hasil-LEARNING ENGLISH THROUGH 'PALP' (PEER ASSISTED LEARNING PROGRAM)

by Universitas Ahmad Dahlan Yogyakarta 24

LEARNING ENGLISH THROUGH 'PALP' (PEER ASSISTED LEARNING PROGRAM)

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Abstract

Peer Assisted Learning Program or PALP is one of the featured programs in English Education Department of Universitas Ahmad Dahlan. This program is initiated by the English Education Department attention to the students' needs. The condition of English Education Department is heterogeneous. The students come from a wide range of input from the high school level. It is a cause of variation in the level and students' English proficiency. PALP is trying to offer a solution through activities such as mentoring to English learning along with integrated materials with classroom learning in the learning method assistance through mentor to mentee.

This study uses the R and D (Research and Development), where the development of a program using a groove that starts with knowing the needs of the students (need analysis), program development, implementation, and evaluation of the whole process involved in the program component of PALP. Development programs are implemented in two steps.

The results obtained from the first phase of this study are: 1) PALP is one model of learning that can be applied in teaching English, 2) The components of PALP are good mentor, mentee, and material interlinked inside all of them, it makes PALP as an excellent program in English Education Department to improve English proficiency for students effectively.

Keywords: palp, model, learning, language, English

INTRODUCTION
Teaching English for Indonesian

English in Indonesia has two funtions. The first function is as foreign language, and the other one is as second language. Teaching English as the Second Language means that the language is used in the communication after native language. English as the Second Language can be used not only in school, but also in daily communication. However, as the Second language learners, they face many obstacles.

Learning English as a foreign language in Indonesia has so far tended which is more teacher-centered and it does in the classroom. Students rely on faculty in classes and methods used by lecturers. The gap of ages between teachers and students in the class is pretty much lead often the interaction created between students and teachers. It is only related to the material in the classroom. This becomes one reason used by the author to choose the topic of learning English through the development of learning program called PALP.

DISCUSSION
How do We Learn Language

All childen in every culture master the complicated system of their native language, unless severe deprivation or physical problems interfere. This knowledge is remarkable. It is likely that many factors-biological and experiental play a role in language development. The important point is that children develop language as they develop other cognitive abilities by actively trying to make sense of what they hear and by looking for patterns and making up rules to put together the jigsaw puzzle of language.

Kind of Learning Strategies

Adult learners and children analogous to a narrow vase learning styles (as adults) and learning style open bowls (as a kid). As children, humans tend to learn at levels simultaneously. Human-open as open as wide-mouthed bowl that takes everything that is poured into it from the surrounding environment. Learning takes place quickly with the memories which are still very good. Whereas in adults in formal education analogous to a wide-mouthed bowl were strangled to become narrow-mouthed vase for adults. Learning in adults becomes more controlled, structured, standardized, mechanical, and completely verbal.

Brown (2000) states about cooperative learning for adult. Cooperative learning models, a group learning activity is dependent on the socially structured exchange of information between learners. Cooperative learning is more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups.

According to Harmer (2001) adult language learners can be critical of teaching methods. It means that their previous learning experiences may have predisposed to one particular methodological style which takes them uncomfortable with unfamiliar teaching patterns. Conversely, they may be hostile to certain teaching and learning activities which replicate the teaching they received earlier in their educational carrers. Moreover, many older adults that their intellectual powers may be diminishing with age-they are concerned to keep their creative powers alive, to maintain a 'sense of generativity' (Williams and Burden in Harmer: 2001). As Alan Rogers points out that this generativity is diretly related to how much learning has been going on in adult life before they come to a new learning experience. The implications of this theory are good teachers of adults take all of these factors into account. They are aware that their students will often be prepared to stick with an activity for longer than young learners (though too much boredom can obviously have a disastrous effect on motivation). Teachers encourage their students to use their own life experience in learning process.

Moreover Brown (2000) states that adults learners have longer attention spans for material that may not be intrinsically interesting to them. However, the rule of keeping the activities for teacher is short and sweet applies also to adult-age teaching.

Assisted Learning

Wolfolk (1995) language plays another important role in development. Vygotsky in Wolfolk (1995) believed that cognitive development occurs through the child's conversation and interactions with more capable members of the culture, adults or more able peers. These people serve as guides and teachers, providing the information and supporting necessary for the child to grow intellectually. Thus, the child is not alone in the world "discovering" the cognitive operations of conversation or classification. This discovery is assisted by family members, teachers, and peers.

Jerome Bruner in Wolfolk (1995) called this as scaffolding. The term aptly suggests that childern use this help for support while they build a firm understanding that will eventually allow them solve the problems on their own. Assisted learning, or assisted discovery in the classroom, involves giving information, prompts, reminders, encouragement at the right time and in the right amounts, then gradually allowing the students to do more and more on their own. For Vygotsky, social interaction and assistance were more than methods of teaching, they were the origin of higher mental processes such as problem solving.
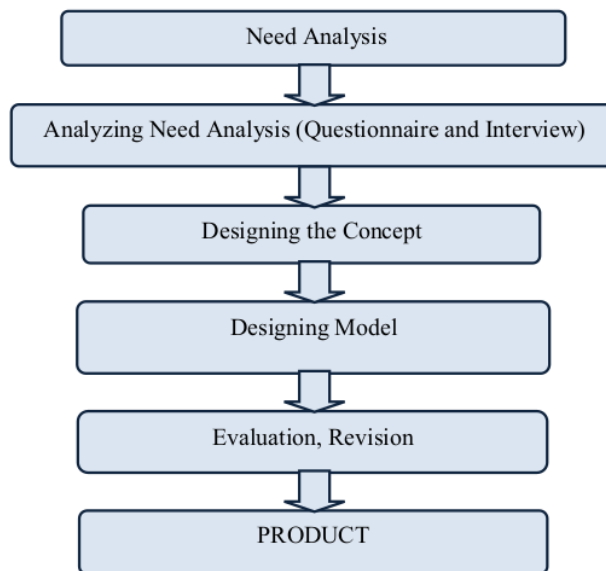
The Zone of Proximal Development

The Zone Proximal Development is the area where the child cannot solve a problem alone, but s/he can be succesful under adult guidance or in collaboration with a more advanced peer. An implication of Vygotsky's zone of proximal development is that students should be put in situations where they have to reach to understand, but where support from other students or from

the teacher is also available. Sometimes the best teacher is another students who has just figured out the problem, because this student is probably operating in the learner's zone of proximal development (Wolfolk, 1995).

RESEARCH METHOD

This study is a research and development (R & D). Borg (1983) states that the purpose of an investigation is a form of R & D product development. This study used several instruments, namely 1) questionnaire and the results of the evaluation as part of the observation, 2) interview, mentor recruitment instruments and FGD, 3) Monitoring Sheets, and 4) Test Evaluation. Adapting from Hutchinson and Waters (1987) research procedures that can be performed on the type of R & D studies are:

Diagram 1. Procedure of R and D research

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│                    Need Analysis                      │
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┌─────────────────────────────────────────────────────┐
│  Analyzing Need Analysis (Questionnaire and Interview)│
└─────────────────────────────────────────────────────┘
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│                 Designing the Concept                 │
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┌─────────────────────────────────────────────────────┐
│                    Designing Model                    │
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┌─────────────────────────────────────────────────────┐
│                  Evaluation, Revision                 │
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│                       PRODUCT                         │
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RESULT AND FINDINGS
PALP Model
PALP using peer teaching approach or peer mentoring or commonly referred to as peer learning. PALP involves students beginning as a mentee level and upper level student as a mentor. PALP has been initiated and implemented since 2014/2015 for the second semester students with the mentee and mentor in the 4th and 6th semester students who have been selected and given a briefing related to mastery of the material and the method of presentation. Every ten mentee will be accompanied by two mentors. The focus of the materials discussed is based on the level of the students for six sessions. Meeting schedule is done by agreement between mentee and mentor. Results of votes on the mentee liveliness PALP activities contribute 10-15 percent to the value at the end of the course.

Evaluation and Revision: Strenghness and Weaknesees of PALP
Some of the benefits perceived by the students of their experiences as both mentee and mentor

are: (a) train the confidence to speak in English, (b) gain knowledge and experience of the mentor is not obtained from the lectures in class (c) support the mastery of the material lectures, (d) train the ability to teach, (e) closer relationship between senior student (mentor) and a junior (mentee) and (f) build a more conducive academic atmosphere in the lecture classes. Something should be noted also that according to the mentors who have never been a mentee because they instantly become a mentor when PALP held for the first time, they judged that juniors who get program PALP in general are more active than classmates those who have never been a mentee. PALP activities are also considered effective because the ratio between the mentor and mentee.

However, there are some things on the implementation of the PALP has noted, needs to be evaluated and improved. Among these things are: (a) material of PALP for 3 semesters, namely: reading, less attractive, for both mentee and mentor. It may be caused by several things, including: the material is too heavy; a mentor who lacks confidence because of less mastering the material, (b) the activity of students in the PALP has not felt an impact on the value of the course. The reason is the value/score of PALP late given to the lecturer of the course so that professors do not have time to enter the scores as part of the assessment of the course.

CONCLUSION

PALP can be defined as a student study group in English Education Department which is aimed at improving English competency through peer-teaching methods. While Lecturer Assistants are some lecturers of English Education are appointed by department with duties as a consultant and companion Board in planning and implementing PALP. Board is a student committee appointed by English Education Department to implement PALP. Mentor is an English Education Department student who recruited by the board under certain terms and served as an escort participant's of PALP with peer teaching approach. English Education Department is a student mentee participant's of PALP. The main purpose PALP outline is to assist students in studying in college, develop competencies and provide experiences for students to become teachers of English and manage the program in the program, in addition to build a conducive atmosphere for English Education Department students to develop their competencies in English.

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