

The Use of Peer Teaching Method to Increase Self-Confidence of Deaf Students

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Abstract: Low language and communication skills on students with deaf have an impact on their lack of confidence and lack of learning experience. The existence of peers in the learning environment is supposed to be a means of developing self-confidence of deaf students. The objective of the research is to measure the data of application of the use of peer teaching method in improving self-confidence of deaf students. This research was conducted on students of class XI SMPLB-B with seven sample people. The study used a quantitative experimental approach with the One-Group Pre-test Post-test design. The results showed an increase of confidence by 19.04%. In the hypothesis test obtained $J_{count} > J_{table} (28 > 2)$ then the null hypothesis (H_0) rejected. This means that the method of peer teaching can increase students' confidence in the class XI SMPLB-B. Through the peer teaching method, the self-esteem, optimistic, objective, responsible, rational, and realistic beliefs that exist on the deaf students are increasing. Aspects of self-confidence on the deaf students develop in learning situations involving the acceptance of peers. Peer participation that has higher thinking ability and better communication, makes learning process more dynamic and deaf students can understand learning materials more quickly. Giving reinforcement and reward by teachers will reconstruct and reinforce a meaningful learning experience for deaf students. Teachers must understand and allow the deaf students to use language they agree upon without having to fixate on one of the language systems they do not understand. Teachers can also use all communication mediums i.e. speak, signal and write simultaneously (total communication).

1 INTRODUCTION

School as a formal educational institution not only serves as a place to develop cognitive abilities, but also a place of personal development (Ormrod, 2009). Confidence is a personality that must be owned by someone to achieve a goal in life. Failure of students in achieving self-development is caused because students are not aware of their potential and cannot direct themselves. The lack of confidence in the potential of the self often makes the student more attractive, more suspicious, anxious, and less appreciative of himself, and his potential is not developed (Agustiningrum, 2013). On the other hand, this condition is exacerbated by the treatment of teachers who do not accommodate the diversity of potential students. In practice the teacher assumes that all students will gain the same learning experience and can engage in teacher-created learning situations. For students who have the

potential will easily access the learning situation to be used as a learning experience capital.

Limitations of language skills and low abstraction abilities of deaf students often hamper the process of receiving information and causing problems in learning. Difficulty communicating potentially cause social emotional problems, especially on the understanding of self-concept and lack of confidence. Problems arising from the lack of self-confidence owned deaf students and environmental acceptance will complicate the achievements of self-actualization (Cheng & Furnham, 2002). The complexity of this problem seems to be more evident when deaf students do not get recognition from peers. On the other hand, the results showed that peer attitudes toward student's disability have positive results. (Mukhopadhyay et al., 2012). Peers have high sympathy with more contact with students with disabilities (Gasser et al, 2013). This is certainly an opportunity for teachers to condition the environment so that deaf students

can be accepted in the immediate environment and in the wider environment (Gonçalves and Lemos, 2014).

Learning situations developed by teachers using various approaches and learning methods that suitable with potential students, providing opportunities for all students to grow optimally. Teacher's understanding of students' psychological needs is important. The giving of motivation becomes a force in improving the quality of learning and creating creativity and confidence in students (Ryan and Deci, 2000).

The study in this research is about students' self-confidence in the learning situation in the classroom. During this time learning activities on deaf students is more directed to the development of intelligence (cognitive) and language than the development of social emotions (affection). Learning activities are more focused on the teacher so that the students' potentials are less excavated. Teachers are less able to build active communication with students and among the students themselves. While the interaction of communication that occurs among fellow deaf students running as usual and they feel comfortable in the same situation and needs. Based on these conditions it is assumed that the low self-esteem of deaf students comes from difficulties in communication and impacts on the limited learning experience they should receive. There are several methods of learning built on the principles of collegialism and partnership among the students. Learning method offered is Peer teaching method. One of the advantages in learning peer teaching is the increase of confidence in students (Colvin, 2007), so it is expected that peer teaching can be one of the efforts to improve deaf students' confidence in the class.

Boud et al. (2014) mentions that peer teaching is teaching that involves students learning with each other mutually beneficial and sharing knowledge, ideas, and experiences among students. Peer teaching is an approach in learning that prioritizes the interaction between students to provide teaching with each other so as to share knowledge, ideas, and experiences between students and create cooperative learning situations. Therefore, this research is conducted to measure the data of application of the use of peer teaching method in improving self-confidence of deaf students.

2 LITERATURE REVIEW

2.1 Self-Confidence of Deaf Students

Gufron and Risnawita (2010), "self-confidence is the belief to do something in the subject as a personal characteristic in which there is a belief in self-abilities, optimistic, objective, rational, and realistic". Meanwhile, according to Goel and Aggarwal (2012) confidence is one of the personality traits that is a composite of one's thoughts and feelings, struggles and hopes, fears and fantasies. From these opinions can be concluded that self-confidence is a whole aspect of personality between mind and feeling to struggle to do something objectively realistic and responsible.

Self-confidence becomes very important and has the potential to influence the success of student achievement including the ability to communicate. Al-Hebaish (2012) by using a general Self Confidence Questionnaire (GSCQ) shows there is a relationship between self-confidence and speaking ability. High self-confidence encourages one to dare to speak, otherwise low self confidence is shown by lack of speaking in front of audience (Abdalah and Ahmed, 2015). The result of this study indicate that students' success in doing oration in front of the class is inseparable from the way and the ability to think in the student in understanding the message or idea to be conveyed and how to convey the idea or message to be accepted by others (audience). If the idea or message can be conveyed by the student will get a positive response and the situation will have an impact on their trust improvement.

Hearing impairment that faced by deaf students affects the limited acquisition of language and their communication. Ormrod (2009) describe that to communicate required high thinking and high abstraction ability. Moores (2000) illustrates the difficulties of the deaf student in accessing information are more broadly and the conditions affected on their cognitive development. Rodda and Grove (1987) notes that in marginalized conditions, the deaf student tend to have low learning achievement and increased behavior problems. They have difficulties to socialize and have a misconception of self-concept against themselves. Self-concept refers to an evaluation that concerns certain areas of the self (Santrock, 2007). Furthermore, the self-concept of the whole view of the individual to his physical dimensions of personal characteristics includes his motivations for weakness, or skill, failure and so on (Harsojo, 2013). Understanding of the self-concept delivers students

to establish their trust. Actually, high self-esteem refers to the existence of several aspects of the individual's life in which he feels he has the competence of being convinced, capable and believing that he can be supported by actual experience, potential, achievement and realistic expectations (Angelis, 2005).

On the other hand, deaf student has permanent suits to be able to perform their roles as individuals who must learn about rules, attitudes, and values of value (Marschark and Hauser, 2012). When they can perform their roles properly they will be awakening from their confidence. As well as the family environment, school, peers as social support in developing trust in deaf student become important. Social support can be regarded as something useful for the acquired individual circumstances will know that others pay attention to respect and loving it (Rayle et al., 2007; Shahzad et al., 2012; Kusrini and Prihartanti, 2014). Social support is the best thought as a multidimensional construct made up of functional and structural components referring to the actions that other people do when they giving help (Wentzel, 1994).

Effort to increase self confidence in a deaf student begins from social interaction built by the family environment. Family, schools, and community member's role in learning and introduce rules, values and attitudes according to the norms in which they live. Social interaction which wide spreading and develop required social support and close person proportionately and appropriately to help the deaf student to understand and carry out its social role. When the deaf students can fulfill those his social demands, so it will give him a satisfaction for himself and his self confidence is increasing.

2.2 Peer Teaching Methods

Peer teaching is a series of activities in which peers teach each other in meaningful interactions. Peer teaching enables students to be responsible for reviewing, organizing, and consolidating existing knowledge and materials, understanding basic structure, implicating and re-formulating knowledge into new conceptual framework (Dueck, 1993; Ramaswamy et al., 2001). Most in peer-tutoring activities involve older and more experienced peers, or those with greater mastery in the subject area to teach younger, inexperienced or unskilled peers and subject matter content (Bradford-Watts, 2011). Peer teaching involves students teaching in small group settings, where students are guided one by one by peers (Cherif, 1993).

If viewed from the description of meaning, the process and the functioning of peer teaching, then there are two major theories. There are Vigotsky's theory and Piaget theory. The theoretical base for peer teaching encourages the synthesis of both Piagetian and Vygotskian theories.

Vygotsky developed the Sociocultural Theory of Learning based on the active involvement of peers, adults, and teachers in the learning process. Specifically, Vygotsky believed advanced or more knowledgeable peers, teachers, or other adults greatly aided the learner in the construction of knowledge (Velez et al., 2011; Oloo et al., 2016). Meanwhile, Piaget's Theory of Cognitive Development was largely based on the active involvement of peers. As peers interact with each other, they challenge the established norms, effectively creating a state of learner disequilibrium (Velez et al., 2011). Piaget believed that interaction between individuals occurred on a continuum from constraint to cooperation. When learners engage in an activity with a person in whom they were obligated to obey, the learner feels a sense of constraint which can alter or discourage the learning process (Burk, 1996). Both Vigotsky's and Piaget's theory were emphasizing that student's energetically concept information and understanding somewhat than being reflexive receptacles of information (Alwi et al., 2016).

The peer teaching allows the deaf student to develop their potential and appropriate communication, language, and social emotions appropriately. For the occurrence of effective communication, need an agreement language, thoughts, even ideas between rights. The communication process requires good comprehension (receptive and expressive ability). The constraints faced by deaf students are related to their receptive and expressive ability, can be reduced or helped by peers those listened to become peer teachers through the group activities (Marjanti, 2015). Emotionally, deaf students will feel comfortable in a situation where others can understand their needs. When learners communicate with a truly equal peer, a feeling of cooperation emerges, forming a foundation for significant, retained learning. Peer-teaching provides an atmosphere that promotes the improvement of communication skills, encourages independent learning, and helps to develop self-confidence, because peer-teaching actively engages students in the learning process, students gain a sense of purpose with regard to the course (Lim, 2014). Therefore, peer teaching activities not only help

students benefit the peers who become tutors develop their own potentials. Thus teachers have the opportunity to create situations learning becomes more meaningful and makes all students actively learn.

Miller et al. (1996) describe that a successful implementation of peer teaching method involves three major steps: getting ready, running the program, and enrichment and extension activities. The first step, getting ready to tutor, include identifying the tutoring format to be used, selecting tutor pairs, training partner, and arranging the environment. Step 2, running the program. The second step in effective implementation of tutoring programs contains a sequence that can be used to implement, maintain, and evaluate peer tutoring across any of the format described earlier. Finally, step 3 is enrichment and extension. Supplemental practice provides enrichment and extension activities related to tutoring content.

3 METHODS

This research used experiment quantitative approach. The experimental design used is One-Group Pre-test Post-test. The target population is the confidence of deaf students in class IX SMPLB SLB-B X in learning activities. The sample studied were deaf students IX SMPLB-B which amounted to 7 students. This research process uses three stages. The first stage is the implementation of pre-test, conducted through the provision of questionnaires about confidence (self-belief, optimistic, objective, responsible, rational, and realistic) and test subject's social science and civic education (cognitive, affective, and psychomotor). The second stage, the implementation of treatment in the form of application of peer teaching method. Instrument used is an observation sheet to reveal the self-confidence of deaf student. The third stage, the implementation of post test to determine effectivity of peer teaching method. Student fill out a questionnaire and given the achievement test. Data analysis uses Wilcoxon test. To test the hypothesis used the level of significance (real) $\alpha = 0.05$ or $\alpha = 0.01$. Hypothesis testing is done by comparing the absolute value of J selected with the price J at a certain real level, then H_0 accepted or rejected. The hypothesis proposed is the use of peer teaching method can increase self-confidence of deaf students in SLB X.

4 RESULTS AND DISCUSSION

4.1 Results

Based on charging confidence questionnaires as many as 32 items of statements, observation sheets of 16 items, and supporting evidence in the form of 10 items about the test results of learning. The results of the study are described as follows:

4.1.1 Pre-test Results Before Getting Treatment

Table 1: Pre-Test Score Results of Self-Confidence.

No	Sample Research	Pre-test score
1	AA	28
2	AZ	21
3	CS	26
4	DZ	27
5	HI	25
6	HA	34
7	SS	34

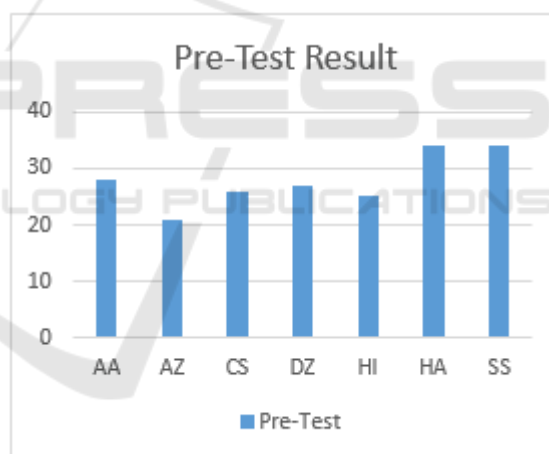


Figure 1: Graph of Pre-Test Score Results of Self-Confidence.

Table 1 shows the outcomes of students' self-confidence before being given treatment. Based on the questionnaire given, the highest score achieved HA and SS of 34 (70.84%). Furthermore, AA got score 28 (58.4%), DZ 27 (56.25%), CS 26 (54.17%), HI 25 (52.08%), and AZ 21 (43.75%). Figure 1 depicts the confidence level of HA and SS at high levels, while the achievement of the five deaf students i.e. AA, DZ, CS, HI, and AZ are at a moderate level. The data illustrates that the students' self-confidence before being treated, is mostly at a moderate level. From table 1 also illustrated that

there is a difference of score far enough that is 6 points from the highest score of 34 (high level) to score 28 (medium level), while the score is in the middle level, the difference is not too far.

4.1.2 Post-test Results After Treatment

Table 2: Post-Test Score Result of Self Confidence.

No	Sample Research	Post-test Score
1	AA	39
2	AZ	31
3	CS	31
4	DZ	38
5	HI	36
6	HA	45
7	SS	39

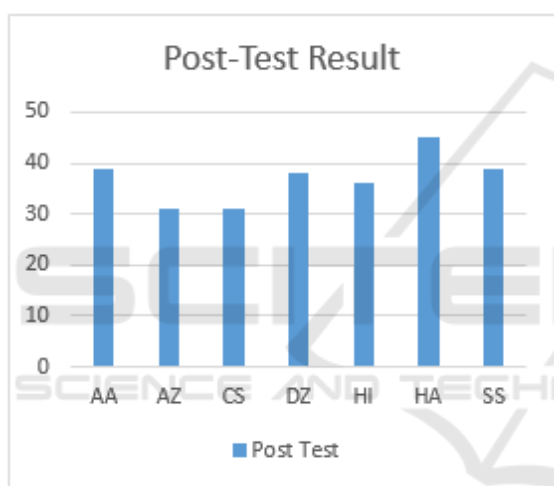


Figure 2: Graph of Post-Test Score Results of Self-Confidence.

Table 2 shows the students' self-confidence result after he was given treatment. Based on the questionnaire given, the highest score achieved HA of 45 (93.75%), AA and SS got the same score of 39 (81.25%), DZ 38 (79.17%), HI 36 (75%), and CS 31 (64.58%). Figure 2 through the graph depicted the confidence level HA, AA, SS, and DZ are at very high levels, HI is at a high level, while CS is at a moderate level. The results of this post-test indicate the occurrence of a wide spread of levels (very high-high-moderate). The data illustrate that confidence achieved by deaf students after being treated, most are at very high levels. From table 2 also illustrated that there is a difference of score far enough that is 6 points from the highest score of 45 to score 39 even though both are at the same level that is very high level. Similarly, there is a margin difference that is a

bit away i.e. 5 points from a score of 36 (high level) to score 31 (medium level).

4.1.3 Post-test Results After Treatment

Table 3: Pre-Test and Post-Test Score Results of Self-Confidence.

No	Research Sample	Pre-test Score	post-test Score	Deviation
1	AA	28	39	11
2	AZ	21	31	10
3	CS	26	31	5
4	DZ	27	38	11
5	HI	25	36	11
6	HA	34	45	11
7	SS	34	39	5
Total		195	259	64
Average		27,85	37	9,14

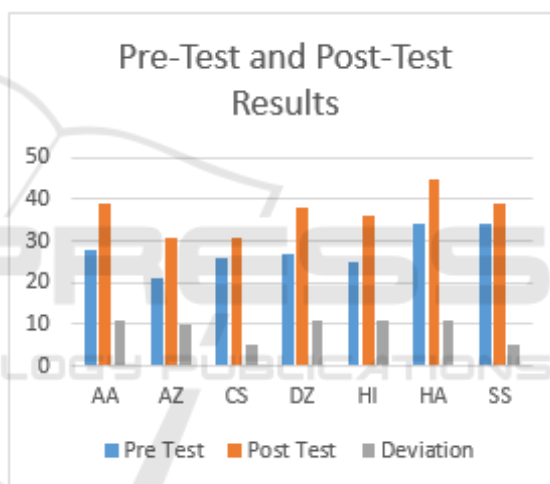


Figure 3: Graph of Pre-Test and Post-Test Score Results of Self-Confidence.

Table 3 shows there is significant deaf self-confidence before and after treatment, it is seen from the score of each student at the time of pre-test and post-test has increased. The increase can be described that AA, DZ, HI, HA experienced the same increase of 11 (22.917%), AZ increased by 10 (20.84%), while CS and SS increased by 5 (10,417%) meaning each sample in the study has improved quite well. From Figure 3 it can be illustrated that HA is consistently getting high scores both at pre test and post test with an increase of 11 points, while CS gets the smallest score on pre test and post test, with 5 points increase.

4.1.4 Average Pre-test Results and Post-test

The result of calculation about the average of achievement value of pre test is 58,03%. Based on predetermined criteria, then the average pre test is at a moderate level. While the average post-test value after being given treatment in the form of peer teaching method reached 77.08% (high level), there was an increase of 19.04%. From these data shows that students' self-confidence is increasing even though the increase is not too big. However, the results achieved during pre-test at moderate level and increased to high levels at the test post, this showed that hearing students already have confidence and there is a significant improvement through the method of peer teaching, although not yet optimal. The above description can be seen through the graph below:

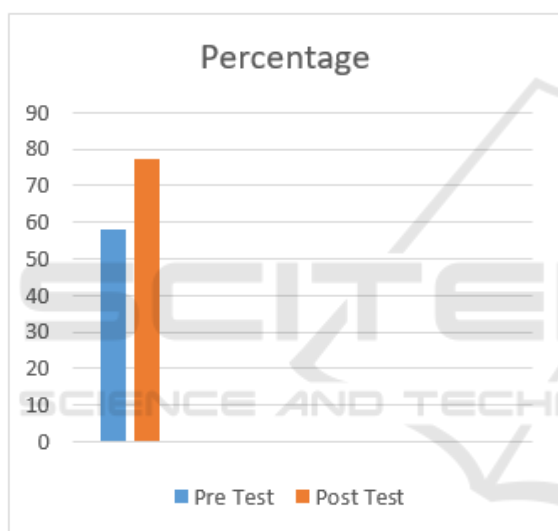


Figure 4: Graph of Average Percentage of Self-Confidence of Deaf Students, Pre-test and Post-test.

4.1.5 Hypothesis Testing

Based on calculation result with Wilcoxon test obtained $J = 28$. While the price of J in the table with the real level $\alpha = 0.05$ obtained price $J_{table} = 2$. From the specified test criteria, then the price $J_{count} > J_{table}$, then H_0 is not acceptable. Thus it can be concluded that there is influence of the use of peer teaching methods to increase deaf students' self-confidence in the SLB-B X.

4.2 Discussion

At the time of treatment all students showed interest in the learning activities using peer-teaching method, this can be seen from the improvement of overall score results both from the disclosure of confidence

internally with a description of the results of the questionnaire score, or externally from the increased score of observation sheets made when treatment, while there is also an increase in learning results that affect the students' self-confidence score.

The results showed that the use of peer teaching method effectively increased the confidence that can be observed from several aspects, namely the belief in self-ability, optimistic, objective, responsible, and rational realistic (Lauster, 1997). By using the method of peer teaching, students become aware of themselves and confident to complete the task well. This is evident from the results of student learning is increased and there is liveliness in the classroom. Students can think positively in the face of something and not easily give up. Using this method student who have high confidence will be a model for friends in this way other students will be motivated. Students have self-disclosure with others, the application of peer teaching methods by making students work with groups makes students more open and trying to solve common problems. In addition, students also become more independent and can complete the task well, can think mature and logical and act in accordance with the actual situation.

Implementation of peer teaching method provides opportunities for teachers and students to establish a positive and balanced partnership. In such situations and learning environments, there will be freedom and spontaneity think (Pesci, A., 2009). Creation of contextual and functional learning environments in deaf students will provide a meaningful learning experience. When the learning experience is equilibrated in their cognitive structure, it can generate confidence. Therefore, teachers should create a positive learning environment and provide a variety of experiences to students both as a tutor for their friends, working together, discussing in a group, and learning experiences that are different from before.

Positive changes that occur in deaf students in the ability of self-confidence cannot be separated from the application of the steps of applying the method of peer teaching i.e. (1) teachers prepare teaching materials. The determination of learning materials is based on the objectives and subject targets (curriculum) as well as the student's baseline ability obtained through developmental and academic assessments, including hearing and communication language assessments. (2) forming small groups, each group is given different problems or materials. Differences in the ability of deaf students to understand the information (receptive) and communicate (expressive) into consideration in making this discussion group. In this study the students' condition of hearing impairment was in the

classification of the heaviest deaf and most of them used total communication. Consequences in diversity are mutual respect, cooperation, and as a means to actualize themselves in the group. (3) teachers assign tutors from each group. Selection of tutors is based on several considerations, among them is to have a receptive ability, namely to understand what will be conveyed and expressive is the ability to express the idea more clearly and better than his friends. And of course have high interpersonal and empathy skills. (4) the teacher becomes the facilitator to straighten the tutor's understanding to his / her peers (tutee) so as not to deviate. This can happen when there are difficult material / new terms and is too abstract. Teachers should also be able to monitor the activities of all students to avoid the dominance of one of the students, but also the teacher should be aware that most students are trying to be genuine in front of their peers, so the teacher should give access in the form of the use of learning methods that require students to be able to explore (5) giving time to discuss and present. When teachers use conventional methods, often deaf students have difficulties in understanding information / learning materials or are reluctant to ask and express their opinions. Using agreed-upon language and easy-to-understand communication, the process of delivering the material is more effective, although it can be interspersed with the use of alternative communication media, that is total communication. The use of various communication media can also be the solution when the differences of perception and opinion occur. Agustiningrum (2013) affirms that the deaf student can learn how to respect others so that he will also realize how important it is to appreciate himself. (6) the tutor gives a report of the results of the joint discussion tutee.

With the steps of applying the method of peer teaching deaf students can feel and be part of the learning process. This is in accordance with the opinion of Gufron and Risnawita (2010) which states that "success in each sample is determined by several factors that may affect their self-confidence in self-concept, self-esteem, experience, and education." Furthermore, it is said by Gufron and Risnawita (2010) that "the self-concept will be acquired by someone when it comes to being in one group". Success in education will increase one's confidence. For a smaller scale of success in one's education is the increased learning outcomes in the classroom can also increase one's confidence. This is in the opinion of Colvin (2007), that the benefits of peer teaching are "the mutual support of each other and building trust and good relationship, and reflecting on their own experience."

Achievement of learning achievement of deaf students especially in social sciences and civic lesson through applying of peer teaching method is depicted with indicator of the increase of confidence. Achievement at a high level in deaf students cannot be separated from the limitations in applying the peer teaching method. Pesci (2009) noted that there are some variables that must be considered by the teacher so that the achievement and confidence of students reach the optimum i.e. (1) availability of time. Sometimes with so much material, teachers need several meetings. For that the teacher should be able to adjust the characteristics of the subject, the depth of the material and apply effective steps in the learning activities with the number of meetings that exist and with the right theme. For deaf students to understand social sciences and civic lesson requires a high level of understanding, because the material of the two subjects is more abstract. (2) The ability and creativity of teachers. With the ability to think, how to communicate a variety of students, demands teachers to really understand the workings of each group. For that teachers should be skilled at modifying and adapting the material to fit the capacity and learning needs of students proportionately. (3) students who are too dominant. In group discussions often the teacher's attention will be addressed to students who are actively speaking. There is no opportunity for other students to convey their ideas or thoughts, making the learning interaction one-way and monotonous. Therefore, teachers should be able to manage the classroom by becoming a good facilitator to make the discussion process interesting.

5 CONCLUSIONS

Based on the findings of data and discussion, it can be concluded that the use of peer teaching method can improve self-confidence of deaf students that is on aspects of belief in self-ability, optimistic, objective, responsible, and rational and realistic. This can be seen from the theory study which is supported by Wilcoxon test analysis $J_{count} > J_{tabel} (28 > 2)$ then the null hypothesis (H_0) is rejected. This shows that there is influence of the use of peer teaching method in improving self-confidence of deaf students in SLB-B X, so that:

- Using the peer teaching method, a deaf student is able to work with other deaf students and teach each other by using a language that is more easily understood, and also as an answer to deaf barriers in language development.

- The use of peer teaching method makes deaf students easier in mastering the learning, that is by increasing the learning result of deaf students.
- By using peer teaching method, deaf students are more active in learning and able to work together so it can increase interaction between deaf students with teachers, and also among deaf students.
- With high self-confidence, deaf students have been able to recognize the potential they have.

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