

The Development of Discourse Lesson via Peer Learning and Cultural Studies

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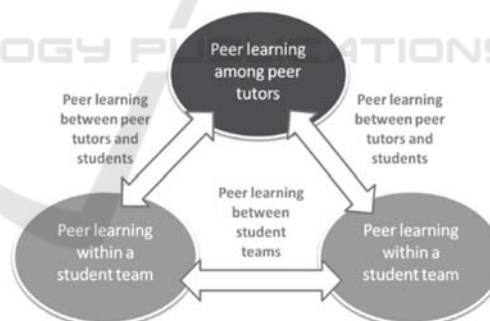
Abstract: This paper addresses the issue of discourse lesson via peer learning and cultural studies. One of the models is offered. This model has several steps and tricks how discourse students can make pedagogic tasks as a vehicle to take part in real tasks related to learning-centered strategies, community needs and graduate users. Research and development method were applied.

1 INTRODUCTION

Up to now, the discourse class was carried out using the small group on the discussion. This paper offers a combination of a small group on discussion with multilayered peer learning. Peer online learning and multilayered peer learning are developed. Both multilayered peer learning and online peer learning are trendy methods nowadays.

These methods have a significant impact on some subjects from the exact sciences to the humanities. Özdener & Güngör (2010), for example, has tested peer learning in the study of better quality work technology (project quality). Tests with significant results in the learning process of engineering subjects were also carried out by Zou, et al. (2012). Testing of peer learning in the exact sciences with good results was also carried out by Abedini, et al. (2013).

Based on the sources mentioned, it can be explained that the peer learning method is an abstraction so that students can work together with others to share information (information sharing), problem-solving based and experienced-based learning. Following are the models offered by Zou, et al. (2012) in multilayered peer learning applications.



Multilayered Peer Learning Model

2 METHOD

Similar studies have also been conducted on some subjects at the university (tertiary education) by Montero-Fleta, et al. (2015) which also has a significant impact on the peer learning method. Martineau, et al. (2015) also tested physics learning. Tenório, et al. (2017) has also tested peer learning in programming language learning. Gazula, et al. (2017) and Al Kawas, et.al. (2017) have also proved that the learning process with peer learning and peer tutoring has a significant impact on health and dental subjects.

3 RESULT AND DISCUSSION

Peer learning is "the acquisition of knowledge and skills through active support and equals or match companions". The learning process through peer learning also includes (a) learning from team members through colonial interactions; (b) discuss in small project teams; (c) learning from peers and critically assessing the presentation of other teams; and (d) learning from peer tutors by asking questions and seeking help (Zou et.al, 2012). The following is

one of multilayered peer learning implementation models that have been implemented in discourse subject.

Discourse Handbook Model of Peer Learning-based
(3 X 50 Minutes)

3.1 Outside of the class

Step 1: One or two weeks before a topic was discussed, the students are given the learning material related to the topics that had been provided on a respiratory of Universitas Andalas.

Instruction 1
Find indexed international articles in respiratory of Universitas Andalas concerning with the topics. Please criticize their article and analyze the strengths, the weaknesses, and the contribution to linguistics or other disciplines with other related sources at least three references from academic articles!

Note 1. Students in this context can be measured at least regarding activity, responsibility and their insights.

3.2 Inside Class

Step 2: The teachers gave the task for the students (in groups) to draw schemes or caricatures or map concepts or anything they can remember on the topics.

Instruction 2
Please design diagram or caricature or map concept or painting or deviation of an event related to the material (time 15 minutes)!

Note 2. Students in this context can be measured at least regarding mastery of the material and creativity.

Step 3: The teachers ask the students to explain what the schemes or caricatures, or map concepts mean to practice their conversation skills and their comprehending about the topic.

Instruction 3
What your map concept, diagram, caricature or painting means (15 minutes)!

Note 3. Students in this context can be measured at least regarding their mastery, attitude, value and their psychomotor.

Step 4: Students are asked to read the material that has been provided per week for 15 minutes.

Instruction 4
Please read the article below! (20 minutes)!

Note 4. Students in this context can be assessed at least regarding their activities and responsibilities.

Step 5: Students are asked to draw conclusions based on their comprehending randomly to reinforce them.

Instruction 5
Explain fully and clearly how the writers put the main points and conclusion of each chapter! (time 16 minutes)

Note 5. Students in this context can be measured at least regarding their comprehending, attitudes, values, and insights.

Step 6: Students are asked randomly to criticize and compare among related articles that have been assigned in the previous weeks.

Instruction 6
Compare the article above with the other related articles have you read! If possible find the examples of characteristics and causes factors from your own culture, environment, or neighbor! (15 minutes)

Note 6. Students in this context can be measured at least regarding their masteries, attitude, values, and creativities.

Step 7: Students are asked to discuss their opinions in small groups that have been formed at the beginning of the lecture.

Instruction 7
Explain fully and clearly your own conclusion and discuss yours in your group in relation to the materials! (15 minutes)

Note 7. Students in this context can be measured at least regarding their masteries, attitude, values, and creativities.

Step 8: Students or group representatives are asked to present the results of their discussions to the plenary session (8-10 minutes for each group including the time for question and answer):

Instruction 8
Now please present your own group's conclusion or suggestion to the topic assigned! (30 minutes)

Note 8. Students in this context can be measured at least regarding knowledge, attitude, psychomotor, responsibility, cooperation, value and sense of nationality, creativity, and activity

Step 9: Students or group representatives are invited to ask both groups and lecturers related to the topics discussed after the presentation of the plenary session.

Instruction 9
If there are, I'd like to invite your questions, critical thinking, comments, or recommendation!

Note 9. Students in this context can be measured at least regarding knowledge, attitude, psychomotor, responsibility, cooperation, value and sense of nationality, creativity, and activity.

Step 10: Before the class ends especially in the remaining time, the lecturer as a referee or facilitator reinforces question to ensure students' understanding of the material discussed while notifying the follow-up fieldwork on the topic discussed and informed the material or assignments about the next week topic on repository of Universitas Andalas with other multilayered peer learning strategies or models.

4 CONCLUSION

One of the students centered learning principles is to multiple field tasks or real tasks rather than pedagogic tasks. One of the efforts is to provide some field assignments in peer learning model. This multilayered peer learning model is intended not just to put the students or the children acquiring English

but also developing their discourse insights and other social skills all at once.

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