Applying Learning by Teaching Strategy in Learning TOEFL: Strength and Weaknesses

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Abstract
This research is aiming at revealing the strength and weaknesses of applying learning by teaching strategy in learning TOEFL. Since TOEFL is regarded as a challenging English proficiency test, the students need to find the suitable strategy in mastering TOEFL. This research belongs to survey research. It utilizes descriptive qualitative data analysis. Several steps were taken in this study, namely: designing survey, writing questions, designing sample, conducting the survey, analyzing the data. Then, the instruments used in this research were questionnaires. The data were analyzed descriptively. Based on search result, the strength of applying learning by teaching strategy are: (1) easiness, (2) practice public speaking, (3) peer-correction, (4) responsible, (5) independent. While the weaknesses are: (1) pronunciation, (2) classroom management, (3) psychological problem, (4) difficulties in transferring the material.
Keywords: teaching by learning; learning strategy, TOEFL

1. INTRODUCTION

English as an international language has become widely used all around the world in business and education. In business, people conduct the communication written and orally in English. In written, business people write several types of business letter such as offering letter, application letter, acceptance letter, reservation letter, complaint letter and confirmation letter through English. Orally, people talk, negotiate and present their company by means of English. While in education, people register, communicate and discuss in English.

When applying to a school or applying for an international job, there is an English proficiency test to measure their ability to use English, namely the TOEFL Test. TOEFL stands for Test of English as a Foreign Language. According to Longman, the TOEFL test is a test that assesses the English language proficiency of non-native English speakers. It is required mainly by English-speaking colleges and universities. In addition, organizations such as government agencies, companies or scholarship programs may require this test. The TOEFL test now exists in both a paper and an electronic format. This test is taken by non-English speaking countries. The test is applicable to enroll in higher education or to apply for a job. The test covers three primary skills which are: Listening Comprehension, Structure and Written Expression and Reading Comprehension.

Based on the preliminary interview, there are several problems that the students face in learning TOEFL. The problems can be classified into four main problems, namely: (1) difficult in mastering structure and written expression; (2) lack of practices; (3) hard to comprehend the native expression in listening comprehension; and (4) insufficient vocabulary matery.

The TOEFL score differs between Paper-Based Test (PBT) format and Computer Based Test (CBT) format. The following are the equivalence of the two types of TOEFL tests:

Table 1 Equivalence of Two kinds of TOEFL Test

Paper TOEFL Test	Computer TOEFL Test
677	300
650	280
600	250
550	213
500	173
450	133
400	97
350	63
300	40

This research is aiming at revealing the strength and weaknesses of applying learning by teaching strategy in learning TOEFL. Since TOEFL is regarded as a challenging English proficiency test, the students need to find the suitable strategy in mastering TOEFL.

1.1 Learning Strategy

Strategies are specific methods of approaching a problem or task, modes of operation to achieve a particular goal, planned designs for controlling and processing certain information. (Brown, 2007: 119). It is how someone works to achieve his or her goal through a certain technique. In addition, Oxford and Ehrman at Brown (2007) define second language learning strategies as "specific actions, behaviours, steps, or techniques...used by students to enhance their learning." Therefore, learning strategies can be different for each student.

1.2 Learning by Teaching

Learning by Teaching, or in another book called 'peer coaching, peer tutoring, peer mentoring' is a learning strategy that enhance students in learning English. According to Brown (2007: 503), peer coaching is a structured process in which trained instructors voluntarily help each other to improve their teaching in an atmosphere of collective trust and candor, through: (1) develop personal goals for improving education and clear observable criteria; (2) interactive, focused, non-judgmental classroom observation; and (3) elicit constructive responses to those observations.

This strategy can be incorporated into cooperative learning techniques. Annis (1983) and McKeachie (1986) in Barkley EF et al (2005: 20) argues that there is also plenty of research and empirical evidence showing that under peer tutoring, students who receive tutoring learn more, especially at the conceptual level, than students receiving the tutoring. Teachers who have spent many hours preparing a lesson or designing a learning exercise know well that organizing knowledge to explain it to others is a productive learning experience. Therefore, it is extremely helpful for good learners to organize and clearly present their learning so that others can understand it. Indeed, Slavin in Barkley EF et. al. (2005) found in their analysis of hundreds of studies that "students who gave each other explanations that were more complex (and less consistent than students who received such explanations) learned best in the context of cooperative learning".

1.3 Advantage and Disadvantage of Learning by Teaching

Christopher Cascio in https://education.seattlepi.com/advantages-disadvantages-peer-tutoring-3515.html mention the advantages of peer-tutoring as follows:

a. **Outstanding Achievement**

Advocates of peer tutoring –such as the National Education Association - argue that these programs lead to higher levels of academic achievement. The NEA claims that same-age peer tutors of the same age are just as effective as tutors who are not the same age. Much of the reported success of peer-to-peer tutoring stems from the fact that it gives learners significantly more personal attention than traditional classroom instruction. Peer tutoring provides a learning environment where learners can receive feedback on their progress. Furthermore, Dowd in https://classroom.synonym.com/advantages-disadvantages-peer-tutoring-8385009.html declared that it was touching to see the students teaching each other. Peer tutors learn by teaching the material to classmate or younger students. Peer tutors are challenged to use and hone their creativity and critical thinking skills to help tutees understand the new material presented by the teacher. Tutoring students may ask questions to ensure understanding. For both students, repetition promotes memorization. Peer tutoring increases motivation and improves the overall class performance. This can be another way to combat boredom, absenteeism and truancy.

b. **Learn by Teaching**

The old adage goes like this: "Teaching is learning twice." He suggested that teachers should learn by teaching. A study conducted by K. J. Topping at the Department of Psychology at The University of Dundee found this adage to be true; peer tutors enhance their understanding of the material by teaching it to other students. Furthermore, when peer tutors tutor, they not only learn the subject better, but also learn how to become teachers.

c. Compared to Students Confidence and Comfort

According to the Center for Teaching and Learning Resources, students who receive peer tutoring feel more comfortable receiving guidance from other students than from adult teachers. The comfort of having a peer tutor allows students to better focus on the tasks in the lesson, which in turn can yield outstanding results. Peer tutoring also helps develop the relationship between tutors and students. Each student improves his or her social skills because unlike traditional teaching, peer tutoring takes place in individual

meetings or in a small group, requiring more focused communication between tutors and students.

Similarly, Dowd in https://classroom.synonym.com/advantages-disadvantages-peer-tutoring-8385009.html confirms that peer tutoring brings classrooms to life with positive energy and attitudes. Peer tutors develop a sense of pride and self-esteem knowing they can make a positive difference in another students' life. Peer tutoring is also said to boost confidence, as tutors and students find that they can tackle difficult assignments and abstract concepts even without a teacher's help.

d. **Organization and training**

While peer tutoring can ease a teacher's burden of responsibility, it can also pose a time problem. Peer tutoring programs require planning, and organizational and peer tutoring prior to being assigned. All of these duties may lie with the teacher or administrator. Peer tutors needs to be monitored and evaluated, which requires more time and effort for teachers and schools.

Beside advantages, Dowd in https://classroom.synonym.com/advantages-disadvantages-peer-tutoring-8385009.html mentioned the disadvantages of peer tutoring in this way:

a. **Commitment to Cost and Time**

Effective peer tutoring programs don't just happen. Starting and maintaining them requires an investment of time and effort. Researcher K. J. Topping pointed out in a 1996 article in the journal "Higher Education" that peer tutoring requires extensive peer tutor training, careful networking between tutors and students, continuous monitoring and progress tracking. Related costs may include purchasing materials for the peer tutoring program and costs associated with hiring staff to help teachers implement and manage peer tutoring initiatives. Without support, teachers will have less time to prepare daily lesson plans.

b. **Resistance and skepticism**

Parents and students may have reservations about peer tutoring and need to be convinced that it's worth it. Parents may argue that the students' role is not to teach other students. Parents may remain skeptical until there is evidence that peer tutoring can improve grades and test scores. Students selected to be peer tutors may resent the responsibility or lack of empathy for their struggling peers. While the majority of tutors

come from wealthy and privileged families, disadvantaged students who receive tutoring may feel stereotyped and stigmatized.

1.4 Learning TOEFL

According to Longman, The TOEFL test is a test that assesses the English language proficiency of non-native English speakers. It is required mainly by English-speaking colleges and universities. In addition, organizations such as government agencies, companies or scholarship programs may require this test. The TOEFL test now exists in both a paper-based and computer-based format.

The TOEFL test consists of three main parts, which are: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Oral Comprehension involves demonstrating their ability to understand spoken English. Candidates must listen to different types of passage on tape and answer multiple-choice questions about the passage. It consists of 50 questions in 35 minutes. The Structure and Expression is intended to demonstrate their ability to recognize grammatically correct English. Candidates must choose the correct way to complete the sentences or find a mistake in the sentence. This section consists of 40 questions in 25 minutes. Reading comprehension involves demonstrating an ability to understand written English. Candidates must answer multiple-choice questions about the ideas and the meanings of words in the passages. This is the final part; it covers of 50 elements in 55 minutes.

2. METHODOLOGY

2.1 Participants

Twenty-eight students of Public Health Department were involve in this research. They were in the second semester. They have studied basic English as institutional subject in their first semester, then continued to take Advanced English with the subject material was TOEFL preparation.

2.2 Instruments

The main instrument used in this study was open questionnaires.

2.3 Procedure

At the beginning of the semester, the lecture assigned the students to master the material by giving a lecture to their classmate. Then the lecture distribute which skill goes to whom and the schedule when the students should perform their task. There were 14 weeks during one semester to discuss about the structure and written comprehension material. There are 60 skills

of structure and written expression. There are 69 students. Thus each student explained one skill and the rest explained the exercise from several skills. Before describing their material, the students were allowed to discuss with their friends, ask to the lecture and seniors, and browse the web. In the end of the semester, the researcher gave the questionnaire regarding their activity.

3. FINDINGS

3.1 Strength

The result of the strength by applying this strategy are as follows:

Table 2. the strength of applying this strategy

No	Matter	Percentage
a.	Easiness	46%
b.	Public Speaking	32%
c.	Peer correction	17,8%
d.	Responsible	7%
e.	Independent	3,5%

3.2 Weaknesses

The weaknesses of utilizing this strategy are the following:

Table 3. the weaknesses of learning by teaching strategy

No	Matter	Percentage
f.	Psychological problem	46%
g.	Transferring Material	32%
h.	Classroom Management	20%
i.	Pronunciation	2%

4. DISCUSSION

This section is the main part of the article and is usually the longest part of an article, where the author must interpret the findings.

4.1 The Strength:

1. easiness,

    a. Making learning easier and understanding because there is a training problem because we will really learn before being delivered to other students understand more learn in depth.

    b. Yes, it is very helpful to understand TOEFL because if it is wrong it will be fixed

    c. Making learning easier and understanding because there is a training problem

    d. The benefit to the positive direction that I get when doing peer-teaching is that I find it easier to understand TOEFL because before delivering the material in front of the class I study the material first and understand the material that I will provide so that what I learn will be easier to remember because of the results of understanding I myself was helped with material from the book TOEFL.

2. practice public speaking,

    a. Learn to speak and explain in front of people, and understand how it feels when speaking in front of you is not noticed

    b. The benefit of us being more trained may be in terms of soft skill public speaking,

    c. think it's a good thing regarding whatever material is explained. It is a way for lecturers to train their students so that they are mentally skilled in public speaking. In that way it also forces students to understand the material and of course to increase learning independence also for students.

3. peer-correction,

    The good influence is before the speaker explains, I have studied at home. So when there is a mistake we correct each other

4. responsible,

    Positive influence in peer-teaching is to become a new experience and make it easier for us to deliver material to better understand the material presented.

5. independent.

    a. The positive is that students can learn independently.

    b. make students able to master the material and be able to learn independently.

4.2 The weaknesses are:

1. pronunciation,

   afraid of mispronouncing

2. classroom management,

   a. I do not understand because it is not conducive (2)

   b. It's not easy to understand because the class quota is too full and noisy.

   c. No, because it makes the class less conducive where other opinions from listeners cannot be said.

   d. It's not easy to understand because the class quota is too full and noisy.

3. psychological problem,

   the progi feeling that engulfs when going to convey the material ahead of everyone.

   dizzy, nervous, happy, challenged, scared.

4. difficulties in transferring the material.

   a. Negatively, not all presenters can deliver messages properly. So that it is difficult in understanding the material

   b. not all skills can be easily understood in a short time, because there are also those who do not explain the skill.

   c. not all students are able to explain the material well so sometimes we as students' listeners do not understand what is conveyed by the speaker

   d. lack of understanding of bu, usually students only focus on one skill that he can, then the other skills do not understand, then depending on other students who also explain, there are students who explain less clearly.

5. CONCLUSION

This article illustrates some strengths and weaknesses that can be gained from applying Learning by Teaching strategies. Enabling students to do more practices in learning TOEFL, training public speaking and speak in front of the class, being responsible in mastering their topic of assignment, being ready to give peer correction and boosting students to be more independent are the strengths of learning by teaching strategy. The paper also describes some of the weaknesses needed to optimize potential student benefits, such as: learning to classroom management, overcoming psychological burden, trying to pronounce correctly and also

attempting to grasp the material. Future studies could compile quantitative data to accurately gauge how the strategy affects the learning TOEFL.

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