



## **The Various Respond of Student Toward Peer-Tutoring Method in Bilingual Program**

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### **Abstract**

This paper is aimed to examine the respond of students toward peer-tutoring method in a bilingual program that be held by Teacher and Training Faculty of IAIN Surakarta. This research using qualitative descriptive approach, that using interviews to collect the data. The data then analyzed through the literature review. The results show that the peer-tutoring method could improve the ability of the students. But, there are some problem in the peer-tutoring method such as the low awareness of students to learn English and also bad structure on the material made the learning atmosphere uncondusive. Thus, the tutor should maximize their creativity in order to succeed the bilingual program.

**Keywords:** Bilingual Program, Peer-tutoring Method, Student, Respond

## Introduction

Nowadays, people use English as their standard language. One of the reasons is The British Empire's existence (Hammond, 2014), because of them and their dreams to spread their power around the world implies to the use of English its self. After succeed in taking a part in developing the empire, people come forward and has a desire to learn English. So it influences us as the citizen of developing country to learn it well in order to get a better life in a brief. The appearance of paradigm "English is cool" in some zone also supports English becomes a standard variety in the whole world. Knowing English well is a shortcut to be a better man in the present and future.

Based on Anil Salwa, English, for various reasons—primarily due to British rule in the many parts of the world—has emerged as the popular lingua franca. In the process, it must be acknowledged, the role of English and its functions have vastly changed. English is no more seen as the language of the rulers, or as an instrument of promoting British culture and values. According to the famous linguist Tom McArthur, "In the closing years of the twentieth century, the English language has become a global resource. As such it does not owe its existence or the protection of its essence to any nation or group (Salwa, 2011).

In a presentation of Richard Smith, University of Warwick UK, he explained that why English becomes an international language is as a lingua franca, and internationally - as the major language of business, media, technology, etc. In his presentation also shown about the way, English becomes an international language are the migration of English speaker especially the natives, colonialism, British's role in international geopolitical, and globalization (Smith, Warwick, 2001).

For that reason, the influence of English as International Language (EIL) is so big in our daily life. Especially after Indonesia joined MEA (Masyarakat Ekonomi Asia), the existence of English will be predicted more dominate in our society. Learning and applying English recently becomes a daily need for public. Since from government, social, health, education, military et.al need an EIL. We see that the members of English courses are growing fast. This phenomenon

depicts that the leaning from society is growing toward becoming an expert in English.

Stated from Hindmarsh, more and more people are attending English classes for instance at South East Asia (Indonesia is included), in order to get broadly life chance, to obtain information, to converse in multinational gathering, to enlarge sociocultural purposes, to travel and so on (Hindmarsh, 1978). Nowadays, at an airport or in the hotel, a Korean will address a Kuwaiti in English without asking him if he speaks the language. Some degrees of command are taken for granted.

In the field of education, the expansion in the use of English is even more dramatic. It is by far the commonest first foreign language taught in the schools. Many countries in Africa use it as the medium of education, especially at the secondary level and beyond. In Thailand, Turkey, Mexico, Indonesia and Iran, English is required for study at the tertiary level. The use of English covers reading texts, often for listening to lectures, for writing papers, for taking part in seminar discussion. At postgraduate level, a knowledge of English can be regarded as indispensable (Hindmarsh, 1978).

In Indonesia, especially English is recognized as a foreign language. So it needs more effort to learn it. There are some methods of teaching English as a Foreign language. One of the applied method in IAIN Surakarta, especially Islamic Education and Teacher Training Faculty is a bilingual program. That program is designed especially for the Third group to Sixth group. The goal of the bilingual program is to make students in FITK are communicative toward English. Fulfilling one of the long-term goals of Faculty of Islamic Education and Teacher Training Faculty that is stated: "Becoming an expert faculty in producing professional gradulators in education and language, strong faith and noble character" (Penyusun, 2015).

Bilingual program or in other words Two Way-Bilingual Education (TWBE), a balanced group of native majority language speakers and native minority language speakers are integrated for instruction, and subject matter is conducted in the minority and the majority languages with the goal of developing high levels of bilingualism for all students in the program (Jong, 2002).

The bilingual program aims to create an additive bilingual environment where native speakers of the target language are used as models for second language learners. In general, the appearance of the bilingual program was developed in response to the social segregation of bilingual program students in the school and to halt the trend of white middle-class parents removing students from the school's district ("white flight"). To make easy the learner from the different area or different vernacular language, in abroad also created an intensive program to increase the ability of outsider student.

Hamers and Blane use the "bilingualism" to denote an individual's use of two languages, and reserve "bilingualism" for the study of two or more languages function in a given society (Sipra, 2013). While stated from Lotherington, Bilingualism in education looks at the pedagogical issues when children speaking one language at home enter a school system which operates in another language (Sipra, 2013).

The way to succeed English environment in Islamic Education and Teacher Training Faculty, the official conducts Peer-Tutoring Method. Peer teaching is a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction. Many programs feature older, more experienced peers, or those with greater mastery in a subject area teaching younger, less experienced peers or those who are yet to master the skills and content of the subject area (Badford, 2011).

The goal of focusing speaking lesson is to render ESL students with more opportunities to achieve communicative competence. Peer tutors are playing roles of a facilitator, a resource person, a counselor, a co-learner, or simple "big brother" or "big sister". The program also facilitates learning among tutors as they tried different ways to convey their meaning in English clearly an motivate the tutees to learn. This was an invaluable learning experience for this young adult (Chiu Suk Mei Eva, 2011).

Objectively, the launching of bilingual program has a vision being a bilingual unit capable of driving the direction of the implementation of bilingual management and service system in order to support the success of the teaching and learning process within the Faculty of Islamic Education and Teacher Training to prepare graduates who are reliable, superior, and professional.

Commonly, components of bilingual are the official, the instructor, the tutor and tutee. The official is from English education and letter lecturer. For this year, the head program is Dra. Yusti Arini, from English education. The second is the instructor. They are from both English education and letter to couch the tutor during program be held. An instructor conducts a group that consists of up to ten tutors. The instructor has a responsibility to monitor tutors.

Then next is the tutor. The bilingual tutor is selected by a placement test. A tutor handles a group that consists ten to fifteen tutees. This bilingual uses peer-tutoring program. Therefore, tutee is conducted by their friend instead. While tutee is the student who does not pass the placement test. Up to now, the members of the bilingual program are fifth semester and third semester. The fifth semester coached by the seventh semester then the third semester coached by the fifth semester.

This program existed two years ago. At first appearance, all tutors are from students of English Education or English Letter major. They are trusted to teach their friends from different major such as Islamic Education in order to maintain foreign language capability. Although actually, the program will discuss English and Arabic language, till now Arabic is not discussed yet because of the limited human resource. Students from Arabic language (Arabic Education or Arabic Letter) are not ready to fulfill the need in the program.

The curriculum is made from the office based on the daily need for communication. The themes are not hard. It just talks about the manner of doing simple conversation in a daily routine. For third semester the materials are self-introduction, introducing the others, daily activities, giving and asking direction, telling unforgettable experience, telling personal habits, describing and explaining pictures, the goal of life, tourist destination, describing the restaurant, and describing the university or school. While for the fifth semester the materials are a special purpose. For example job interview, the procedure for to be a moderator, English speech, debate, and so on. The materials are designed easy and familiar in order to make the tutees easier practicing English. For the final assessment, tutees will be tested based on the materials

that learned before. For example in the third semester, the final test is making a video that consists two or more theme of bilingual program progress.

For this year, the researcher has been having a chance to be a tutor of the bilingual program. During the program, there are many responses both from tutor or tutee. Using interview toward some tutees in data gathering, the researcher had compiled some response that represents student's response to the bilingual program. The response is variable. Some of them criticize the manner of conducting materials by the tutor, the official rules, and even their group mate in the bilingual program. Not only criticize, some of the informants also give appreciate about having this kind program.

### **Research Method**

This study includes analytic descriptive qualitative research, to gain deep analysis of bilingual execution. The object of this research is 5 tutees of bilingual from the fifth semester who are from different majors, that intensively correlated with the process of the bilingual program. The tutee will be asked about the response after joining the bilingual program.

### **Various Responds to Bilingual Program**

After two years be held, bilingual program in Islamic Education and Teaching Training Faculty of IAIN Surakarta induces problems. Below are presented student's responds toward the bilingual program. The response is not always good. There is some bad response that induces the students willing to join the bilingual program. Informant expresses the respond about human resources in bilingual, the material, the practical technic, and managerial timing. The result of the interview is below :

*“Bilingual itu sebenarnya bagus karena setiap anggota kelompok bisa ngomong apa yang mereka pikirkan dan mampu menyampaikan pengalaman mereka dalam bahasa Inggris. Namun yang tidak menyenangkan adalah terkadang kendala perubahan kebijakan dari akademik. Sekarang kebijakan A, besok sudah B. Sehingga bikin bingung peserta.”*  
(interviewed on September 22<sup>nd</sup> 2017, Atatin AMF, English Education Major 2015).

From Dinda, English education, who interviewed on September 22<sup>nd</sup>, 2017) gives respond that the program is amazing. The program gives advantages

especially students from English major to improve the speaking skill. However She is disappointed with the random schedule, and the information about the program is sudden mostly. She still keeps believing the program can be fixed again to be better. Dinda's hope is strongly agreed by Isnaini (interviewed on 22<sup>nd</sup> of September 2017).

The respond also given by non-English majors, such as Ashma, Arabic education (interviewed on September 22<sup>nd</sup>, 2017). She stated that bilingual program is solving to learn English although She is from Arabic education major. This program can help her become active to speak English. She feels comfort to learn English with her tutor because this is peer-tutoring. The role as a peer is depicted from the way of tutor do the material transfer. The style is not formal, fun, and easy going to be understanding.

The next response is about the structure of materials. The materials are not composed well. Materials between English major and non-English major are same. That makes some students feel distressed to follow the program if they are from non-English major. The need of materials is different between English major and non-English major. The respond is from Mutiara (interviewed 22<sup>nd</sup> of September 2017). She likes this program because She has a sparring partner to practice English then. About the cluster of the material according to Nia Susanti, Elementary education (interviewed on November 2017) the materials are not clustered well. She thinks that it is too hard for non-English.

The other response is about student's awareness of English use. Mostly who are not from English major only join the program casually without any seriousness will. So in the forum, they just chit chat ignoring the tutor instruction. The class is not conducive, the active participant is not at all. This is the respond from Mutiara, English education that interviewed in September 2017.

About the tutor also get an attention from the members. Some tutors abuse their authority. They abuse the schedule, the right of tutee, and their mastery of program are less. This condition in line with admission of Nur Hayati Pentasari, Pre-school education major, that interviewed on November 25<sup>th</sup>, 2017. Her argument supported by Wulan Sulistyorini. She and her group ever

ignored by her tutor. The tutor was not responsible to coach the tutees. The tutor sometimes only gives a task without rigid explanation. For practice, tutor sometimes does not give the correction. So tutee does not understand which one their mistake.

About the timing of bilingual, Novi, Islamic Education (interviewed on November 25<sup>th</sup>, 2017) explains that is not effective enough. The time is 90 minutes for a meeting. Sometimes the time still cut by the lateness of both members or tutor.

Analyzing standardized program based on previous theory from Badford, the program can be called good as long as the tutor mastery in their role as “big brother” or “big sister” in coaching English, mastery of content and subject areas. From data above, the term of “big brother” or “big sister” can be seen from the informant’s admission that they are comforting during the bilingual program. They can explore their ability in speaking. They do not feel embrace to speak up. The tutees are free to express what they feel. It will be different with learning or practice English in front of teacher or lecturer although from the English department though. The stated situation depicts “big brother” term as Badford stated.

The about negative response of human resource, materials, managerial, and practical technic has the characteristic for each component. About bilingual official, that criticized by member shows that the official is not responsible enough. In fact, the official is the center unit or component that supports the execution. The bilingual program in Islamic Education and Teacher Training Faculty is legal so the process of bilingual both officially and practically is a responsibility of faculty. Therefore if this program is intended to be continued, then there should be refinement from the office of the bilingual program.

Existence and willing to learn English has never-ending. According to Hindmarsh, about English trend, the bilingual program can be continued in Islamic Education and Teacher Training Faculty, even can be imitated for other faculties in IAIN Surakarta. in another sequence, globalization also brings the big potential of English learning trend.

## Conclusion

English language as EFL in Indonesia helps us understand the new world comprehensively. Learning EFL is not as easy just because we have our own mother tongue, Indonesian language. In education, especially for college the use of English is important enough. So by that term, in order to build English environment, Islamic Education and Teacher Training Faculty conducts the bilingual program. Restates Jong's statement that bilingual can help us the non-native speaker in balancing the use of mother tongue language with the target language, in this case, is English. While in some previous research, the method that can be trusted for that purpose is a peer-tutoring method. The method uses tutor and tutee from the same level. Then the tutor will guide tutees for mastering the material. In Islamic Education and Teacher Training Faculty of IAIN Surakarta starts this method in order to fulfill the vision.

This program has been continuing since two years old. In the track recorded some response toward the progress of the bilingual program. In short, tutees are happy having this such program and they are glad having time to practice their English but mostly they criticized the rule and toward all components of the bilingual program. in that case, mean that the program is accepted in Islamic Education and Teacher Training Faculty but there are refinement and development for all components. The refinement can be held by adjusting same frequency among all components of the bilingual program. If the program is better, it can be a recommendation program in all faculties in IAIN Surakarta.

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