

IMPLEMENTING THE DISTANCE TRAINING FOR ENGLISH PRIMARY TEACHER IN KEDIRI

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ABSTRACT

This study aims to analyze the distance training for English primary teacher in Nganjuk. This type of research, including a qualitative strategy that was used was a case study because the writer wanted to explore in depth a distance learning program for primary teachers. The writer began the study by describing the implementation of the tutorials. It consisted of two discussions; tutorial components and tutorial activities. The tutorial components that were described in the analysis were media, teaching activities, learners, and tutors. The second analysis was a description of tutorial activities. There were four activities that were implemented in the tutorials; an overview of the modules, discussion of learning difficulties, additional activities, and peer-teaching. The third analysis of the first problem was that the implementation of the tutorial activities in each tutorial. There were five tutorials in this distance learning program. In each tutorial, it would be described clearly how those kinds of activities to be implemented.

Key words: implementing distance learning, English primary teacher

A. INTRODUCTION

Distance and Open Education has already applied in many countries. They are models of learning that are quite different from conventional or traditional one. In conventional or traditional learning, the learners and teachers need a certain place and periods of time to accomplish the learning and achieved its goal. In these models, especially in distance education, teachers and learners are physically separated during the learning and they have more flexible time to learn. They can learn anytime and anywhere. They have enormous autonomy to manage their own learning and the success of the learning depends much on them. Therefore, it can be said that it is an independence study. Furthermore, it stresses on the learning rather than on teaching and based on the principle that the key of learning is what the learner's do, not what the teachers do (Beaudin, M., 1990).

In this model of training, the teachers learn English, how to teach English to young learners with various methodologies and techniques, how

to make and use different kinds of media, and how to do teaching administration and preparation. They learn all of the knowledge and skill through printed and non printed media. Printed media are modules and non printed media are cassette and compact disc or video compact disc. In distance learning, the use of media is important as the consequences of the model of learning. Because the program adopts distance and openeducation model and concept, the learning system are quite different from conventional training that needs direct interaction in the process of learning. In distance and openeducation systems, the learners and the teacher are in different places during the process of learning. Furthermore, the learners have autonomy in their learning and this program is open to all people without considering their age, sex, competence, background of study and etc.

Although in the system of learning above, the learners and the teacher are apart. Occasionally, in certain occasions that have already been determined by the teacher, tutorials are conducted minimally once a month during the program. In the tutorials, teacher designs the learning activities based on the Standard Operational Procedures of Distance Training Program which explains about the teacher's role and duty as well as the implementation of the tutorial. However, it may give opportunity to the tutor to do various activities that are needed by the learners in improving their competences and English skills that have not been covered in individual learning and by the media provided. the tutors gave additional material and activities to support the teachers' learning and broaden their knowledge of certain materials in the program so that the goal of the program can be achieved. In the previous program in Surabaya, there were many problems arose in the implementation of tutorial such as the learners' attendance and their readiness to discuss their learning difficulties, facilities, media, evaluation and time allotment.

Therefore, from the description of the tutorial above, the writer became interested to conduct a research on the distance training for English primary teacher in order to describe and to identify problems encountered in the program so that some beneficial information for the improvement of the program could be compiled. The specific purposes of this study are to identify the problems encountered in the implementation of the tutorial program.

B. RESEARCH DESIGN & METHODS

The research used qualitative strategy. Retrieval of data by the method of observation, questionnaires, interviews, documentation. It was conducted at SDN Sugih waras 6 in which the tutorials took place every two weeks in a month and the researcher was one of the tutors in

the program. Since the objective of the research was to describe the tutorial, the researcher got involved in the tutorials both as a tutor and an observer. In certain tutorials, he was a tutor and observed by different observers in those tutorials. The observers were colleagues from different professions. The first was a vice principal, the second was a primary teacher and the last was a staff at Educational Assurance Board. Furthermore, in some tutorials, he was an observer who observed the implementation of the tutorial. In that role, he also distributed questionnaire to all of the learners and interviewed some of them. Moreover, he also analyzed some documents dealing with the implementation of tutorials so that a vivid description of the tutorial could be compiled.

C. RESULTS

Based on the schedule of the tutorial, there should be two tutors who facilitated the tutorials. Nevertheless, only one tutor facilitated the learning in the tutorial because another tutor had to do a lecture at the Distance University. The tutor who handled the tutorial had been a teacher master in Quality Assurance Board of East Java Province since 2015. Nevertheless, he was used to be a teacher in elementary and junior high school before he worked in the institution. He had already assigned to be a tutor for distance learning program for primary English teacher for two years when the research was conducted.

In distance learning, media is a compulsory teaching aid because most of the learning applied media as the main learning resource. There are two types of media that are commonly used in the learning; printed and non-printed media. Printed media includes modules, books, journals, and so on. Non-printed media includes audio visual such as cassette, VCD and DVD, radio and other multimedia such as computer and internet. Nevertheless, in this tutorial, the media that was used was printed media because the school in which the tutorial took place did not provide any facilities that supported the use of non-printed media such tape recorder, video or compact disc player and computer. The printed media that were used were modules, flashcards, pictures and worksheet. There were 19 modules to be learned by the learners that would be discussed in the tutorial. The discussion was meant to identify difficulties in learning the modules as well as other learning difficulties in teaching English to young learners. Flashcard and picture were used by the tutor in the process of learning and also by the learners as media in peer-teaching. The next printed media was worksheet that the learners usually got, either in group or individually for an additional activity in the tutorial.

The tutorial program took place in SDN Sugihwaras 6. There were some facilities that were provided by the headmaster of the school. The facilities included classrooms, chairs, tables and blackboard. Unfortunately, there were not any audio-video instruments that could be used in the process of learning.

The tutorial of Distance Learning Program for Primary English Teacher consisted several activities that were usually applied by the tutor. In this analysis, the researcher wanted to give a description of tutorial components and the tutorial activities each tutorial. In this activity, the tutor gave an overview of the modules that had been learned by the learners. The tutor explained briefly each module. It started from the first chapter till the last chapter. Each module was commonly presented with a certain topic just like mentioned in the modules' description. Furthermore, each topic had one topic which consisted of four chapters. It started with the first chapter that contained the explanation of the language utterance used in the topic. The learning objective of this first chapter was that the learners understood the language utterance used. In the second chapter, they learned to understand the reading text. In the third chapter, they learned to describe the topic in written language. The last chapter was that they learned how to teach the topic to young learners. It included the techniques, methods and strategies used in the teaching. The benefit of this activity was that learners could review what they have learned and the tutor could identify whether the learners understood the modules or not.

A Class Discussion of Methods/Techniques/Strategies in Teaching was also an additional activity that was developed in the process of the learning with the purpose of enhancing the participants' knowledge of practical techniques used to teach one of the language components. One of the language components that had been already applied was how to teach vocabulary. In this activity, the learners could:

1. identify some techniques for teaching new words
2. determine the most useful technique
3. express their opinion of other techniques that could be used
4. practice/give example of the techniques
5. solve the problems of the application of the techniques presented
6. combine different techniques in teaching vocabulary
7. identify the purpose of each technique or the combination of techniques

8. make a teaching preparation

The learners in groups received a worksheet of how to teach vocabulary. In groups, they had to discuss, solve and do the tasks. The first task was the learners read some techniques and tried to identify the techniques applied. Then, they determined the most useful technique for each instruction and gave other techniques that they could use to teach vocabulary. In the second task, the learners were given some words and they had to make the meaning of the words clearer by adding one or two sentences. Moreover, they could use one of the techniques to make the meaning of the words more clearly. Furthermore, the learners, in groups, discussed and analyzed an activity that presented the word 'market' and made some questions of the new words in the worksheet. Thirdly, the learners did vocabulary expansion by making sets of words related to the new words given in the worksheet. The next task, in the worksheet, was that they were given a reading text that consisted of 'passive' and 'active' vocabulary. What they had to do was determining what kind of technique could be used to present 'passive' and 'active' vocabulary in the reading text. In the last task, the learners made lesson preparation of *teaching* vocabulary.

Peer-teaching in this program referred to the meaning of peer-teaching from Goodlad (1989) that was the system of instruction in which learners help each other and learn by teaching. Tutoring schemes, known as Peer Tutoring, Cross-Age Tutoring, Youth Tutoring Youth, and Each One Teach One, have used students to teach students, students to teach children, non-professional adults to teach adults and children, and children to teach children. In every case of peer tutoring, a professional teacher organizes the activity of the non-professionals (tutors) as they minister to the needs of the ultimate beneficiaries of the process (tutees). In this program, through the process of learning, the learners helped each other by giving ideas, critics and suggestion of their teaching in order to improve it. Furthermore, the learners could learn from each other from the presentation. They could learn the application of methods, techniques, and strategies that were used and also the variety of the media used in the teaching. Thus, there were mutually beneficial among each other, both the ones who conduct peerteaching and the ones who became the students as well as the observer. It was as stated in the quotation from Boud, Cohen, Sampson's notion (2001) of reciprocal peer-learning below:

Peer teaching involves students learning from and with each other in ways which are mutually beneficial and involve

sharing knowledge, ideas, and experience between participants. The emphasis is on the learning process, including the emotional support that the learners offer each other, as much as the learning itself.

This mutual learning process would accelerate the learners' learning especially the enhancement of their knowledge, experience, and skill.

Group Presentation;

In the application of the peer-teaching in the program, the class was divided into six groups that consisted of four people each. In this program, the peer teaching was conducted in group because there were just six tutorials in every level of the program so that the time would be insufficient for individual teaching. The ones who had a turn to conduct peer-teaching had to determine the topic as well as teaching materials based on the materials in the modules that they had learned. After they had decided the topic and materials, they made a lesson plan, media and worksheet for the class. For the peerteaching, the learners were provided 30 minutes to teach and 15 to 20 minutes for class discussion. Because of time limitation, the learners in groups had to prepare the learning for 30 minute. When one group conducted peer-teaching, the other groups were actively involved in the activity by pretending to be students. Moreover, they also became observers of the activity. By giving fair judgments of the presentation that would be used by the tutor as one of the considerations to evaluate the group's presentation.

There were a lot of advantages in this learning. Based on *The Issues of Teaching and Learning* and also tutor's observation, it could be concluded that the advantages of the program were as follows:

1. The learners got involved directly in the teaching and learning process.
2. The act of teaching others enhanced the learners' learning process.
3. The tutor and the learners shared responsibility for teaching.
4. The learners could apply the knowledge, skills and experience that they had.
5. It encouraged collaboration among the learners.
6. It enriched the learning environment.
7. It could be viewed as a strategy for dealing with individual differences in the classroom.

After the peer-teaching had been conducted, the tutor led the class to have a class discussion. In that activity, all of the participants either through group or individually were giving their opinions and fair judgments of their friends' presentation. They could present questions, critics and also suggestions on it. From the stage of learning, the group that had already presented would receive a lot of useful inputs for the improvement of their further presentation. For the other groups, the activity would become their process of learning in which they could learn from other presentations.

D. CONCLUSION

The writer began the study by describing the implementation of the tutorials. It consisted two discussions; tutorial components and tutorial activities. The tutorial components that were described in the analysis were media, teaching activities, learners, and tutors. In media analysis, the writer described both printed and non-printed media that were used in the program although the non-printed media was not used due to the facilities such as VCD player and tape-recorder, to support the learning which was not available. There were four tutorial activities that were described; overview of the modules, discussion of questions given by the tutor, discussion of problems solving, and peer-teaching. In the learners' analysis, the writer described the learners that joined with the program from their background of study, their teaching subjects, their English proficiency level, and their teaching experiences that would be influenced to the ability in teaching and also to their language skill. In the tutor analysis, the writer described the role and duties of the tutor in the tutorial. Moreover, she also described the prerequisite to be a tutor in this program. The second analysis was a description of tutorial activities.

There were four activities that were implemented in the tutorials; an overview of the modules, discussion of learning difficulties, additional activities, and peer-teaching. The third analysis of the first problem was that the implementation of the tutorial activities in each tutorial. There were five tutorials in this distance learning program. In each tutorial, it would be described clearly how those kinds of activities to be implemented.

E. RESOURCES

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