



Peer-teaching program to boost English speaking skill for young learners

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ABSTRACT

The community service program was conducted by English Department, Faculty of Cultural Sciences, Universitas Gadjah Mada at Asrama Kinanti 1, Sleman, Special Region of Yogyakarta. This program focuses on English language teaching, specifically English Speaking. Speaking skill, especially in English, is essential for the participant's future academia or career. It is found that the students in Asrama Kinanti 1 are required to improve their English skills and to be confident in speaking English. Therefore, the team initiated an English Conversation course to assist them. This program is held three times weekly at Asrama Kinanti 1 through a peer teaching program. Besides, native speakers are invited to boost the participants; confidence and motivation. During the program, the participants are given a module that encompasses vocabulary enrichment and a list of expression. Then, in the class, the participants will focus on practicing what they have learned from the module. By the end of the program, the participants do a performance to show the final result. This program is proven to assist the participants to improve their English and boost their confidence due to a supportive environment between the tutors and the learners.

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1. INTRODUCTION

In today's world, having a strong command of the English language is essential for young people. It acts as a gateway, enabling them to explore a wide range of opportunities in both the academic and professional world, and it even proves invaluable in their day-to-day lives. English is a skill that can't be underestimated, given the fact that a substantial portion of the resources we rely on is presented in English. Consequently, abundant resources are available for learning English through platforms like YouTube, Podcasts, applications, and websites, making it an incredible asset for young learners.

With the current shift in policy from the Ministry of Education, English is no longer a compulsory subject in primary education since the current focus is preserving the local language (Nurdiana, 2021). This shift implies that young individuals are expected to take a more self-directed approach to language learning through online resources. It reflects the heutagogy approach in learning, no longer a pedagogical approach, implying learners should not solely rely on teachers and the classroom. Still, both teachers and learners can learn together, and the learners could negotiate the way they learn (Lapele et al., 2022). Heutagogy is defined as the study of self-determined learning (Hase & Kenyon, 2000).

This approach is also effective to be integrated with technology, being able to maximize their learning (Ekawati et al., 2022). The use of this approach is expected to boost the learning of young learners and become a reference for further learning, similar to a research done by (Ekawati et al., 2022) Nevertheless, in our view, several technical challenges can hamper the effectiveness of these resources. For instance, some learners may struggle to access reliable sources, manage their time efficiently, stay motivated, and deal with other factors that hinder their learning progress. As a result, these resources may go to waste if they are not used in a manner that caters to the specific needs of the learners.

Given this situation, we support for the continued teaching of English to young learners, extending beyond primary and high school to university-level education. While we acknowledge the value of the abundant online resources, we firmly believe that the presence of teachers is crucial as a source of motivation, guidance, and validation for learners. Despite the benefits of the heutagogy approach, it can pose challenges as stated by Hase (2009) because it requires the learners to be able to map their direction in learning. Thus, the teacher can play the role as learner, facilitator, assessor, manager, evaluator, and guide (Archana & Rani, 2017). Recognizing the importance of the English language, we undertook a community service initiative to improve English language skills at a dormitory near Universitas Gadjah Mada. Our target was first-semester university students. Several key considerations guided our decision.

To begin with, the students entering their first semester in 2023 almost spend their learning in high school during the pandemic era. Although they have received courses in English, the lack of face-to-face interaction has limited their exposure to the language, thus constraining their proficiency to primarily linguistic skills. Language learning should encompass not only linguistic aspects but also affective and sociocultural skills, necessitating direct interaction for a holistic learning experience (Graves & Xu, 2000). Furthermore, university-level English courses often involve large class sizes and primarily adopt a lecture-based format, offering limited opportunities for student engagement. At UGM, most of the language class will consist of more than 30 students; even some of the classes in the science cluster will have around 70-100 students in each class. This large number is not ideal for language class since the ideal number is 15 (Cuseo, 2007). Large class is proven to hinder teacher's ability to give feedback and conduct constructive speaking ("Why Class Size Matters Today", 2014). Thus, it may leave students with little room to realize their full potential. The next consideration is the lack of language skills training in the dormitory. The dormitory currently does not offer English-focused activities, providing primarily general life skills such as fire safety and local etiquette ("Tentang Lifeskills", 2017). While these skills are undoubtedly valuable, we believe that students also require skills to enhance their performance as university students. Proficiency in English is essential, given that they will encounter the language frequently throughout their university journey, whether for academic reading, applying for international scholarships, internships, or job opportunities.

Due to time constraints, we implemented this pilot project within Asrama Kinanti 1, a dormitory exclusively for first and third-semester female students at Universitas Gadjah Mada. This dormitory accommodates 290 students representing a diverse array of academic programs. Our primary focus for this pilot project is on enhancing speaking skills, which we consider essential for the aforementioned reasons. Proficiency in speaking not only cultivates vocabulary and expressions but also fosters the ability to engage in discussions on topics of interest beyond standard instructional materials. This initiative provides students with a platform for self-expression, enabling them to articulate their thoughts effectively. In addition, according to Brown and Yule (1983), the ability to communicate orally is the main criteria by which students' performance is evaluated in practical, real-world scenarios. In addition, Rao

(2019) also stated that the modern world requires communication skills from students, and English teachers must train them so they may speak better and perform well in real life. Additionally, English is the language of job prospects and life achievement. Modern job interviews often test candidates' skills, and many are based on their performance, such as debates and group discussions (Rao, 2019).

By involving students from the English Literature Study Program as tutors, we aim to facilitate productive interactions and foster self-assured public speaking. We believe in the effectiveness of peer-based teaching, as it creates an environment where participants feel comfortable expressing themselves without fear in contrast to a more intimidating lecturer-student dynamic. Furthermore, we have invited native speakers to engage with students directly, thereby boosting their self-assurance and providing insights into the sociocultural contexts of English-speaking countries through meaningful conversations. In addition to being excellent conversation instructors, native English speaker teachers make incredible role models for students to aspire to (Benke & Medgyes, 2005).

2. METHODS

The community service program (PkM) took place at Asrama Kinanti 1, located in Kinanti, Catur Tunggal, Sleman Yogyakarta, from mid-August to early September 2023. However, the preparation program is commenced at the end of May 2023. The main program ran for three weeks, conducting sessions three times a week, totalling ten meetings, each lasting 100 minutes. The implementation of this program is carried out through several stages.

Preparation

The preparation stage is carried out through several stages of a structured approach. Initially, we identified the most suitable location for the program. Next, we focus on recruiting tutors. The third stage is preparing the materials. Last is recruiting the participants.

In the first phase, we thoroughly researched to determine a suitable location that aligns with the faculty's vision i.e., to support the community surrounding Universitas Gadjah Mada. Our goal is to extend the benefits of UGM to the neighbouring community. Therefore, UGM does not only focus on developing 3T regions (*tertinggal, terluar, terdepan*), defined as areas that are the furthestmost and inaccessible in Indonesia. The chosen location resulted from the discussions with relevant authorities. Simultaneously, we designed the program based on a comprehensive needs analysis.

The second phase entailed recruiting tutors, an important aspect of our program. It is to ensure that participants had ample learning opportunities. Given the anticipated enrollment of 40 participants, we established specific criteria for tutor recruitment. These tutors were entrusted with designing course materials and assigned as mentors in the class.

The next phase revolves around a module design, aligning it with the findings of needs analysis. The module also serves as the syllabus for the course. It is designed through extensive discussion and brainstorming sessions between tutors and teams. We designed it to be a visually appealing and engaging module, providing fun individual and group activities.

The final phase is participant recruitment. Due to the limited space, we could only accommodate 40 participants. The recruitment is facilitated by the dormitory team, employing Google Form. All participants are subsequently invited to a WhatsApp Group to facilitate communication.

Program Implementation

The program implementation is conducted in ten sessions within three weeks from mid-August to early September. The decision to start in mid-August had several important considerations that proved to be appropriate in its implementation. Each session was structured to include distinct phases, encompassing pre-activity, vocabulary enrichment, expression acquisition, ice-breaking exercises, individual practice, group practice, and review. Tutors delivered the course materials under the team's supervision, affording participants ample time for practicing speaking with the tutors. During two of the sessions, participants had the opportunity to engage in conversations with native speakers.

The implementation method underscored the significance of practice to foster participants' comfort and confidence in using English. To alleviate participants' apprehension, online games and board games were regularly incorporated into the sessions. Our primary objective would be to ensure that the participants feel enjoyment from the learning experience. Additionally, we provided participants with modules to begin studying the material prior to the class. The program culminated in a final performance assessment where participants had the freedom to choose the mode of their assessment, which is also prepared in the module. Tutors guide the participants during the preparations for this performance. This performance aims to evaluate the participants' English language improvement.

Evaluation

The evaluation process unfolded in two distinct phases, each employing a different approach. The first phase involved ongoing evaluations conducted during the course, comprising informal interviews with participants. These interviews aimed to assess the suitability of the course to the participants' needs and provided a consideration whether or not to adjust the materials. The second phase took place after the course ended, through questionnaires administered via Google Forms. This post-program evaluation served to gauge the overall success of the course and whether participants experienced improvements in their English proficiency. These findings would be instrumental in guiding future improvements in subsequent programs.

3. RESULT AND DISCUSSION

The Preparation

As mentioned in the previous sub-chapter, the PkM Program was conducted at Asrama Kinanti 1, Jalan Kinanti, Caturtunggal, Depok, Sleman. The location is located very close to Universitas Gadjah Mada. Thus, we support one of the faculty's program to empower the community surrounding UGM. UGM has many dormitories both for women and men. However, we have to pick one of the dormitories for the English Program. Other dormitories will then learn other languages, such as French, Japanese, Korean, and Arabic. First, we researched through the dormitory website, www.residence.ugm.ac.id. Then, we consulted with the dormitory team represented by the head manager, the soft-skill program manager, and the coordinator for Asrama Kinanti. Our initial discussion resulted in the demography of the students, the issues, and the needs for English Learning. As a result, we learned that most of the students staying there are still in basic to intermediate skills.

Considering the needs analysis obtained, we designed the course to meet the goals. We would implement a service-learning program with the primary objective of improving English skills, specifically emphasising spoken communication. We and the dormitory team believe that English will play a significant role in motivating students to exhibit enthusiasm and confidence in their public speaking and

academics. Furthermore, the methodologies chosen was student-centred learning, meaning there will be more practice, significantly boosting their proficiency. The vocabulary is also essential for them to support their speaking skills.

Since the method will be student-centered learning, a tutor's presence to assist them is important. We hire tutors from the English Department to align with the objectives of this program. The tutors are hired following the specific requirements: i.e. have taken English Teaching Methodology, have passion in teaching, have experience in teaching, will to learn course design, be responsible, creative, and passionate. We believe these criteria will help them to excel in the class during the program.

Meanwhile, the team collaborated closely with the dormitory team to use Google Form to recruit participants. The dormitory team also spread the news through WhatsApp, and the seats are full within a day. The participants complete the data and are invited to join the WhatsApp group for coordination during the program. This approach was instrumental in ensuring the program's smooth operation and maximizing the benefits extended to the participating students, who represented diverse study programs, as indicated in the Figure 1.

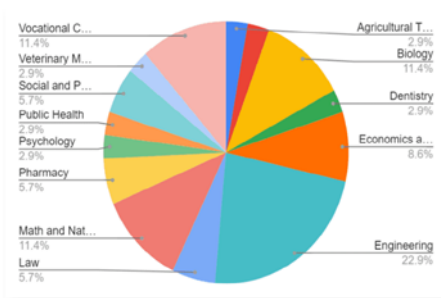


Figure 1. Distribution of the data of English Conversation Course participants' study programs

The Chosen Materials

The module serves as the syllabus of the program. The organization of the materials is driven by the familiarity for the theme, meanwhile the expression/the grammar is driven by the level of difficulties. The materials are sequenced from the self, expanding to the surroundings, and eventually to abroad. Step by step, it will help the learners to build a scaffolding to master the final performance. It follows the steps of designing a course as proposed by Graves and Xu (2000), step A is required to master step B, and integrated with the scope of self to universal. In addition, the materials are also engaged with the Indonesian context as well. It would help the learners to be more aware of Indonesian culture, which is also part of themselves. It will help them know their roots and eventually expand their horizons abroad.

In the teaching practice, a module is required to be the aid for the teaching process. It also serves as the syllabus for the program. The module is designed to be visually captivating, in coupled with engaging activities. It is also supported by other modes of media such as YouTube, podcasts, and online which can be accessed through QR code. The module consists of vocabulary enrichment, expression, individual and group work exercises. This module serves as a tool for the learners to study before the class, and then they could practice in the class without worry. We designed a flipped classroom to make the learning process effective. In this approach, students are tasked with acquiring course content independently outside of class, thereby allowing class time to be dedicated to interactive activities that promote active learning and higher-order thinking skills such as application and analysis, and it can be a way to confirm the misconception (Soliman, 2016).

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Before the class began, participants were given a module that was used as learning support. This module is designed to be read and studied independently by participants before the meeting takes place. The module contains materials that cover various aspects of English-speaking skills, such as triggering questions, vocabulary, expression, speaking topics, and group activities. All of these materials are packaged in special themes tailored to the needs of participants, especially for new students, such as self-introduction, campus life, future dreams, and self-reflection.

The materials that have been selected, namely introduction, talking about yourself, talking about past, talking about future, campus life, multiculturalism, living abroad, and coaching sessions, are seen as very effective choices for participants who are new to the campus environment. New students need materials that can provide a strong foundation in communication, not only in the academic sphere but also in daily life on campus and a multicultural environment.

The vocabulary enrichment includes the frequent vocabulary used within the theme and idioms to make the participants master English. It is to balance between academic and casual English. Idioms is proven to be quite hard to learn. Therefore, we make them easy to understand. Besides, we also include common expressions in line with the theme, such as dislike, regret, agreement, disagreement, comparison and contrast. Then, the module is completed with individual and group exercise. Group exercise takes many forms, such as board games, role play, and presentations, as seen in the picture below. The group activities are used to boost their confidence and check their understanding of how to use the vocabularies and expressions they have learned.



Figure 2. Screenshot of activities in the module

In detail, the module is elaborated as follows. The introduction and talking about yourself materials equip participants with the skills to confidently introduce themselves, which is crucial in building social relationships on campus. Then, talking about the past and talking about the future provided a foundation for talking about personal experiences and future plans, which are relevant in an academic setting. In addition, the campus life material offers important insights into life on campus, including daily activities and situations that new students may encounter. Multiculturalism and living abroad provide invaluable perspectives for new students who may come from different cultural backgrounds or even want to experience life abroad. Finally, the coaching session demonstrated the team commitment to providing personal guidance and support to each participant in practicing what they had learned through performance. Through these materials, participants gained a strong foundation in English speaking skills, which are not only necessary in an academic setting but also in facing the challenges of daily life on campus.

Table 1. Design for meeting 1-10 for English Conversation Course

Meeting 1	Introduction
Activity	<ul style="list-style-type: none"> - Welcoming ceremony (greetings from Wiayanti, head manager of UGM Residence and Adi Sutrisno, head of the program) - Program Explanation by Alvanita - Self-introduction (the participants) - Vocabulary enrichment: introduction and greetings
Meeting 2	Discovering Yourself
Activity	<ul style="list-style-type: none"> - Introduction - Ice breaking (dance) - Review previous meeting (game true or false) - Ice Berg (lead in activity – knowing who you are) - Vocabulary enrichment (Quizziz) - Explanation - Role Play - Group Activities (interview)
Meeting 3	Reflecting on Journey
Activity	<ul style="list-style-type: none"> - Introduction - Review previous meeting (Quizziz) - Listen to a song about regret - Reflective session (about ourself) - Ice breaking (Simon Says) - Vocabulary enrichment (expressing regret) - Group activity (high school heist) - Further explanation on how to express about the past
Meeting 4	Embracing the Future
Activity	<ul style="list-style-type: none"> - Introduction - Review previous meeting (Quizziz) - Ice breaking (laugh and dance) - Lead in activity (your dream) - Explanation - Vocabulary enrichment - Individual speaking practice - Group activity (job interview) - Writing wishes
Meeting 5	Beyond the Classroom Walls
Activity	<ul style="list-style-type: none"> - Introduction - Review previous meeting (Quizziz) - Ice breaking - Lead in activity (type of students) - Vocabulary enrichment (quizziz) - Games (guessing words) - Explanation - Group activity
Meeting 6	Celebrating Diversity
Activity	<ul style="list-style-type: none"> - Introduction - Review previous meeting (quizziz) - Self-introduction (the native speakers) - Sharing session about their view of Indonesia - Question and answer session - Group activity – practice speaking about multiculturalism in Indonesia and Yogya

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Meeting 7	Thriving in Global Adventurew
Activity	<ul style="list-style-type: none">- Introduction- Lead in activity (who wants to study abroad)- Sharing session about studying abroad- Sharing session culture shock- Question and answer session- Group activity – their plan to study abroad- Explanation about next meeting
Meeting 8	Final Performance Preparation
Activity	<ul style="list-style-type: none">- Brainstorming- Choosing the most suitable mode for final performance- Looking for the materials- Adapting the materials- Consultation
Meeting 9	Final Performance Preparation
Activity	<ul style="list-style-type: none">- Presenting the materials- Feedback from the tutors- Editing- Practicing pronunciation- Practicing with body language
Meeting 10	Final Performance
Activity	<ul style="list-style-type: none">- Rehearsal- Creating the video- Submitting the video- Feedback from the judges- Winner announcement

The Speaking Practice

The teaching process led by the tutors emphasises a collaborative learning approach, where participants are encouraged to work together in groups to enrich their learning experience. The main focus of this program is on developing speaking skills, increasing vocabulary, and introducing cultural aspects. Therefore, we arranged a series of interesting learning activities per the predetermined topics. Speaking practice with tutors aims to facilitate participants to get space to improve their English-speaking skills. In this case, the tutor is considered a learning partner for the participants, not a teacher or lecturer. This aims to make participants feel more comfortable expressing and practicing their speaking skills. This method of teaching is proven to be effective in language learning due to its opportunities for the learner to interact and practice without concern, thus, they could develop their language skills in interactive environment (Topping, 2007). A study by Parker et al., (2023) also shows that the learners feel more comfortable expressing their opinions, resulting in increased self-confidence, motivation, and interpersonal skills. Besides, it also strengthens the bond between the tutor and tutee.

The tutor started the class by lead-in questions in each meeting. It successfully encouraged participants to speak using English, though at first, they seemed shy. The tutor will then give feedback, and other participants will do the same. Feedback is good for improving learner's performance, thus, feedback should be positive and focus on improvement (Graves & Xu, 2000). Positive feedback will increase motivation, boost confidence, and promote progress. In addition, the feedback should be

given at appropriate times to improve learners' effectiveness (Graves & Xu, 2000). In addition to giving feedback, the tutor also provides various games and speaking topics that can lead participants to speak more. Participants are also introduced to various vocabularies and expressions related to the material to help them express the words they want to convey using English.



Figure 3. Practice session with native speakers and games session "what's wrong with this picture"

In addition, each meeting also featured games and ice-breaking activities that took the form of songs and chants. This aims to maintain the spirit and enthusiasm of the participants and avoid boredom during the activities. These games and activities not only enrich the participants' vocabulary in communicating in English, but also create a more relaxed and fun atmosphere. These activities help participants feel more comfortable and actively involved in the learning process, making them more productive and effective in improving their English-speaking skills.

When presenting the material on multiculturalism and living abroad, native speakers are invited to share their experiences on living abroad, overcoming challenges and taking advantage of opportunities in a multicultural environment. The presence of native speakers gave a new dimension to the learning, giving participants a first-hand insight into their experiences. In this session, the native speakers shared inspiring stories about their personal experiences. They explained how they were able to adjust to new environments, learn from different cultures, and expand their social networks. The information and insights they provided not only motivated the participants, but also gave them a new perspective on the benefits and challenges of living abroad and the positive value of living in a multicultural society. In learning a language, learners should also be able to learn the social context. It include sociolinguistic, sociocultural, and sociopolitical skills, thus, the learners will know exactly how and why they say or behave in a certain manner (Graves & Xu, 2000). It will help them minimize culture shock when they encounter real-life situations in English.

In addition, direct interaction with native English speakers also helps participants to understand correct pronunciation and intonation better. It can improve participants' understanding and communication with people from different cultural backgrounds. By presenting native speakers, this program provided valuable experiences to the participants, enriching their learning and opening up insights about life abroad and the importance of multiculturalism in today's global context.

Final Show

Participant final show is a crucial stage in this program. A coaching session is conducted in the two meetings before the final one to provide intensive guidance to each participant in preparing the final project. The final project is a performance in English that requires advanced speaking skills. The outcome of this training is the creation of individual projects in the form of videos. Each participant will showcase

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their performance in various contexts such as news reading, reading a poem, delivering an inspirational speech (TEDX), storytelling, and role-playing.



Figure 4. Screenshot of the final show instruction in the module

Besides being an important part of the PkM program, this performance also serves as an output that signifies the achievement of the participants' goal to improve their life skills. Through this final project, participants can apply everything they have learned during the program, both in the context of English speaking and in other important aspects, such as presentation skills and the ability to communicate effectively. Thus, this stage of the coaching session not only prepares the participants towards their best performance but is also an important step in ensuring the main objectives of the PkM program are maximally achieved.



Figure 5. Some of the video performances

Four types of performance were chosen by the participants, i.e., Storytelling, Newsreading, speech, and TedTalk. The assessment focuses on monologue instead of dialogue. Therefore, the assessment is graded following the rubric and done by two native speakers following this rubric.

The average total score is 64%, with the breakdown as follows: fluency 50%, pronunciation 62%, accuracy 70%, clarity 54%, performance skill 62%. Ideas 78%, organization 76%, and grammar and vocabulary style 60%. Considering their beginner level, this achievement has marked a significant result. They start with basic English skills, and are not quite confident to speak English. Nevertheless, improvement is still needed to reach at least 75% score. It can be done by adding more meetings for training. At least they shall have 100-150 hours to master one level of foreign language based on CEFR (Knight, 2018). Meanwhile, the participants were limited to a total learning duration of 40 hours (in the classroom and beyond). Therefore, it is anticipated that their score is not perfect at this point.

Table 2. Rubric assessment for final performance

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	
Accuracy	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are so minor that the message would be easily comprehended	
Clarity	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced word	Speaks clearly and distinctly all the time, no mispronounced word	
Performance Skill	Speaking in an almost inaudible volume, with no facial expression, and not communicative	Mumbling, flat facial expression, and less communicative	Speaking in a soft voice, but can be understood, has good facial expressions, and is communicative enough	Speaking clearly and loudly, good facial expressions, and communicative	
Ideas	The idea is not clear	The idea is not relevant to the topic	The idea is supported by evidence	The idea is clear and relevant to the topic, and it has supporting details and evidence	
Organization	Unclear principle of organization	The organization is ordered but not cohesive and coherence	The organization is coherent and all points are delivered smoothly and written correctly according to a defined pattern	The organization is arranged perfectly and the ideas are covered smoothly and effectively	
Grammar and Vocabulary Style	Inconsiderable mistakes in agreement tense, word order, article, pronunciation, and prepositions.	Using complex and effective sentence structure	Understanding and using complex sentences and being selective in using words and idioms	All correct grammar and vocabulary styles are perfectly	

Evaluation

The evaluation is conducted in two strategies. First during the implementation of the program (the nine meetings) and second during the last meeting, which is presented in the form of performance. During the program, the tutor and team observe the participant's English speaking skills, motivation, and confidence. The tutor also frequently has a small interview to check their understanding. As stated by [Graves and Xu \(2000\)](#) evaluation can be done periodically, at natural intervals (end of week, unit); at the midterm, at the end of the course or anytime when problems arise through questionnaires or interviews. The course evaluation shall encompass goals and objectives, content, organization, learning materials and methods, assessment plan, and evaluation plan ([Graves & Xu, 2000](#)).

Following Grave's framework, the program is evaluated through Google form at the end of the course. The evaluation through this form is focused on the learning process during the program. Through the form, there are several aspects that participants can evaluate. Participants found that this program effectively met their needs, giving it a solid rating of 8 out of 10. Additionally, the time management demonstrated by the native speakers received a respectable score of 7 out of 10. The teaching approach employed by the tutors earned a commendable rating of 8 out of 10. Moreover, the interaction between the tutors and the participants was highly rated at 9 out of 10. Notably, the facilities provided by the PkM Kinanti team were deemed outstanding, receiving a perfect score of 10 out of 10. Of significance, participants reported a noticeable improvement in their English language proficiency, reflected in a robust rating of 8 out of 10. These ratings underscore the program's effectiveness in addressing the participants' specific needs and enhancing their English language skills. Finally, participants would recommend this program to their friends. Based on the evaluation results of the participants, it can be seen that this program has an impact on their English language skills. In addition, this program can also be the first step for participants to take great opportunities out there that make English the achievement of their dreams.

4. CONCLUSION AND RECOMMENDATIONS

The implementation of PkM at Asrama Kinanti 1 has been carried out as planned. This program spanned 10 sessions, commencing in mid-August and concluding in mid-September. Eight of these sessions were conducted by tutors, while native speakers facilitated two sessions. The structured series of activities were developed based on the module designed by the teams. The module consists of eight chapters addressing diverse topics which are relevant to the participants. The materials are predominantly delivered through multimedia presentations, encompassing PowerPoint presentations, videos, and interactive games, enhancing the overall classroom engagement. The involvement of native speakers significantly contributed to the participants' progress in speaking skills and afforded them valuable insight into the native U.S. cultures. At the end of the program, participants submitted video presentations as part of the assessment. These video presentations covered various formats, including storytelling, speeches, news reading, and even TEDX-style talks. This assessment is one of the important aspects for assessment. The outcomes show that participants displayed enthusiasm and increased confidence in their English-speaking skills. Notably, some participants went extra-mile by editing their videos, adding filters to emulate a professional broadcast. It shows how excited the participant is. Moreover, the feedback from participants, as conveyed through the evaluation forms, consistently reflected positive outcomes.

Nonetheless, the success of this program is not without its challenges. The main challenge is ensuring consistent participant attendance. This posed a significant challenge due to the participants' diverse range of study programs, resulting in varying and tight schedules. Regrettably, it led to occasional

absences among participants. Furthermore, certain study programs hosted events on weekends, which further complicated the scheduling for our program. Initially, we had designed the program to take place on weekends under the assumption that participants would have more free time. However, this expectation did not align with reality. Given this situation, we had a further discussion with the managerial team. They encountered similar challenges when attempting to gather students for group activities. Most of first-year students were overwhelmed by academic work. They struggled to manage their time and task effectively. It was expected since they were still in their first semester, and they needed time to adjust. In response to the challenges, we recommend extending the next program to other dormitories. It would provide equal opportunities to all students who stay in the dormitory regardless of gender and semester. Additionally, the next program should be conducted in the second semester so that the first-year students have better time and task management. As for the course materials, considering program sustainability, we expect to increase the proficiency level to high intermediate and advanced levels. The materials will revolve around academic subjects and preparation for job application.

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Peer-teaching program to boost English speaking skill for young learners

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