in speaking. It is since Indonesian has difficulty when they are speak English because the way to read between Indonesia language and English language is different. Albino (2017) points out that teachers and students said one of thing which worried by them is lack of vocabulary and students' skill to speak clearly. The last challenge is lacking of confidence. Not a few students in this country have less self-confidence, so that they feel inferior because their English ability is not as perfect as native speakers.

Peer-Teaching Method

Peer-teaching method is a method for delivering subject material with the peers' help. This learning is done by students as presenters and other students as receivers of material. Students who teach are students who have received special training from the teacher. Peer teaching method is not a new concept in English language teaching, but it is incomplete if peer teaching is not discussed in this discussion.

The pioneer of this method is Dr. Andrew Bell (27 March 1753 - 27 January 1832), a priest, a teacher in Episcopalian Scotland. and also the founder of high school in Standrews. He began to develop his idea to think the small group of students then each of them explains that material to others group. Then, Joseph Lancaster (25 November 1778 - 23 October 1838), a Quacker English Language and innovator of public education appeared and he found the free primary school in Borough Road, Southwark on 1798. After that, he and Dr. Andrew Bell developed his idea "teaching and delivery recursive method". He gave a reward to students who succeeded in explaining material to other students. Finally, this method is known as the peer teaching method till now.

Asoyimwense (2017) states that "Peer tutoring has played an important part in education and has probably existed in some incarnation since the beginning of civilization. But the first recorded use of an organized, systematic peer tutorial learning project in the Western World didn't come about until the late 1700's". According to Ali et. al., (2015) report that the effective way for students' learning is through peer tutoring (peer teaching). This is supported by Lim (2014) who states that peer-teaching activity is a driving tool in learning. Sometimes students are more understand if their peers who explain them. Not only that, Ali et.al., (2015) also point out that peers allow students to develop their abilities in organizing learning activities, working in groups, giving and receiving feedback and also evaluating their learning. The reason why this method must be selected is because students may ordinary when teacher teach them in the classroom (Sunggingwati, 2018).

The Advantages of Peer Teaching Method

By implementing peer teaching method, teachers and students will get several benefits. Ali et. al., (2015) point out that "peer learning creates the opportunity for the students to learn each other by utilizing their own skills". It makes possible that students will practice more than traditional teaching in the classroom. For this reason, peer teaching method is one method that can be applied for students to upgrade their speaking skills. Ashman and Gillies (2003) state peer mediation actively involves

students in the learning process through a student who helps other students by giving them an effective way to complete difficult tasks. Through this way, students will be able to overcome their speaking problems more easily

Not only that, Ali et.al, (2015) also point out that peer teaching enable students to improve their ability to organize their activities, working in group, discussing with others, and evaluating their own learning. It means that when they learn with peer teaching method, they can resolve their problem more easily. As cited in Vasay (2010) "peer teaching is a technique in helping students perform better in understanding the different concepts, especially their abilities to express their ideas". Fitriyanti and Yuniseffendri (2018) also state that the selection of peer teaching need to be applied to learning caused by this method can bring teachers closer to students, students and other students, and students will more independent in solving the problems they have. In short, peer teaching method is the effective strategy to help students learning in the class because they are will more confident especially when they practice speaking in the class

Other benefits of peer teaching method according to Osayimwense (2017) are listed in the following:

- 1) Peer teaching allows teacher and students to understand the material easily.
- 2) Teacher and other students will gain a broader and deeper understanding of the material own they practice this method.
- 3) Besides learning to ask useful questions, teachers also develop social listening skills sought in the professional word.
- 4) Peer teaching gives teacher the ability to accomodate classrooms which consist of diverse students to improve academic achievement at all levels of ability academic fields can developing.
- 5) Peer teaching offering students the opportunity to learn with other students can give students far more practice than using their own traditional teaching and learning methods of learning and learning how to teach generally.
- 6) The intervention allows students to receive one-to-one assistance
- 7) Peer teaching is also valuable for the tutor, i.e. " learning is enhanced through teaching"

How to Apply Peer-Teaching Method

After talking about the understanding and benefits of peer teaching methods, the next discussion is about the techniques for implementing the peer teaching method will be discussed in this subtopic. First, choose some materials that are accordance with the abilities of students in the class. Students need it so that they can understand the material well. Then, make several groups of students according to how many subtopic which given by teacher. The purpose why are groups must be formed is because to help the teacher be better in teaching them and lessen anxious, the peer work in group (Sunggingwati, 2018). Each group consists of students who have less ability, students who have standard abilities, and students who have higher abilities. In this condition, teacher must be understand about their students abilities and divide the group fairly. After that, each group of students are given times to learn material from the teacher. For students who have higher ability, they can help their peers to understand the material. Because this activity, this method is called peer teaching. They explain their understanding to their peers so that all of students in group understand the material also. In this situation, Sunggingwati (2018) states that "within cooperative situations, Cooperative Learning offers some advantages such as deeper understanding of learned material, lower levels of anxiety, and stress, greater ability to view situation from others' perspectives, more positive, and supportive relationships with peers...". Then, they are given times to prepare and teacher give them exercises. then students finish it to measure as far as students understand the material that has been studied. The last step is teacher concludes materials and clarificate them to make a clear which the material that do not understand yet by students. Finally all of step have discussed in this subtopic. The success of this method is in the hands of students and teachers because both have an equal position. Teachers must have the creative ability to determine which method is suitable for their students.

Studies Investigating Peer-Teaching Method

To provide a further understanding of the peer teaching method, here are some previous studies related to this presented below. As summarized in Ali, et. Al., (2015) peer teaching is a highly effective way for the students to learn from each other. It

does not only benefit for students in academically but also helps the students in developing their communication and interpersonal skills. Through peer teaching the students can enhance their confidence level and they become self motivated. Therefore it should be utilized within the premises of the educational institution as well as outside.

Then, Sunggingwati (2018) summarizes that students need more effort such as preparation and louder voice should be put in when the students have to teach for the whole class. However, they were more relaxed as they were able to have more manageable classroom. Attracting peers' attention to focus on what the teacher teaches was harder for the whole class than in the group of four and eight. The students required more time given in the peer teaching in the groups. The findings from the observation revealed that some students were rated as very good in teaching strategy as the students' participation was much better than those who had teaching strategy considered as good one.

Further, Mamo and Yigzaw (2015) concludes that the findings reveal that participant students implemented oral communication mediation strategies procedurally as planned during training in peer mediation. This was evidenced by the overall agreement between the peer mediators and the mediatees for the implementation of eighteen items (81.82%) out of the twenty-two items (100%) listed in the fidelity checklist, with a range of 80.26% to 84.21%. This overall percentage agreement is regarded as the level desirable for effective and sustainable implementation of peer-mediated learning strategies. Therefore, the results from the peer mediation fidelity checklist shows that the participant students jointly implemented such MLE criteria as mediation of intentionality and reciprocity, meaning, etc. Finally, the finding lead to the conclusion that training of student peer group in mediation strategies with adequate integrity is a necessity for an effective peer-led instructional intervention designed to enhance students' abilities in academic performance.

The last conclusion is presented by Osayimwense (2017) who reports that peer tutoring is an effective educational strategy for classrooms of diverse learners because it promotes academic gains as well as social enhancement. Programs can be successfully implemented at the classroom-level or on a wider scale at the school —or

district-level. With administrative support and professional development, peer teaching can help teachers cope with challenges such as limited instructional time, multiple curricular requirements, and appropriate social engagement among students. Students engage in active learning while staying abreast of the progress they are making. They are held accountable for their achievement, and motivated by social or tangible rewards. A goal of peer teaching is to create self-managed learners with high self-esteem.

Conclusion and Recommendation

This paper provides a review about theories and studies highlighting the best practice to upgrade the speaking skill through peer-teaching method in EFL context. Peer-teaching method is a method for delivering subject material with the peers' help. This method needs to be applied because it is one of effective ways to teach speaking skill. It offers several advantages for teachers and students especially for students who learn English in EFL context. Their problems in speaking skill will be resolved through peer-teaching method. Then the conclusion from several studies is that peer teaching method is the good strategy to help students upgrade their speaking ability because they can enhance their confidence level and they become self-motivated. Finally, the peer teaching method really required by teachers and students to improve speaking skill because it is a very effective way to apply it. and based on the findings, peer teaching method will be more effective if teachers and students are compact in practicing them. Compact means that teachers must be painstaking in guiding their students and their students must be active in this activity.

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