

"LINGUISTICS AND LANGUAGE TEACHING  
FOR CULTURAL UNDERSTANDING"



**THE FIRST  
INTERNATIONAL CONFERENCE ON  
LINGUISTICS AND LANGUAGE TEACHING**

**I-coLLate**

**12 - 13 May 2015**

**YOGYAKARTA STATE UNIVERSITY  
INDONESIA**

**"LINGUISTICS AND LANGUAGE TEACHING  
FOR CULTURAL UNDERSTANDING"**

Proceeding

# **PROCEEDINGS**

## **The First INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING I-CoLLaTe**

Yogyakarta, 12-13 May 2015

**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL  
UNDERSTANDING”**

Prof. Dr. Suhardi, M.Pd.  
Drs. Rohali, M.Hum.



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### “LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL UNDERSTANDING”

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**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL  
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**Penyunting :**

Dr. Dwiyanto Djoko Pranowo, M.Pd.

Drs. Sulis Triyono, M.Pd.

Nuning Catur Sri Walujeng, S.Pd., M.A.

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## MESSAGE FROM THE CONFERENCE CHAIR

Assalamu'alaikum warrahmatullah wabarakatuh  
May peace and God's blessings be upon you all

First of all allow me to extend my warmest greetings and welcome to you all to the 1st International Conference on Linguistics and Language Teaching, held by Yogyakarta State University to celebrate its 51st anniversary.

Raising the theme – Linguistics and Language Teaching for Cultural Understanding - this conference is designed to promote the use of language as a vehicle of cultural understanding, to promote the use of Asian languages as a lingua franca in Asia, and to promote CAFR (Common Asian Framework of Reference for Language)-based learning and teaching. Hopefully, all discussions in this conference can be inspiring and useful for us to improve the quality of cultural understanding.

Ladies and gentlemen

For your information, we will proudly present one keynote speech, four plenary presentation sessions and six parallel presentation sessions. Four outstanding speakers in the field of linguistics and language teaching have been invited. They are Dr. Katharina Endriati Sukamto from The Indonesian Linguistics Community (MLI), Indonesia, Christine Moerman from Institut Français d'Indonésie (IFI), Prof. Sombat Khruathong, Ph. D. From Prince Songkla University, Thailand, Prof. David Reeve from University of New South Wales, Australia, and Nguyen Ngoc huongGiang, M.A. from Hanoi University, Vietnam.

Let me also inform you that 85 presenters from abroad and many parts of Indonesia will be discussing various important issues on linguistics and language teaching in the parallel presentations sessions. Most of them are teachers, lecturers, and undergraduate, graduate, and even postgraduate students.

Ladies and gentlemen

We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially open the conference.

To conclude, let me wish you a fruitful discussion during the conference and an enjoyable stay in Yogyakarta. Thank you very much for your attention.

Wassalamu'alaikum warrahmatullah wabarakatuh.  
May peace and God's blessings be upon you all

Yogyakarta, 12 May, 2015  
Conference Chair  
Drs. Rohali, M.Hum.

**SPEECH BY THE DEAN OF  
THE FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

Assalamu'alaikum warohmatullahi wabarokatuh

Globalization has led changes in all aspects of human's life, including language as a means and product of culture to occur. The language and behaviors of language communities have undergone changes, shifts, mixing, or even replacement as a result of contacts of cultures and languages constituting a consequence of the globalization. It shows how big the role of globalization is in the human's life.

This brief description is actually very extreme because it can be assured that in the language communities the awareness of the importance of self identity of a language community tend to exist. This is identified by the language and the language behavior. From this point the awareness of maintaining, developing, or even preserving a language for the sake of imaging of the self identity of a language emerges— once again as a mode and product of a culture. That language shows who we are has long been believed to be true. Thus, the existence of globalization strengthens the essential position of language to show the self identity of a community (nation) in a multicultural society, a world society. In the global multicultural society's life the understanding of cross culture is getting more crucial. That is why I warmly welcome and extend my highest appreciation to the committee members of the “International Conference on Linguistics and Language Teaching” the members of the organizing committee for their hard painstaking work to bring the issues on linguistics and language teaching for the cultural understanding as the main topic of the conference and develop it into a number of sub-topics related to language, culture, and language teaching including in it curriculum and evaluation. Such issues are crucial to discuss. Sharing experiences among the conference participants will build the understanding, appreciation, and implementation of multiculturalism for realizing a peaceful life of the communities despite the heterogeneous, plural, and global condition.

To conclude, once again in this occasion let me extend my highest appreciation to the committee for organizing this conference. To all participants, I would like to say “welcome to Yogyakarta.” Great thanks go to all presenters for their participation. Hopefully, this conference can bring to us benefits. Finally, let me wish you a productive discussion and a fruitful conference.

Wassalamu'alaikum warohmatullahi wabarokatuh  
Yogyakarta,  
Dean,

Prof. Dr. Zamzani, M.Pd.  
NIP 195505051980111001

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# Enhancing the Learning Process with Peer-Teaching Methodology

Dra. Mega Wati, M.Pd.

Duta Wacana Christian University Yogyakarta

megawati@staff.ukdw.ac.id

## Abstract

This paper shares the application of the so-called peer-teaching methodology as an effort to enhance the learning process in an elective class of the TOEFL IBT Preparation in the faculty of Information Technology. Inspired by a quotation of William Glasser's that "We learn 95% of what we teach to others", and encouraged by the concept of Learning by Teaching approach or *Lernen Durch Lehren* introduced by a German professor J. Martin in the early 1980s in a French class, this methodology is implemented in small groups, several times during the semester. First, students are assigned a different portion of a chapter to master. Then, different masters are grouped to compose the whole chapter of mastered material. In this group they teach to and learn from one another. At the end of this peer-teaching activity, they grade one another by using a rubric that has been prepared and introduced beforehand. A questionnaire at the end of the semester reveals that most students view this peer-teaching methodology as enjoyable, effective and useful. A follow-up essay question enlists their feedback on the benefits of this methodology.

**Keywords:** peer-teaching, jigsaw learning, methodology, TOEFL IBT

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## 1. Introduction

As a response to an increasing demand for international language proficiency tests for various purposes domestically and globally, Duta Wacana Christian University has implemented a preparation program for students to empower them to take the TOEFL test as one of the international language proficiency tests by offering this TOEFL Preparation Class as an elective course. After several years, in the academic year of 2013, the TOEFL Preparation Class shifted to the TOEFL IBT (Internet Based Test) instead of the previously PBT (Paper Based Test) in accordance with the development of the test.

This shift has also stimulated a call for a new teaching strategy in class. Preparing the syllabus of the class, The teacher began to skim over the previous students' evaluation notes about the teaching-learning process, and decided the presentation method needed changing since that was considered too demanding by most presenters, and boring by some listeners. In that previous semester, the class was divided into several groups, each of

whom was assigned to present a certain topic to the whole class. The group then divided the presentation job into several parts, each of which was presented by an individual to the whole class in the English language. This learning process was what the students—as presenters—evaluated as too demanding, and—as listeners—boring.

Inspired by a quotation of William Glasser's that "We learn 95% of what we teach to others" [ 5 ], and encouraged by the concept of Learning by Teaching approach or *Lernen Durch Lehren* introduced by a German professor J. Martin in the early 1980s in a French class [ 6 ], a modification is planned. The goal of applying a modified strategy, the so-called peer teaching, was to improve the perceived learning process.

## 2. Research Design

As mentioned in the Introduction, the goal of this research is to find out if the so-called peer teaching methodology can improve the learning process perceived by the previous

students as too demanding and boring. Therefore, the peer teaching methodology is applied in this design: this methodology is implemented in small groups, several times during the semester. First, students are assigned a different portion of a chapter to master. Then, different masters are grouped to compose the whole chapter of mastered material. In this group, each master becomes 'a teacher' to teach the material they master to the other members of their group—or their 'students'—and in turn becomes 'a student' too to learn from the other masters. At the end of this peer-teaching activity, the 'students' grade their 'teachers' by using a rubric introduced beforehand.

In this design, materials to master are assigned previously as homework. On the day of the peer teaching, students can have some time to consolidate their mastery within the same master group, before they are assigned to be in learning-teaching groups to start the peer teaching activity. With this design, it is hoped that the demand is lessened because the individuals have a chance to learn cooperatively to master their material, and they only need to teach a small group of 2 or 3 people instead of the whole class. Furthermore, since this peer teaching methodology is implemented several times during the semester, a student has more than only one chance to practice this technique so that they have a chance to improve themselves. What is more, since everyone is active in doing their different jobs simultaneously, either teaching or learning and grading, they will not become bored compared to the previous semester's design when students become passive listeners as they do not present materials.

After designing this, a questionnaire is prepared to find answers to the research questions as follows:

- a. Can such peer teaching methodology enhance the learning process?
- b. How do the students perceive the application of this peer teaching methodology in their class?

The subjects of this research are the participants of three TOEFL Preparation classes with the total number of 59 people during the academic year of August-December 2014.

### **3. Theoretical Framework**

The research is designed based on several concepts such as the following.

#### **3.1. Peer Teaching**

Bradford-Watts (2011) defines peer teaching as "a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction". Mazur and Watkins (2009) use the term peer instruction to refer to "an interactive teaching technique that promotes classroom interaction to engage students and address difficult aspects of the material." Their article further states that to make sure that this method is effective, meaning allowing the students to learn from one another, students need to come to class with some basic understanding of the material. This is what makes Just-in-time Teaching an ideal component of peer instruction. Peer teaching or peer instruction will be effective when Just-in-time Teaching—in which students learn the material assigned to them at home before they teach their peers—is applied.

It is reported that the application of peer teaching in the second or foreign language classrooms in Japan have several benefits (Bradford-Watts, 2011). The list of benefits include improving students' competence in the subject area, easing students into university life, developing networking opportunities, building confidence and self-esteem, enhancing team-working skills, and developing leadership skills. This report is in line with the conclusion of Mazur and Watkins (2009), who mention the benefits of applying peer instruction together with Just-in-time Teaching, which are advancing and deepening student understanding, providing feedback to students and faculty, as well as helping the teacher make better use of class time. By shifting students first exposure to the new material to before class, time spent in class is better used on more difficult concepts as well as to extend students' understanding and analysis of the concepts they already understand.

#### **3.2. Jigsaw Cooperative Learning**

Meng (2010) uses Jigsaw Cooperative Learning to reform the teaching of reading in China. In Jigsaw method that is used in English Reading Class, there are two different

groups of students: the original group and the expert group. Each student in the original group is assigned a certain part of the materials. After reading, the students who are assigned the same part of the material get together into expert group to discuss and master information. Afterwards, they go back to their original group to teach their parts to their friends in that group. This method enables cooperation among learners and therefore is called the jigsaw cooperative learning in Meng's article (2010). This reference quoted the definition of Cooperative learning of Olsen & Kagan's as "group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others."

#### 4. Results

The peer teaching is implemented as planned for 4 (four) meetings, covering 2 (two) chapters, namely Reading Skills and Listening Skills. Each chapter deals with the exposure of different question types in the IBT TOEFL test, how to answer such questions, and followed by some drills. In meeting 3, and at the end of meetings 4, 5, and 6, Just-in-Time Teaching is applied, in which the class is divided into 3 or 2 master groups to study the material before they come to class. Peer teaching is implemented in meetings 4 until 7.

Prior to the peer teaching, master groups or expert group in Meng's, are given time to consolidate their learning. The students use this opportunity to discuss questions or problems they cannot solve in their individual preparation.

During the peer teaching, the teacher goes around to observe the process and to help with the unsolved questions if necessary. In this observation, the teacher takes some pictures and tries hard not to interfere with the dynamics of the group, except motivating the students to use English as much as they can. In helping them solving problems, the teacher avoids giving the solution directly. Instead, some guiding questions are given to direct the students to find the solution by themselves.

This technique is chosen in accordance with the nature of cooperative learning defined by Olsen & Kagan (Meng, 2010) that the students should be accountable for their own learning as well as motivated to increase the learning of others.

After the peer teaching, all students are given time to do the peer assessment by using the rubric: the 'students' assess the 'teachers'. In this way, each student not only does the peer assessment but is also assessed by their peers. The rubrics are then collected so that the teacher can record the quantitative scores. In the next meeting this rubric is returned to the assessed. The qualitative descriptors in the rubric function as feedback to follow up or/and to motivate.

#### 4.1. Teacher's Observation

The following is the teacher's observation notes written in the Teacher's Journal:

*"Everyone is so involved in the peer teaching. Even the previously quiet students look enthusiastic in what they are doing. Right after the first peer teaching, several students voluntarily give positive comments already about this activity, such as:*

*"Thank you. I like studying like this."*

*"More enjoyable and easier to learn from friends, because feel free to ask questions."*

*"Very good, but every body should be prepared"*

*"Good, but sometimes confusing because we are not sure of the answer. It helps when we can still ask the teacher."*

#### 4.2. Students' Feedback

The students' feedback are recapitulated from the processed questionnaires. On answering what they think about the peer teaching methodology, most of them think that peer teaching is enjoyable, effective, and very useful. Fig. 1 records the response. In response to the follow-up open question of the peer teaching benefits, the students write comments summarized in Fig.2. The summary of the benefits are classified into

Statement	Frequency	Percentage
Ordinary	1	1.7
Enjoyable	22	37.3

Effective	23	39
Very useful	13	22
<b>Total</b>	<b>59</b>	<b>100</b>

**Figure 1. Student Feedback on Peer Teaching**

4 things in line with the objective of this research and what suggested by the literature, namely enhanced learning atmosphere, developing confidence and self-esteem, building autonomous learning, and improving competence in the subject area.

The result described in Fig. 2 shows that peer teaching methodology can really enhance the learning process. This is mostly due to the interactive, relaxed, and enjoyable atmosphere when they learn in groups with their peers, and without their teacher's existence. This is proven not only by the appearance of the keywords in the students' response but also from the teacher's observation notes.

Moreover, it is also interesting that two other benefits are mentioned by a number of students—two things that any teacher consider important in language learning: building autonomous learning and developing confidence and self-esteem. Given the expectation to be accountable for their own learning and also for their peers' learning, the combination of these three factors have most likely encouraged the students to do the best they can, and in turn improve their competence. As shown, peer teaching is perceived to be able to improve the students' competence in the subject area, in this case Reading and Listening TOEFL IBT. Their mean score of the Mid Test after the peer teaching that covers both skills is 39.03 or 65%. This is better compared to the result of the diagnostic test before the peer teaching which was 31.5 or 52.5%. Several other things such as vocabulary, speaking and reading skills, as well as learning and testing strategies are also reported to be advanced and deepened by the students.

## 5. Conclusion

On the whole, students perceive that peer teaching is an effective methodology to enhance the learning process because it creates interaction and relaxed atmosphere, and therefore it becomes enjoyable. When combined with Just-in-Time Teaching technique, peer teaching also builds autonomous learning because it motivates students to prepare themselves before class. Peer teaching is also able to improve students' competence in subject area and develop students' confidence and self-esteem.

However, it is important to note several lessons learned from this research. Firstly, peer teaching is better implemented in groups of 3 rather than in pairs or in bigger groups. In groups of 3, students can have more resource persons to help them solve problems. However, when the groups are bigger, the jigsaw learning will be time consuming.

Secondly, students need to be reminded to use English in their peer teaching and discussion. Oftenly, because of the created relaxed atmosphere, or any other reasons, they can switch to their native language. In order to maintain the benefit as much as possible, they need to stick to the language they are learning.

Lastly, in lesson planning the teacher should anticipate the worst case to manage. Sometimes, an assigned master does not come to class, making the learning groups unadequate. When this happens, groupings need to be modified in such that all learning groups are empowered.

At the end, it must be encouraging to read this student's note about peer teaching: *"Keep using peer teaching in this subject, because it is very enjoyable and helpful!"*

Benefit	Frequency	Sample comment(s)
Enhanced learning atmosphere	21	<i>More relaxed because of interaction with one another; Discussion runs more communicatively because we talk to</i>

		<i>friends,so we feel comfortable to ask and argue; Studying a new thing enjoyably, teaching a new thing more comfortably (not nervous); Learning atmosphere becomes more enjoyable,because I work with friends so we can share and ask freely.</i>
Developing confidence and self-esteem	10	<i>It can increase my self confidence in teaching or explaining materialsto others.</i>
Building autonomous learning	13	<i>I become more active in studying and more creative in mastering a material; It makes me accostumed to studying the new material that will only be taught in the next meeting; It motivates me to read material so I can master the it more.</i>
Improving competence in subject area	18	<i>I can learn more vocabulary; I can practice discussing and speaking in English; I learn from others the strategies to answer the questions, and understand more about the material.</i>

**Figure 2. Benefits of Peer Teaching**

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