

SKRIPSI

**ENHANCING THE STUDENTS' SPEAKING SKILL THROUGH
PEER AND SELF ASSESSMENT METHOD AT THE
SECOND GRADE OF SMA 3 PAREPARE**

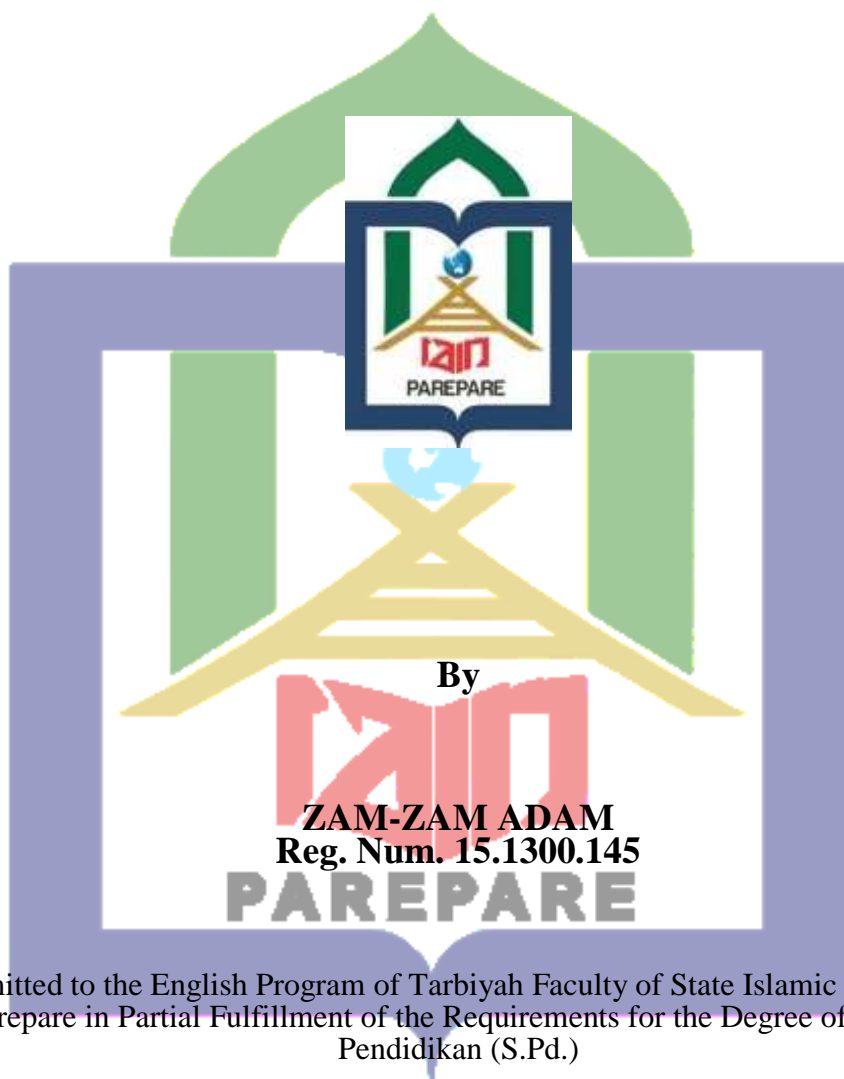


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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SECOND GRADE OF SMA 3 PAREPARE**



Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd.)

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TARBIYAH FACULTY
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SECOND GRADE OF SMA 3 PAREPARE**

Skripsi

**As a Partial of Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted By

**ZAM-ZAM ADAM
Reg. Num. 15.1300.145**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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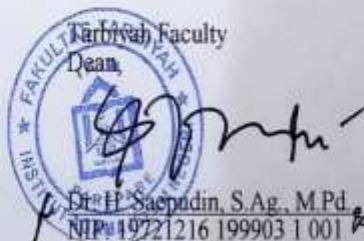
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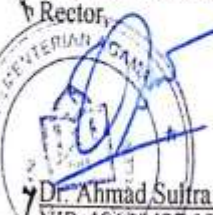
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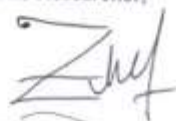
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Finally, the researcher expects this "Skripsi" will give valuable information for the development of education and become the inspiration for people who read it.

Parepare, 24th January 2020

The Researcher,



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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed

Parepare, 24th January 2020

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ABSTRACT

Zam-zam Adam. Enhancing the Students' Speaking Skill Through Peer and Self Assessment Methods at the Second Grade of SMA 3 Parepare., *English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare.* (Supervised by Mujahidah and Ali Halidin).

The purpose of this research was to find out the effectiveness of peer and self-assessment in enhancing students' speaking skills at the second-grade students of SMA 3 Parepare. The results of the research are useful for the teachers and the students because they will get a new method that is effective to be used in the English learning process especially in enhancing speaking.

The subject of this research was the XI IPA 1 class which is consisted of 28 students. The sample was taken by using cluster sampling. The design of this research was pre-experimental with pre-test and post-test design. The researcher gave pre-test and post-test to know whether implementing peer and self-assessment methods can improve students' speaking skills or not.

The result of this research indicates that there was an improvement in the students' speaking skills. It was shown in the students' mean score of post-test (62.8) that was greater than the pre-test (19.5). Even, for the level significant (p) 5% and $df = 27$, and the value of the table is 1.703, while the value of the t-test is 1.825. It means that the t-test value is greater than the t-table ($1.825 \geq 1.703$). Thus, it can be concluded that the students' speaking skill is significant because previously the students' speaking skill was low and after implementation peer and self-assessment methods there have been differences or development of speaking after getting the treatment. So, the null hypothesis (H_0) are rejected and the alternative hypothesis (H_a) are accepted.

Keywords: *Speaking Skill and Peer-Self Assessment Methods.*

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CHAPTER I

INTRODUCTION

1.1 Background

English as a global language has been used by more than half the population in the world. Beside language as a role of knowledge, technology and art. English can be used as a tool for trading, economy, international connection social-cultural, and education, and carrier development. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use English to communicate on a regular basis is 2 billion.

According to Hasman, over 1.4 billion people live in countries where English has official status. Over 70% of the world's scientists read English, over 85% of the world's mail is written in English and 90% of the information in the world's electronic retrieval system is stored in English. Hasman suggests that by 2010, speakers of English as a second or foreign language (SL/FL) will exceed the number of native speakers. English has become a key factor in the development of nations globally. The information technology revolution has shortened the distance between nations, and its services ignore geographical borders.¹

English learning is a special accomplishment. Million of people learn the language, but a little of them succeed in mastering it. The first obvious reason is that. Learners of foreign languages had experience with another language. Native language structure is the first obstacle of learning new language. The beginner in a

¹Andi, Kaharuddin, and Burhanuddin Arafah."Using needs analysis to develop English teaching materials in initial speaking skills for Indonesian college students of English." *The Turkish Online Journal of Design, Art and Communication (TOJDAC)*, Special Edition (2017), p. 419-436.

foreign language has over-learned his first language that is hard for him to say the same things in a different way.

People who learn a foreign language e.g. English, they must meet four kinds of skills in the process of learning, for instance, listening, reading, speaking, and writing. These four skills are required to be mastered in order to be able to communicate both in spoken and written discourses. English is one of the subjects for students of senior high school. As English is a compulsory subject, the Indonesian government always develops this lesson. The purpose is to make easy the students to learn and to practice it every day. They are expected to be able to communicate with other people around the world. Hence, they have to study English² in their schools.

One of the skills which are very important to be taught is speaking skill because it will help them to use their English to communicate and interact with other people. Norman W. Edmund states in Kharuddin that the amount of knowledge in the world will double every seventy-three days. Therefore, people in their lives are in need of communicating information and their knowledge more than ever for some purposes such as to inform, to convince, to persuade, and to motivate others.³

Based on the reality which is happening in Senior High School 3 Parepare, most students still need some supplements to support them in studying English. As

²Hibbard, Judith H., et al. "Development of the Patient Activation Measure (PAM): conceptualizing and measuring activation in patients and consumers." *Health services research* 39.4p1 (2004), p. 1005-1026.

³Arnold, L., Willoughby, L., Calkins, V., Gammon, L. & Eberhart, G. Use of peer evaluation in the assessment of medical students, *Journal of Medical Education* (1981), 35-42.

find the researcher's observation in the process of teaching and learning English. In Senior High School 3 Parepare, similar problems in speaking skills were also faced by the students. They still face difficulty to express their ideas orally in English because they lack vocabulary and did not have self-confidence. They tend to keep silent when the researcher invites them to interact using English in asking something. The students seem to be unmotivated and have favorable attitudes toward English. These problems cannot only be attributed to the students' personal factors but also to the types of teaching the materials. Furthermore, Weinsheimer said that the most common subjects covered in tutoring are the subjects, like math, English, science and social studies. However, help is available through teachers after school.⁴

English in our curriculum The history of speaking English as a foreign language (foreign language/FL) or second language (second language/L2) has been started since the Dutch colonial era but was deleted during the Japanese occupation government. After the proclamation of independence, the Inspectorate of the English Teaching Center at the Ministry of Education declared English as the first language that must be approved in secondary schools. English in full pass in the all curriculum star from 1953 until now for junior high/junior high school and 1950, until now for high school / high school, with the aim of easily providing all students with language skills English; reading, listening, writing and speaking.

The methods provided are varied, for example, Grammar-translation (Grammar-Translation Method), direct method (Direct Method), Oral Approach, to Communicative Approach. The process of preparing the teaching staff (teachers) was initially with the in-service training system through the Teacher Education Center

⁴Hibbard, Judith H., et al. "Development of the Patient Activation Measure (PAM): conceptualizing and measuring activation in patients and consumers." *Health services research* 39.4p1 (2004), p. 1005-1026.

and the English Language Center. The pattern then changed to pre-service training, which was marked by the opening of Teacher Training Institutions (IKIP, FKIP, STKIP) as a place of learning for prospective teachers. Teaching English as a subject seems anticlimactic in line with the enactment of the 2013 Curriculum. The government decided to abolish English subjects at the Elementary School level. In high school, English is learned 4 hours per week only for language majors. Science and Social Sciences students only study English for 2 hours per week.

At the Education Unit Level Curriculum (SBC), English has studied 4 hours or two meetings per week for all majors. This is a major setback. Nationalism is the justification for the elimination of English in elementary schools. That elementary school children must learn their own language and culture, before learning a foreign language and culture. As long as there is no scientific research that is able to prove the learning of foreign languages (English) can weaken the position of Indonesian Language, or reduce the sense of nationalism of students, the reason for the elimination should be appropriate. This assumption is detrimental to students as learners, also parents. Debated

There are scientific reasons why English (as FL/L2) should be learned from an early age. Critical Period Hypothesis (CPH), a theory in the domain of language acquisition and linguistics generally states that children who have not yet reached the age of 12-13 years, find it easier to learn and master a language than the age after that.

The older a person is, the harder it will be to learn a language. In the context of acquiring a second language (Second language acquisition/SLA), CPH also offers evidence, how difficult it is for adult learners to be able to speak with an accent as native speakers. Although this hypothesis is still debatable among linguists,

there are other opinions that support, as Edward Radford et al, quoted Chomsky that children who are in the acquisition of a language will observe the language behavior of people around them, including expressions disclosures that are heard, then become a kind of capital of their linguistic experience to master the language. This experience is certainly relevant to the learning process in the classroom, and therefore, again, there should be no reason to exclude English subjects for elementary school children.

Next, a similar case occurred at the high school level. The contents of the 2013 curriculum robbed the opportunity of students who majored in Natural Sciences and Social Sciences, to master English. Reducing their study hours turned out to have a long-term impact. Opportunities to study English at universities become heavier. Opportunities to get scholarships (domestic and foreign) are also low if they do not have good English competence. Competitiveness in the working world is low. Remember, even in Indonesia, many leading universities install TOEFL (Test of English as Foreign Language) as an entry requirement. The same thing applies to recruitment patterns in many private companies, SOEs, State Institutions, and Ministries.

Self-assessment and peer-assessment are strategies employed to encourage students to take more responsibility for the learning process. Although the advantages are not obvious, the process has the potential to empower learning and to assist the development of assessment skills, which are so important for future teachers. The research aimed to identify student-teachers' attitudes concerning the contribution of self-assessment and anonymous peer-assessment to the quality of their assignments and improvement of their assessment skills, using both qualitative and quantitative methodologies. The sample included 300 students studying for

bachelor's or master's degrees. Texts that were analyzed included: responses to a questionnaire, self, and peer-assessments, word comments on the assignments and written blog content relating to students' activities and their performance of peer evaluations. The students noted that they significantly benefitted from the process, learned various methods of assignment and assessment performance and it positioned them in relation to others, noticing how others evaluated them. Anonymous evaluation allowed students to overcome inhibitions in evaluating peers' works and improved their assessment skills.⁵

The researcher assumes that the situation in the classroom needs some improvement to make the situation more interested and enjoyable in learning and teaching English. It can be achieved by speaking by Using peer and self-assessment methods. Speaking by using peer and self-assessment methods is one way to improve the students' speaking skills and increase students' confidence. peer and self-assessment methods are able to make the students' speaking skills more active providing a wide range of feedback, create a fun learning environment and provide positive role models and emotional support.

1.2 Problem Statement

Based on the background above, the research formulates research question as a follow:

- 1.2.1. How is the speaking skill of students at class 11 SMA 3 Parepare before implementation Peer and self-assessment method?

⁵Arnold, L., Willoughby, L., Calkins, V., Gammon, L. & Eberhart, G. Use of peer evaluation in the assessment of medical students, *Journal of Medical Education* (1981), 35-42.

- 1.2.2. Is any improvement of the students' speaking skill at SMA 3 Parepare after implementation Peer and self-assessment method?

1.3 The Objective of the Research

The Objective of the study are as follows:

- 1.3.1 To know the speaking skill of students at class 11 SMA 3 Parepare before the implementation of peer and self-assessment methods.
- 1.3.2 To know the improvement of the students' speaking skills at SMA 3 Parepare using Peer and self-assessment methods.

1.4 Significant of the Research

The significances of the research are shown below:

- 1.4.1 To the teacher

this study is expected to give information and knowledge about implementing the strategy of peer and self-assessment methods to enhance students' speaking skills.

- 1.4.2 To the students

The student will feel new experience in learning and student can share one another.

- 1.4.3 To other researcher

It can inspire them to improve peer and self-assessment methods and it can use as a reference to conduct similar research that deals with the same methods.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Some Pertinent ideas

This section discusses some relevant theories which are related to the study. They are divided into parts; they are the concept of speaking and the concept of peer and self-assessment methods.

2.1.1. The Concept Speaking

There are some part will be explained here, they are the definition of speaking, the element of speaking, Types Of Speaking

2.1.2. Definition of Speaking

There are several definitions of speaking, one of speaking, one of them is Speaking in particular language is not an instant skill which can be possessed within one day process Stephen Krashen state a speaker of a certain language can use the language (competence) for communicative purpose after the speaker goes through either process of acquiring the language or process of learning the language. Acquiring a language that is also known as language acquisition occurs in the speaker's native language. On the other hand, learning a language is a complex process since it takes much time, dedication and hard effort to gain both the knowledge of the language e,g grammar, structure, as well as comprehension and the skill of the language production such as reading, writing, speaking and listening.¹ Besides that, speaking is talking to someone about something by using your voice to express your opinion openly.¹ The research assumes that speaking is the process of expressing ideas orally.

¹ *Oxford Learners' pocket Dictionary* (New York: New Edition Oxford University Press 2003), p. 426

In addition, Keith and Morrow, Speaking skill is an activity to produce utterances in oral communication, this activity is involving two or more people, in which the participants are both speaker and hearer have to react in what they hear and make their contribution of high speed, so that participant has an intention or a set of intentions that he wanted.²From Keith and Morrow's explanation, the researcher assumes that speaking is the process of producing utterances orally between two or more people like Keith and Morrow said speaking skill..

Accordance with some cited definitions above the researcher concludes that speaking is the process of transferring information really also an action to transfer idea, Feeling, and information from a person another in oral communication through the sequence of sound, vocabularies, phrases, and sentences that contain meaning.

2.1.3. The Elements of speaking

There are some elements of speaking skill that the students should consider in speaking according to Brown, as follows: 1) Pronunciation, includes the segmental feature of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English words correctly, 2) Accuracy, involving the correct use of vocabulary, grammar, and pronunciation practiced through controlled and guided activities. The speaker should articulate words clearly, grammatically, and phonologically correct, 3) Fluency, considered to be 'the to keep going when speaking to flow then as some of this speech spills over beyond comprehensibility. The speaker should utter the words naturally, 4) Comprehension, in brief speaking requires that not only knowing how to produce it well but also understanding when what, and why to produce the language.²

² Brown, H. Duoghlas, Teaching by Principles: An Interactive Approach to Language Pedagogy (San Francisco: State University, 2004), p. 14.

2.1.4. Types Of Speaking

In speaking, there were six types. They were: imitative speaking is a very limited portion of classroom speaking time may legitimate be spent in the human “tape recorder” speech, where learners are, for example, practicing an intonation color, trying to pinpoint a certain vowel sound, etc. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

The second type is intensive. Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect language. Intensive speaking can be self-initiated or it can even form part some pairs work activity, where the learner is “going over” a certain form of language.

While the next type is responsive. A good deal of student speech in the classroom is responsive: short replies to the teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

The fourth type of speaking is transactional. Transactional language, carry out for conveying or exchanging specific information, is extended from of responsive language. Conversation, for example, may have more of a negotiation nature to them than merely responsive speech. Such a conversation could readily be part of group work activity well.

Besides those types, there is also called interpersonal. The conversation mentioned in the previous chapter was interpersonal dialogue, carried put more for maintaining social relationships that for the transmission of facts and information.

These conversations are a little trickier for learners because they can involve some or all of the following factors:

- (1) A casual register
- (2) Colloquial language
- (3) Emotionally charged language
- (4) Slang

The last type of speaking is extensive. The students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.³

2.2.1. The Concept of Peer and Self Assessment methods

In this part, the researcher constructs in her research about the definition of Peer and self-assessment methods, types of Peer and self-assessment methods, the benefits of peer and self-assessment methods as well as the implementation of Peer and self-assessment methods.

2.2.2. Definition of Peer and self Assessment.

Self—assessment and peer assessment are ways of learning that are student-centered learning outcomes. This assessment method can be applied to assess cognitive abilities and non-students who support the ability to want to ask and can help in the formative from and the sum of participation seen from the goal.

According to Boud, Self-assessment is the participation of students in assessment criteria or standards to be applied in learning and making decisions about

⁵ H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy* (Sanfransisco State University: Longman,2001), p. 266.

the agreement and the criteria. In other words, Self-assessment is the process by which students have responsibility for evaluating their own learning outcomes. While peer and assessment is a process in which students assess the learning outcomes of peers or other students who are at the same level. The point of a level is if two or more people are in the same class or the same subject. Self and peer-assessment can be used to assess clinical abilities that complement the cognitive dimension (clinical management) and the humanistic (psychological) dimension. Self-assessment can be used to assist students in developing assessments and criticizing the process and learning outcomes (formative assessment), helping students assess the requirements for learning outcomes, and the requirements needed in the learning process to achieve graduation (summative assessment). Peer assessment can be used to help students develop support skills, critique other people's learning processes and outcomes (Assess formative), receive feedback or criticize from others, provide understanding that connects students about suggestions used for learning processes and outcomes and learn to connect students about suggestions used for learning processes and outcomes and learn to assess summatively. Brown, Rust, and Gibbs, Zariski, Race explain the advantages of self and peer assessment that is, encouraging students to gain a sense of responsibility towards their learning processes so that students can, independently, improve evaluation skills that are useful for the longevity of learning and encourage deep learning.

Application of self-assessment & peer assessment as formative. Bhola defines an evaluation form as a method for assessing an ongoing program and focusing on the process. Using peer and self-assessment for formative is intended to provide feedback obtained from colleagues. Much research evidence shows peer assessment

supports students to provide feedback to other students and also learns to receive feedback from other students.⁴

Zulharman said there had been a change in the educational paradigm from teacher-centered to student centered. The change in the educational paradigm from teacher-centered to student centered has the consequence that students need to be involved in the assessment. Learning evaluation methods that can actively involve students include peer assessment and self-assessment. Peer assessment and self-assessment methods can be carried out on formative tests. According to Orsmond, one of the functions of peer assessment and self-assessment on formative tests is to get feedback. According to Weaver in Bedford feedback are an important component in the learning process and student development. With feedback, students can find out how far learning material can be mastered and correct their own abilities. Based on the facts in the field, teachers rarely give feedback to students, because it is constrained by the limited time available.

2.2.3. The Theoretical Position of Self and Peer Assessment in a self Regulated Learning Process.

In this study, a social cognitive theoretical perspective towards self-regulated learning is adopted as a theoretical basis for oral presentation skills instruction. This choice builds on the literature that links the instruction of oral presentation skills to observational learning. Via observational learning, learners compare their performance or the performance of others with more or less explicit standards of a good oral presentation. The oral presentation skills will evolve by achieving a better match between these standards and the current performance level. We adopt the term

⁴ Hanrahan, Stephanie J., and Geoff Isaacs. "Assessing self-and peer-assessment: The students' views." *Higher Education Research & Development* 20.1 (2001), p 53-70.

calibration to refer to the match between an internal evaluation and a standard. Both internal and external sources of feedback are helpful to foster the calibration process to attain higher performance levels in the context of productive self-regulated learning. The calibration activity can be fostered by providing opportunities for self-assessment.

External feedback from peers can play a comparable role.⁵ Accurate calibration of oral presentation performance and the standards suggests that a sufficient level of reliability can be attained when comparable assessment results are reported by a teacher/expert, by peers, or by the learner. Self and peer assessment result in the more active involvement of students in their own learning process. A student who always expects teachers to present judgment will develop to a lesser extent a self-assessment orientation.⁶ From a self-regulated learning point of view, it is, however, critical to developing self-observation skills that help to compare the information gathered via self-observation to a performance goal. Sub-processes related to self-observation and self-judgment are important. They are regarded as the steps in a learning monitoring process that helps learners to bring their behavior in line with their performance and goals. Next to self-assessment, peer assessment was also found to have positive effects on domain-specific and on peer assessment skills. Topping explains this by linking peer assessment to the provision of immediate, individualized and richer feedback. Since this feedback is formative in nature, it has a clear potential of fostering the subsequent learning process.⁷

⁵ Topping, Keith. "Peer assessment between students in colleges and universities." *Review of educational Research* 68.3 (1998), p. 249-276..

⁶ Boud, D. "Assessment design for learner responsibility." *Retrieved November 3 (2007).*

⁷ Hattie, John. "What are the attributes of excellent teachers." *Teachers make a difference: What is the research evidence* (2002), p. 3-26.

Analysis of the assessment of oral presentation skills mainly results in an overview of studies about self and peer-assessment of individual (oral) presentation skills.⁸ In a minor number of cases, group presentations have been assessed

In general, research about self- and peer assessment of oral presentation skills reveals under-explored areas and diverging views. Moreover, the use of very different samples and different assessment instruments makes it difficult to compare the findings of those studies. Al Fallacy (for instance involved students in applied sciences enrolled in an English language program, while Patri involved Chinese students and Campbell et al. American students. These results indicate that more research is needed regarding self- and peer assessment of oral presentation skills.⁹

2.3. The Benefits of Peer & Self Assessment methods

Benefits of self- and peer assessments hypothesizes that “involving students in the assessment of presentations is extremely beneficial” for developing self-regulating skills. Students are expected to analyze their own behavior and develop a better understanding of the nature of quality criteria. Cheng and Warren cite several studies that reported improved presentation performance due to peer assessment. Others adopt in this context videotaped feedback for self-assessments and also report the attainment of improved oral presentation skills.¹⁰

Topping dedicates part of his review of the literature about peer assessment to the assessment of oral presentation skills. He summarizes improvements in marks,

⁸ Fallows, Stephen, and Balasubramanyan Chandramohan. "Multiple approaches to assessment: Reflections on use of tutor, peer and self-assessment." *Teaching in Higher Education* 6.2 (2001), p. 229-246.

⁹ Patri, Mrudula. "The influence of peer feedback on self-and peer-assessment of oral skills." *Language testing* 19.2 (2002), p. 109-131.

¹⁰ Ploegh, Karin, Harm H. Tillema, and Mien SR Segers. "In search of quality criteria in peer assessment practices." *Studies in Educational Evaluation* 35.2-3 (2009), p. 102-109..

perceived higher learning performance, higher presentation confidence (self-efficacy), and the development of appraisal skills. Topping additionally mentions economical benefits to adopt self- and peer assessment. Shifting part of the responsibilities for assessment and feedback from the teacher to the student has – next to educational benefits – also benefits in terms of reducing teaching workload.¹¹

23.1. The Implementation of Peer and Self Assessment Methods.

There are four steps in planning and implementing self and peer assessment to be effective, namely:

- Submission of the aims and objectives of the peer assessment to all participants involved, both students who will be assessed and students who become assessors. Because this form of assessment is still new, the peer assessment is implemented in stages, using anonymity, applied to low stake settings such as for formative assessments and to make this assessment system as easy and simple as possible. The same thing is also done for self-assessment.
- Assessment criteria must be developed and communicated to participants. These criteria include how many participants are involved, the characteristics of the participants, what potential components will be assessed, when the assessment will be carried out, and also the data collection method (checklist, rating form, scoring key). The use of standard criterion is very appropriate so that the assessment criteria are clear and easy to understand.
- Training needs to be done for all participants. Intensive training needs to be done for students who are first confronted with this assessment system and if students have passed several times this assessment system then the training does not need to be

¹¹ Topping, Keith. "Self and peer assessment in school and university: Reliability, validity and utility." *Optimising new modes of assessment: In search of qualities and standards*. Springer, Dordrecht, 2003), p. 55-87.

intensive. This training includes training on determining criterion reference tests and training on how to provide effective feedback.

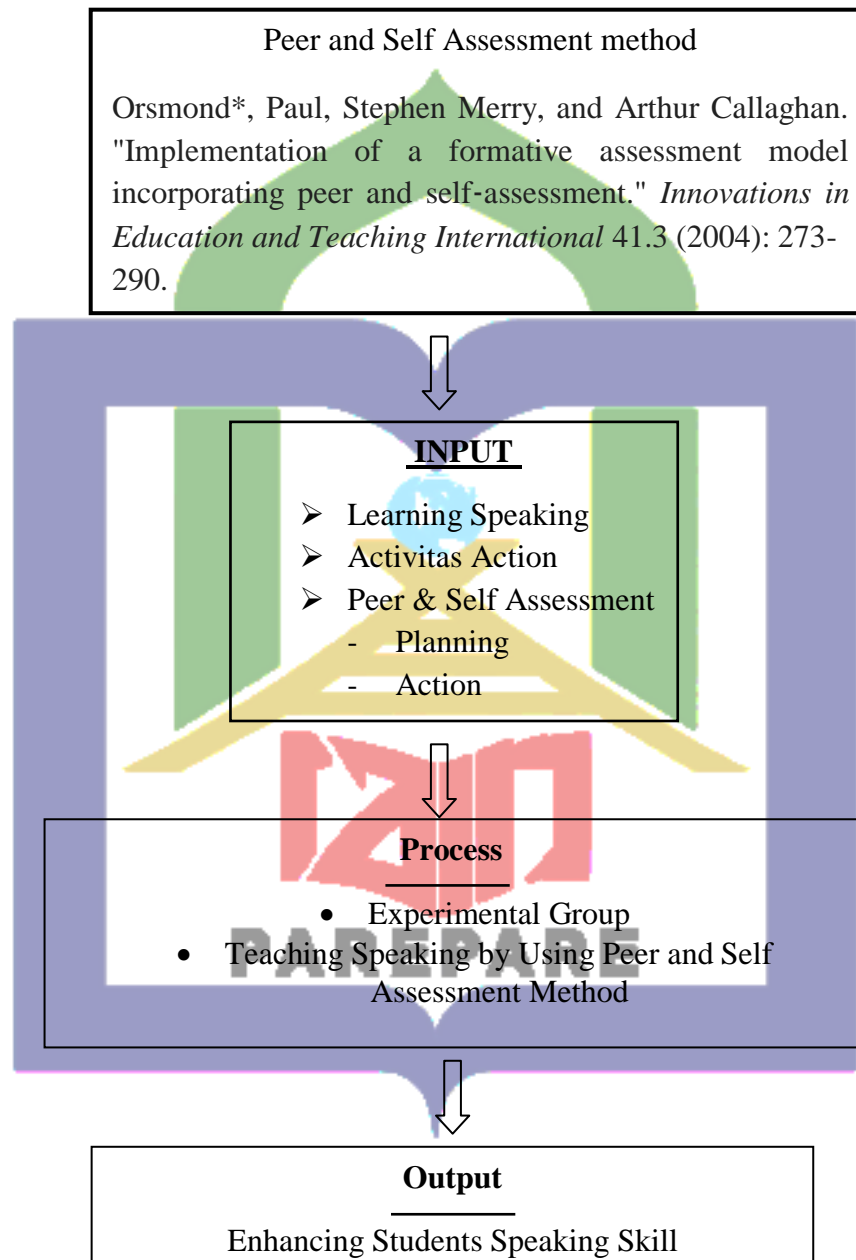
- The assessment results need to be monitored, whether the results of the assessment from self, peer and instructor already have in common. This needs to identify things that can cause differences in the results of the assessment by self, peer and instructor so that later they can be corrected or avoided. The discussion method can be used to find the causes of differences in the results of the assessment by self, peer and instructor.

The the peer assessment process is started by discussing items and assessment criteria by the teacher and students. Then each student evaluates their designated friends and also gives feedback. The results of this assessment are usually matched with the results of the teacher's assessment. If the difference between the peer assessment values is less than 10%, then this assessment can be accepted. While the self-assessment process is started by setting the items and criteria to be assessed. Then students assess themselves. Then the teacher gives feedback on the student's assessment. 7 Application of self-assessment & peer assessment as formative assessment Bhola (1990) defines formative assessment as a method for evaluating a program that is still ongoing and focused on the process. The use of peer assessment for formative aims to provide feedback originating from peers.¹²

¹² Hanrahan, Stephanie J., and Geoff Isaacs. "Assessing self-and peer-assessment: The students' views." *Higher Education Research & Development* 20.1 (2001), p. 53-70.

2.4. Conceptual Framework

.The conceptual framework underlying this research is presented in the following diagrams:



The main components above are describe as follow:

241. Skills at the Second Grade Students of Senior High School 3 Parepare.

Input refers to the students that are divided into some groups or pairs, each group consisting of 3 or 2 students in each group or pairs there is a student who became speaker who will explain to their friends about the material they have not understood. The students are divided into some groups or pairs, each group consisted of 6 students in each group there is one student who became speaker who will explain to their friends about the material they have not understood.

242. Process Applying of Peer and Self-Assessment Methods

Process refers to the applying of peer and self-assessment methods by sharing ideas through asking and responding questions towards the materials. The speaker will hold discussions to discuss the materials into the problem with his friend Then, the researcher will give assertions and additional materials to the problems unsolved towards the students. At the end of the meeting, the researcher and the students will conclude the study.

243. Output

Output refers to the improvement of student's speaking skills. After implementing peer and self-assessment methods in the classroom the researcher assumes that the students will have an improvement in their speaking skills. The researcher hopes that the students will not face difficulty to express their ideas orally in English and they will have the self-confidence to speak English.

2.5. Hypothesis

The hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the

conceptual framework that the researcher did, moreover the hypothesis need the research process to examine the data .¹³

Based on the previous related literature and the problem statement above, the researcher puts forward hypothesis as follow:

251. Null Hypothesis (H₀)₁

Peer and self assessment method is not able to improve speaking

252. Alternative Hypothesis (H_a)₁

Peer and self assessment is able to improve speaking skills at the second grade students of Senior High School 3 Parepare.

2.6. Variable and Operational Definition of the Research

261. Variable of the Research

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.¹⁴ This study has two variables; they are the independent variables and dependent variables. These variables involved in this research are going to discuss below:

262. The dependent variable is Students' speaking skill.

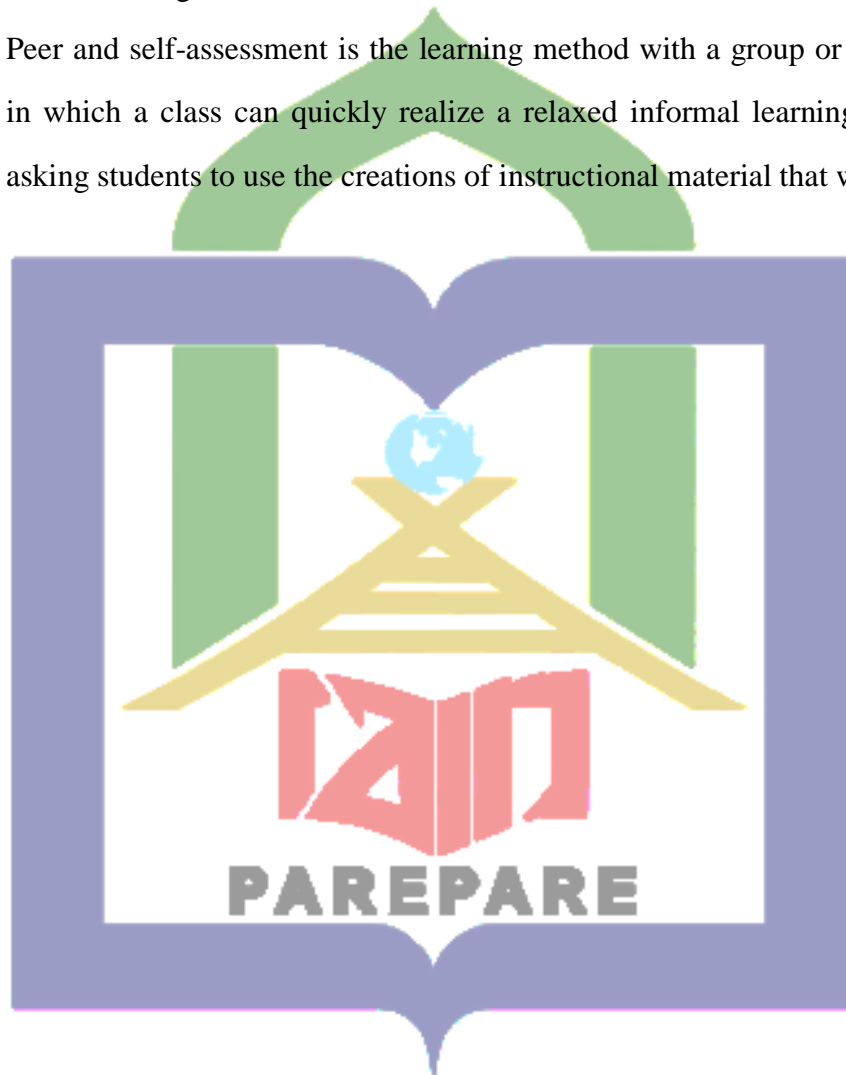
263. The independent variable is the implementation of Peer and Self Assessment Method.

¹³Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif* (Cet. 22; Bandung: Alfabeta, 2015), p. 91.

¹⁴Kaye, Anthony B., et al. "γ Doradus stars: defining a new class of pulsating variables." *Publications of the Astronomical Society of the Pacific* 111.761 (1999), p. 840.

2.7. Operational of Definition

271. Speaking is a communication tool to express feelings, ideas, and thoughts as well as to the other people in many different situations and it includes the sender message receiver.
272. Peer and self-assessment is the learning method with a group or pair system, in which a class can quickly realize a relaxed informal learning climate by asking students to use the creations of instructional material that was taught.



CHAPTER III

RESEARCH METHOD

This chapter consists of Research Design, location, and duration of the research, population, and Sample, Instrument and Procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research design of this research was pre-experimental with pre-test and post-test. It aims to know whether applying the peer and self-assessment method was able to improve the student's speaking skills at the second-grade students of Senior High School 3 Parepare. The following is the formula:

$$E = O1 \times O2$$

Where:

E : Experimental Group

O1 : Pre-test

X : Treatment

O2 : Post-test¹

3.2 Location and duration of the Research

The location of this research will conduct in SMAN 3 Parepare, Jl. Pendidikan No. 9 Lembah Harapan Kota Parepare. By focusing at the eleventh grade of SMAN 3 Parepare in academic year 2019/2020. The duration of the research will be taken about one month.

¹Sugiono, *Metode Penelitian Pendidikan*, (Cet. XX; Bandung : Alfabeta, 2014). p. 111.

3.3 Population and Sample

3.3.1 Population

The population of this research is focusing on the eleventh grade of SMAN 3 Parepare in the academic year 2019/2020. To make it clear the population of this research, the number of the population total it can be seen in the table below:

Table 3.1 the total of the. By focusing at the eleventh grade of SMAN 3 Parepare in academic year 2019/2020

No.	Class	Total
1.	XI IPA 1	28 students
2.	XI IPA 2	28 students
3.	XI IPA 3	27 students
4.	XI IPS 1	26 students
5.	XI IPS 2	27 students
6.	XI IPS 3	27 students
Total Students		163 Students

3.3.2 Sample

Based on the population above, the sample of this research is at the second grade of SMAN 3 Parepare, related to the total number of the research population consisting of 163 students; the researcher will use a purposive sampling technique with taking second grade IPA 3 as a sample to get valid data. There several reasons to pick this class as the sample, the varied student's ability might be the first reason. Besides, the result of early observation and an interview with the English teacher find out that this class in the most proper class to represent the all of population because of the variety of students' abilities in English. Furthermore, it is the recommendation of the English

teacher. He stated that the students in the class have represented the population. The total sample of the research was 28 students.

The date of students XI IPA 1

NOMOR			NAMA PESETRTA DIDIK	L	Keterangan Hadir							
Urt	Induk	NISN			P	1	2	3	4	5	6	7
1	183835	0031736638	Akifah Mutiah Rahim									
2	183836	0039551975	A.Muh Mario Husayfa									
3	183837	0038827412	A.MuhMuntha' Ali Syamsul									
4	183838	0032959862	Andi Musdalifa Amirullah									
5	183839	0032419157	Arya Suryadi									
6	183894	0032538396	Aqiyah Nur Rizqy									
7	183841	0032419150	Deah Yanti									
8	183842	0031736470	Della Yanti									
9	183843	004899866	Devi Cornelia Sari									
10	183844	0030911218	Intan Nur Aini									
11	183845	0031736646	M. Sabirin Asikin									
12	183846	0032032583	Muh. Rafli Yusdi									
13	183847	0031457826	Muhammad as'ad Nursaid									
14	183848	0031458016	Muhammad Irfan Tarif									
15	183849	0024914175	Muh Nawfal Atsar Irfan									
16	183850	0032848175	Muh Nurnastyar Achmar									
17	183851	0032538400	Nabila Syairah									
18	183852	0030958379	Nur Azizah Zochrah Yusran									
19	183854	0027606680	Nurhikmah									

183859	0031295287	Shazkia					
183860	0037246145	Sitti Nurmillah SB					
183861	0032032596	Sri Kartika Abidin					
183862	0029047838	Zulkifli					
		Muhammad Gilang					

PARAPREPARE

100

as given before giving the treatment

h the topic. The students had to o

n words. The researcher would have

ch was given directly before treat

3.5.2 Post-test

After treatment, the researcher gave the students a post-test to improve students' speaking skills. In this post-test, the researcher would provide one different picture with the different topics as well. The students had to explain that picture with topic by using their own words. The researcher would know the students' speaking skills in the post-test.

3.6 Treatment

After the pre-test, the researcher gave treatment to the students. The researcher would be implementing peer and self-assessment methods as a way to improve students' speaking skills. The treatment process would be conducted for six meetings. The strategies were: 1) The researcher divided students into pairs or groups. 2) The researcher will give the opportunity to students their friends to give an assessment. 3) The researcher conducted a regular meeting once a week. 4) The researcher distributed the material. 5) The given material was analytical exposition text and the topics were: Laptop as Student's Friend, Cars should be Banned in the City, Corruption and Indonesian Culture, Is Smoking Good for Us, and Why Books are Important for Us. 6) The researcher gave hand out of listed expression to facilitate the students in asking and responding to the questions relating to the material for each treatment. 7) The researcher chooses each friend explaining the material in their own and communicative way and then the researcher comes to make sure his friend explains it in their own way. 8) After fifteen to twenty minutes the presenter stopped the peer and self-assessment process and the researcher opened the next session. 9) The next session was making a discussion by sharing their ideas within asking and responding to the given material on analytical exposition text. 10) The researcher made sure that all students in the group were engaged fully. 11)

Students of each group were required to speak naturally about the topic based on the given question. 12) Friends who judge are attention clearly because later they will judge, and will also judge themselves 13) After twenty minutes the peer and self-assessment method in the class was stopped and the presenter concluded the given topic with their friends. 14) The researcher made sure the positively reinforce the work of presenter 15) The researcher evaluated the material in general class. 16) The researcher and the students concluded the study at the meeting. 17) This activity ran until the last meeting.

3.7 Technique of Data Analysis

The data that would be collected through the test have been analyzed by using quantitative analysis. The following are the steps undertaken in quantitative analysis.

3.7.1 Scoring Classification

To find out the students' speaking skills, it was viewed from the four components, and they were: Fluency, Accuracy, Content, and Pronunciation.

Table 3.2: Oral proficiency scoring categories.²

Vocabulary	1-2	-Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	-Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	- Able to speak the language with sufficient vocabulary to participate

²Brown, H. Douglas. "Language Assessment: Principle and Classroom Practice. San Fransisco: Person Education." (2004).

		<p>effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.</p> <p>-Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.</p> <p>-speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.</p>
	7-8	
	9-10	
Fluency	1-2	<p>-(No specific fluency description. Refer to other four language areas for implied level of fluency.)</p>
	3-4	<p>-Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as work, family and autobiographical information.</p>
	5-6	<p>-Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.</p>

	7-8	<p>-Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.</p> <p>-Has complete fluency in the language such that his speech is fully accepted by educated native speakers.</p>
	9-10	
Pronunciation	1-2	-Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	3-4	-Accent is intelligible though often quite faulty.
	5-6	-Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.
	7-8	-Errors in pronunciation are quite rare.
	9-10	-Equivalent to and fully accepted by educated native speakers.
Comprehension	1-2	-Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

	3-4	-Can get the give of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
	5-6	-Comprehension is quite complete at a normal rate of speech.
	7-8	-Can understand any conversation within the range of his experience.
	9-10	-Equivalent to that an educated native speaker.

3.7.2 The Classification of the Students Score

Table 3.3 The classification students' score.

Classification	Score
Very good	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very poor	0-20

3.7.3 Scoring the Students' Speaking of Pre-test and Post-test

Score =	Students' correct	x 100
	The total item	

1. Finding out the mean score by using the following formula:

$$X = \frac{\text{Total Score}}{\text{Number of Students}}$$

In which:

\bar{X} = Mean score

Σ = Total Score

N = the total number of students³

2. Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{n} \times 100 \%$$

Where:

P = percentage

F = frequency

n = total of number of sample.⁴

3. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$T = \frac{D}{\sqrt{\frac{\Sigma D^2}{n}}}$$

Where:

T = test of significance

D = the mean score of difference (X2-X1)

ΣD = the sum of the total score

³Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara, 2009), p.298.

⁴Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p.43.

$\sum D^2$ = the square of the sum score of difference
n = the total sample.⁵



⁵Gay L.R. *Educational Research, Competencies for Analysis and Application second edition* (Columbus: Charles E Merrill Company, 1981), p.331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provides information about the result of data collected through test that can be discussed in this section below:

4.1 Findings

The finding of this research consists of the classification of students' pre-test and post-test. It aimed to find out the answer to the research question. The researcher gave two tests which are pre-test and post-test. A pre-test was given before the treatment to know students' speaking skill then the post-test was given to know students' speaking skills after doing the treatment. From the result of the post-test, it aimed to find out that implementing peer and self-assessment methods is able to enhance students' speaking skills at XI IPA 1 class in Senior High School 3 Parepare.

4.1.1 Students' speaking skills in implementing peer and self-assessment methods

This section described the result of data analysis implementing peer and self assessment methods at XI IPA 1 class in Senior High School 3 Parepare.

4.1.1.1 The students' score in pre-test

The researcher gave the question to the students' as the pre-test to know the students' speaking skills. Every student got the question and answered it then the researcher recorded the students' answers. After giving the pre-test to the students, the researcher found out the result of students' speaking skills based on the criteria of speaking skills which is fluency, comprehension, vocabulary, and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1 the students' score in pre-test based on speaking skill

NO	Name	Vocabulary	Comprehension	Fluency	Pronunciation	Score
1	AMR	2	3	2	3	10
2	AMMH	1	1	1	1	4
3	AMFS	5	5	4	4	18
4	AMA	1	2	2	1	6
5	AS	2	1	1	2	6
6	ANR	3	2	3	4	12
7	DY	2	1	2	3	8
8	DP	1	2	2	1	6
9	DCS	1	2	2	1	6
10	INA	1	1	1	1	4
11	MSA	5	5	5	5	20
12	MRY	2	2	1	1	6
13	MAN	1	1	1	1	4
14	MIT	3	4	3	4	14
15	MNAI	2	1	1	2	6
16	MNA	2	1	2	3	8
17	NS	3	2	4	3	12
18	NAZY	2	2	3	1	8
19	NH	2	2	2	2	8
20	NR	2	2	3	1	8
21	NA	1	1	2	2	6
22	NHB	2	2	3	3	10

23	RAF	1	1	1	1	4
24	SH	1	2	1	1	4
25	SNSB	2	1	1	2	6
26	SKA	1	1	1	1	4
27	ZK	1	2	1	2	6
28	MG	1	1	1	1	4
Total		53	53	56	57	218

(Data' Source: the students' score in pre-test)

After knowing the students' scores in the pre-test based on the criteria of speaking skill which is vocabulary, comprehension, fluency, and pronunciation. The following table below is to know students speaking scores in pre-tests.:

Table 4.2: The students' speaking score in pre-test

No.	Name	Pre-Test of Students (X_1)			Classification
		Max Score	Total Score (X_1)	$(X_1)^2$	
1	AMR	40	25	625	Poor
2	AMMH	40	10	100	Very poor
3	AMFS	40	45	2025	Fair
4	AMA	40	15	225	Very poor
5	AS	40	15	225	Very poor
6	ANR	40	30	900	Poor
7	DY	40	20	400	Very poor
8	DP	40	15	225	Very poor
9	DCS	40	15	225	Very poor

10	INA	40	10	100	Very poor
11	MSA	40	50	2500	Fair
12	MRY	40	15	225	Very poor
13	MAN	40	10	100	Very poor
14	MIT	40	35	1225	Poor
15	MNAI	40	15	225	Very poor
16	MNA	40	20	400	Very poor
17	NS	40	30	900	Poor
18	NAZY	40	20	400	Very poor
19	NH	40	20	400	Very poor
20	NR	40	20	400	Very poor
21	NA	40	15	225	Very poor
22	NHB	40	25	625	Poor
23	RAF	40	10	100	Very poor
24	SH	40	10	100	Very poor
25	SNSB	40	15	225	Very poor
26	SKA	40	10	100	Very poor
27	ZK	40	15	225	Very poor
28	MG	40	10	100	Very poor
Total			$\sum X=545$	$\sum X^2=13525$	

(Data' Source: the students' score in pre-test)

The table above shows about students' speaking scores in the pre-test. To find out the students' speaking score in the pre-test by dividing students' total score with maximum score, after that time with 100. Found on the table above about students'

speaking in pre-test we can know the frequency of the classification score by looking at the following table:

Table 4.3 the rate percentage of the frequency of the pre-test

No.	Classification	Score	Frequency Of Pre-Test	Percentage Of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	0	0%
3.	Fair	41-60	2	7%
4.	Poor	21-40	5	18%
5.	Very poor	0-20	21	75%
Total			28	100%

(Data source: The rate percentage of the frequency of pre-test)

As the explanation in the table above, the average score of students' prior speaking skills before implementing peer and self-assessment methods. Most students were on very poor classification with the percentage was 75 %. The total score in the pre-test was 545. It had shown that the students' speaking skill in pre-test was low because most of the students got the fair, poor and very poor score. The following are the process of calculation to find out the mean and standard deviation in the pre-test of table 4.3.

Mean score of the pre-test:

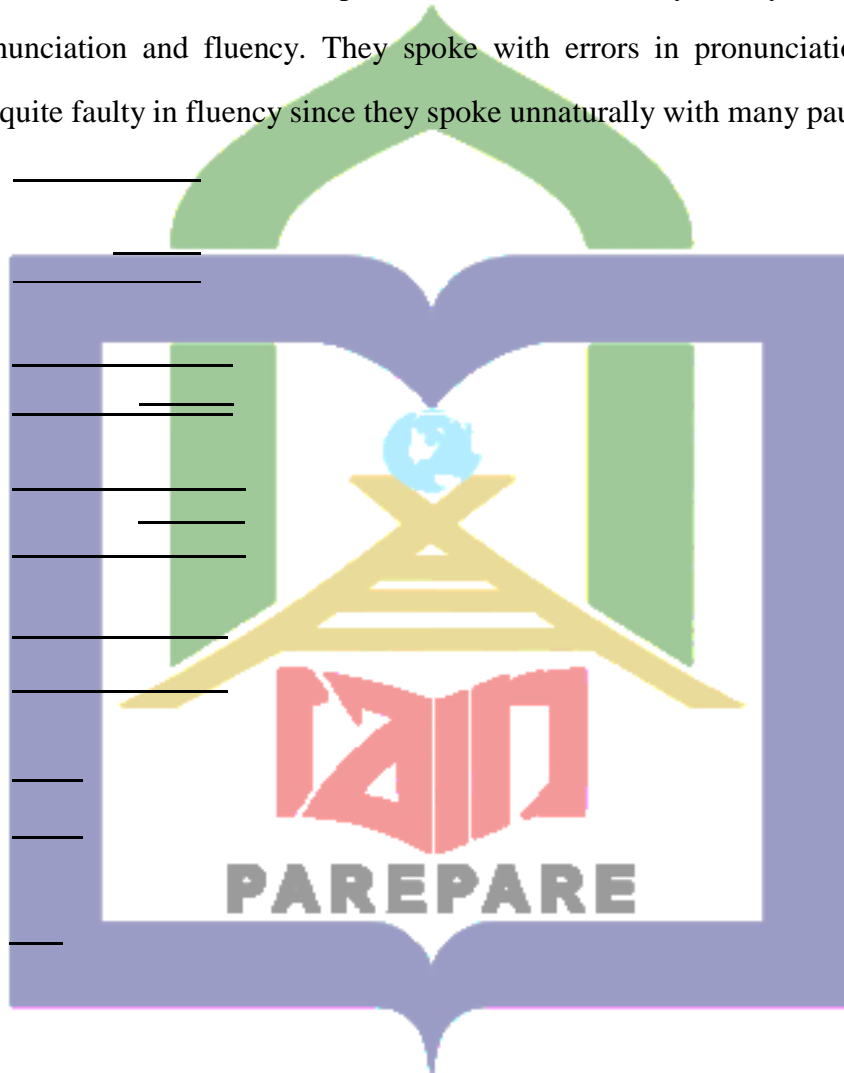
$$X = \frac{\sum (X_i \cdot f_i)}{N}$$

$$X = \frac{545}{28}$$

$$X = 19.5$$

Thus, the mean score (X_1) of pre-test is **19.5**

Based on the result of the pre-test, the data showed that the average score of the pre-test is 19.5. From that analysis. It had shown that almost of the 28 students skill in speaking was still low because most of the students got the fair, poor and very poor score. The total score in the pre-test was still low. They mostly have a low score in pronunciation and fluency. They spoke with errors in pronunciation and their accent quite faulty in fluency since they spoke unnaturally with many pauses.



Thus, the standard deviation of pre-test is **10.5**

After determining the mean score (X_1) of the pre-test was 19.5 and the standard deviation of the pre-test was 10.5 It had shown that the students' speaking skill was in a low category.

4.1.1.2 The students score in post-test.

The researcher gave a question to the students' as the post-test to know the students' speaking skills. Every student got the question and answered it then the researcher recorded the students' answers. After giving the post-test to the students, the researcher found out the result of students' speaking skills based on the criteria of speaking skills which is fluency, comprehension, vocabulary, and pronunciation before giving treatment. The result would be presented in the following table:

Table 4.4 The students' score in post-test

NO	Name	Vocabulary	Comprehension	Fluency	Pronunciation	Total (X_2)
1	AMR	7	7	6	6	26
2	AMMH	7	7	5	5	24
3	AMFS	9	8	8	8	33
4	AMA	7	7	5	5	24
5	AS	6	6	5	5	22
6	ANR	6	5	7	6	24
7	DY	8	7	5	6	26
8	DP	6	6	6	5	23
9	DCS	6	6	5	6	23
10	INA	8	6	6	6	26
11	MSA	9	9	9	8	35

12	MRY	7	7	5	5	24
13	MAN	6	6	5	4	21
14	MIT	8	8	8	6	30
15	MNAI	7	8	5	7	27
16	MNA	5	6	5	4	20
17	NS	7	7	6	6	26
18	NAZY	8	6	7	6	27
19	NH	7	7	6	5	25
20	NR	7	7	6	6	26
21	NA	5	5	6	5	21
22	NHB	6	6	6	5	23
23	RAF	7	7	5	6	25
24	SH	6	5	5	5	21
25	SNSB	8	6	6	6	26
26	SKA	7	7	7	7	28
27	ZK	5	7	6	6	22
28	MG	5	5	6	6	22
Total		190	184	167	161	700

After qualified, the students score in post-test based on the criteria of speaking skills which are vocabulary, fluency, comprehension, and pronunciation. The following table below is to know students speaking score in post-test:

Table 4.5 the students' score in post-test

NO.	Students	Post-Test of Students (X ₂)		X ₂ ²	CLASSIFICATION
		Max Score	Score X ₂		
1.	AMR	40	65	4225	Good
2.	AMMH	40	60	3600	Fair
3.	AMFS	40	83	6889	Very good
4.	AMA	40	60	3600	Fair
5.	AS	40	55	3025	Fair
6.	ANR	40	60	3600	Fair
7.	DY	40	65	4225	Good
8.	DP	40	58	3364	Fair
9.	DCS	40	58	3364	Fair
10.	INA	40	65	4225	Good
11.	MSA	40	88	7744	Very good
12.	MRY	40	60	3600	Fair
13.	MAN	40	53	2809	Fair
14.	MIT	40	75	5625	Good
15.	MNAI	40	68	4624	Good
16.	MNA	40	50	2500	Fair
17.	NS	40	65	4030	Good
18.	NAZY	40	68	7396	Good
19.	NH	40	63	3969	Good

20.	NR	40	65	4225	Good
21.	NA	40	53	2809	Fair
22.	NHB	40	58	1624	Fair
23.	RAF	40	63	3969	Good
24.	SH	40	53	2809	Fair
25.	SNSB	40	65	4225	Good
26.	SKA	40	70	4900	Good
27.	ZK	40	55	3025	Fair
28.	MG	40	55	3025	Fair
Total			$\sum X = 1756$	$\sum X^2 = 113025$	

(Data' Source: the students' score in post-test)

The table above shows about students' speaking scores in the post-test. To find out the students' speaking score in the post-test by dividing students' total score with maximum score, after that time with 100. Based on the table above about students' speaking score in post-test we can know the frequency of the classification score by looking at the following table:

Table 4.6 the rate percentage of the frequency of the post-test

No.	Classification	Score	Frequency of post-test	Percentage of post-test
1.	Very Good	81-100	2	8%
2.	Good	61-80	12	42%
3.	Fair	41-60	14	50%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			28	100%

(Data' source: The rate percentage of the frequency of post-test)

The table above showed the result of students' improvement in speaking skills after implementing treatment through peer and self-assessment methods. Most students were on good classification with the percentage was 42%. It means that the students' speaking skills had improved through implementing peer and self-assessment methods. The total score in the post-test was 1756. It proved that there was improving students' scores in the post-test. In addition, the result of the post-test showed that no students had to fail classification.

In this table, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in implementing peer and self-assessment method speaking skill.

Mean score of the post-test:

$X =$ —

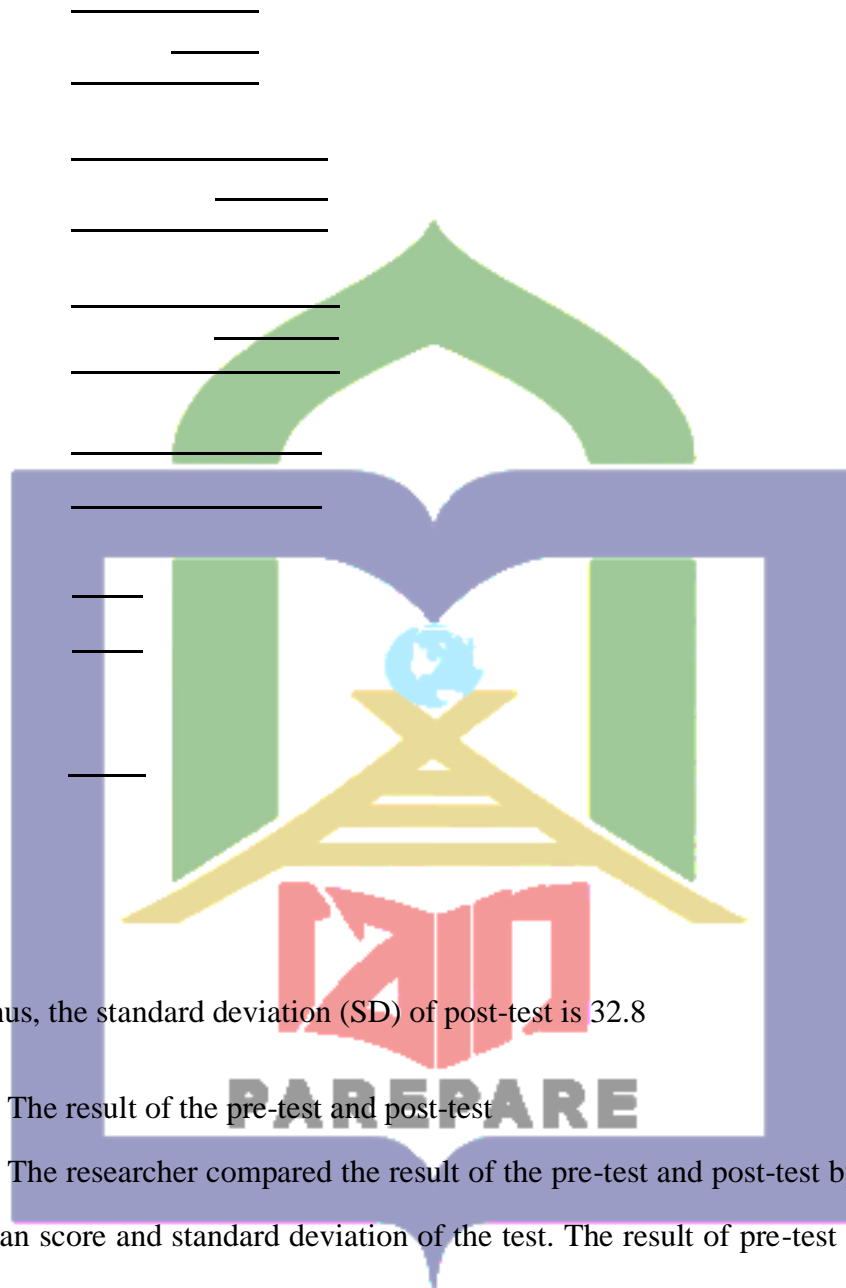
$X =$ —

$x = 62.8$

Thus, the mean score (X_1) of post-test is **62.8**

Based on the result of the post-test. The data shows that the mean score of the post-test was 62.8. From that analysis, it could be seen that almost 28 students' speaking was a good and fair score. The standard deviation of post-test.

The standard deviation of post-test



Thus, the standard deviation (SD) of post-test is 32.8

4.1.1.3 The result of the pre-test and post-test

The researcher compared the result of the pre-test and post-test by calculating the mean score and standard deviation of the test. The result of pre-test and post-test were presented in the following table to know the difference between the mean score and standard deviation:

Table 4.7 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	19.5	10.5
Post-test	62.8	32.8

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.7 showed that the mean score of the pre-test was 19.5 (X1) while the mean score of the post-test increased 62.8 (X2). The standard deviation of pre-test was 10.5 while the standard deviation of post-test was 32.8

As a result at this item is the mean score of the post-test was greater than the mean score in the pre-test. It means that students' speaking skill had improvement after doing the learning process that implementing peer and self-assessment method.

4.1.1.4. The rate percentage of the frequency of the pre-test and post-test

The researcher compared by calculating the percentage of students' classification score namely very good, good, fair, poor and very poor. The result of the rate percentage of the frequency of the pre-test and post-test were presented in the following table:

Table 4.8 the rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	81-100	0	2	0%	8%
2.	Good	61-80	0	12	0%	42%
3.	Fair	41-60	2	14	7%	50%
4.	Poor	21-40	5	0	18%	0%

5.	Very Poor	0-20	21	0	75%	0%
Total			28	28	100%	100%

(Data source: the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicated that the rate percentage of the pre-test and post-test increased, from the very poor classification of the students changed into fair classification. The percentage in the post-test that students got a good score was higher than the percentage in the pre-test. It showed that students were able to improve the students' speaking skills after treatment through implementing peer and self-assessment methods.

4.1.1.5 t-test value

The following is the table to find out the difference between the mean score between pretest and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the students' speaking skill

N O.	X1	X2	(X1) ²	(X2) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
1	25	65	625	4225	40	3600
2	10	60	100	3600	50	3500
3	45	83	2025	6889	38	4864
4	15	60	225	3600	45	3375
5	15	55	225	3025	40	2800
6	30	60	900	3600	30	2700
7	20	65	400	4225	45	3825
8	15	58	225	3364	43	3139

9	15	58	225	3364	43	3139
10	10	65	100	4225	55	425
11	50	88	2500	7744	38	5244
12	15	60	225	3600	45	3375
13	10	53	100	2809	43	2709
14	35	75	1225	5625	40	4400
15	15	68	225	4624	53	4399
16	20	50	400	2500	30	2100
17	30	65	900	4030	35	3130
18	20	68	400	7396	48	6996
19	20	63	400	3969	43	3569
20	20	65	400	4225	45	3825
21	15	53	225	2809	45	2584
22	25	58	625	1624	38	999
23	10	63	100	3969	53	3869
24	10	53	100	2809	43	2709
25	15	65	225	4225	50	4000
26	10	70	100	4900	60	4800
27	15	55	225	3025	40	2800
28	10	55	100	3025	45	2925
T	$\sum X_1=545$	$\sum X_2=1726$	$\sum X_1^2=13525$	$\sum X_2^2=113025$	$\sum D=1223$	$\sum D^2=95800$

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$\frac{1}{D} = \frac{1}{43.68}$$

The calculation the t-test value



1.825

Thus, the t-test value is **1.825**

This research used the pre-experimental group with pre-test and post-test design. The data below showed the value of the t-test was greater than the t-table value. It indicated that there was a significant difference between the result of students' pre-test and post-test.

Table 4.10 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	1.825	1.703

(Data source: Primary data processing)

4.1.3 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 28 - 1$$

$$= 27$$

For the level, significant (α) 5% and $df = 27$, and the value of the table is 1.714, while the value of t-test 1.825. It means that the t-test value is greater than the t-table ($1.825 \geq 1.714$). Thus, it automatically could be concluded that there was a significant difference between the students' speaking skills before and after giving treatment through the "peer and self-assessment" method at Senior High School 3 Parepare. It showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) is rejected. So, it can not be denied that the "peer and self-assessment" method was able to improve speaking skills at the students of Senior High School 3 Parepare.

4.1.2 The ways of peer and self assessment method enhancing speaking skill

Before giving the treatment there was a pre-test. In the pre-test, the researcher introduced herself and gave an explanation about the purpose of the research to make

the students understood what the researcher aims to do this research. After that, the researcher gave a question about their experience based on the topic and the picture that has been showed to them. Then, the students answer the question which was given by the researcher to know the students' skills in speaking. The researcher recorded the students answer to make easier evaluate the aspects of students' speaking which are vocabulary, pronunciation, fluency, and comprehension. As a result, the students' speaking skill was in a very low category of fours aspects of speaking.

In the first meeting on Wednesday, January 8th, 2020, the researcher started the class by greeting. The students responded well and gave their smiles and showed their spirit which meant they were willing to learn. Before the researcher gave the material, the researcher divided them into some groups. Next, the researcher pointed the students one by one in every group to explain the material.

The researcher explained the procedure of the peer and self-assessment method and gave an example about it. After explaining the example, then it was the students' turn to do the same activity to ensure that they understood the method. The researcher helped students to pronounce all of the expressions that they would use in the activity. After that, the researcher divided the class into some groups. The researcher chose the students one by one of group purposively who would become the presenter and others would be the audience. The researcher distributed the material. The given material was analytical exposition text and the topics for this meeting were "Laptop as Student's Friend". The researcher gave hand out of listed expression with the meaning, such as 1) conventionally, students need a book. 2) Additionally, in this multimedia era, students need more stuff. 3) First, modern schools tend to apply fast transferring knowledge. 4) Secondly, finding an

appropriate laptop is not difficult. 5) From all of that, having a mobile computer is absolutely useful. The researcher also gave the text to facilitate the students in asking and responding to the questions relating to the material. Then, the researcher let the presenter for each group explained the material in their own way and communicatively and then the researcher came to ensure the presenter role in the right way.

All the students were still shy and ward to apply this method because they have not prepared themselves yet especially for the presenter so the researcher guided the presenter in each group what to be done to their audience. The researcher came closer to each group because the presenter and also the audience was getting confused but the researcher gave an explanation more to the presenter that you might use your own style to explain the text to your friends.

On Friday, January 10th, 2020, was the second meeting, here the researcher did the same activity with the first meeting but with a different topic. The topic was “Cars should be Banned in the City”. On this occasion, the researcher divided the students into some groups. In this meeting, there was an improvement in students’ speaking skills, especially for the presenter. The process of peer and self-assessment was running well because the students had prepared themselves by mastering the text first before they explained to their friends. The researcher did not need to guide the researcher all the time because they had understood their roles. However, several of the students in each group were not engaged fully in the peer and self-assessment process because they were still shy to express their arguments. Several students became good listeners while others became good speakers.

In the third meeting on Wednesday, January 15rd, 2020, the students were divided into some groups. Each group consisted of eight students. Same as the

previous meeting, the researcher gave a topic and the topic in this meeting was about Corruption and Indonesian Culture. Each student had a chance to explain the text in their own way and communicatively. It was just the same as before but in a different way. The different one was the concept of the given material. It was not given by the researcher as usual although they were waiting for it. Some of the students asked the reason why, so the researcher explained about it.

The researcher just gave the topic and let the members make the concept of the topic in their own way in their group and handled by the presenter. So they made the concept with the theme “Corruption and Indonesian Culture” as the given topic. The researcher did not allow the students to write the concept but she suggested they make mind mapping in their mind. Firstly some of the students or the students were not sure to do it but after they shared in self-assessment, they felt enjoy and finished it well. The presenter was active to explain and the audiences were fond of it.

All the students got improvement in speaking especially with their vocabularies because for the audients who had not become the presenter they should take in turns so that made peer and self-assessment methods more effective, in order, all students could prepare themselves to explain about the text to their friends. In this meeting, almost all audiences in each group were active because they started to make arguments based on the topic. If the audience did not know the English of several words they would ask their presenter and the presenter would translate it. Then, we called it a human translator.

On Tuesday, Friday 10th, 2020 was the fourth meeting. The researcher gave the topic of “Is Smoking Good for Us?”. As usual, the researcher divided the class into groups and chose the presenter. First, the presenter explained the text to their audiences. Next, after fifteen minutes, the presenter became a moderator to begin the

discussion session. The class was very crowded because the topic was really familiar so they could discuss many things about smoking but the class was still controlled. The peer and self-assessment process was more active in each group. The researcher did not allow the students or the audience to be silent in a group. At first, some of the students were not sure to speak up but after they shared in their friend, they felt enjoy and explained their arguments well. The presenter was active to explain and the audiences were fond of it.

The students' comprehension had better progress in this meeting. Their comprehension of the topic improved because they had used to discuss certain topics with their friends. In this meeting, all the students engaged fully in the peer and self-assessment process. They explained the topic by using the expressions that commonly used to state thesis, arguments, and conclusion as given in previous meetings. The content of their arguments was getting better as well because at first, they could only express one sentence but in this meeting, they could make a good argument until one paragraph, such as "First, cigarettes can cause various diseases such as cancer and bronchitis. In addition, cigarettes will only waste money because some smokers who are addicted cannot resist smoking cigarettes even if it's just one minute."

The fifth meeting on Wednesday, January 22th, 2020, the students were divided into some groups. Each group consisted of eight students. Same as the previous meeting, the researcher gave a topic and the topic in this meeting was about "Global Warming". Each presenter had a chance to explain the text in their own way and communicatively.

The students speaking skill was getting better than the previous, especially about their fluency. The presenter understood their roles very well. After explaining

the text to the audience with a clear explanation, the presenter would become a moderator to start the discussion session and immediately all the audience were so enthusiastic to express their arguments. The audience did not think to be shy because they enjoyed the atmosphere in the group so they could express their arguments naturally and fluently. When one of them expressed their arguments, the other would give comments towards it so the discussion ran so spirit and fun.

Then, the researcher evaluated by asking each group to present the result of their discussion in front of the class and other groups had to give a question to the presenter. For the surprise, all the audience in each group were more active to give questions to the presenter. Hence, we had limited time in the class so the presenter could not accept all the questions only the representative of each group. The presentation session was running very well.

On Friday, January 24th, 2020 was the sixth meeting. The researcher gave the topic about Why English is Important for Us As usual, the researcher divided the class into some groups and chose the presenter. First, the presenter explained the text to their audience. Next, after fifteen minutes, the presenter became a moderator to begin the discussion session. The class was very crowded because the topic was really familiar so they could discuss many things about English but the class was still controlled.

The peer and self-assessment method process was running very well as the researcher hoped. There were so many improvements in this last treatment, the improvement was seen in all aspects of speaking. The students' vocabulary increased as the topic of English which was very familiar so they could express arguments without asking their presenter anymore because they could make their own. Next, their comprehension also improved, like the previous meetings they could only

express one argument, but in this meeting, they could express two until three arguments about the importance of English for each student with a good arrangement. Not only vocabulary and comprehension, their fluency and pronunciation also improved. Comparing with the first meeting most of the students were shy to speak because they were afraid if they have missed pronunciation and awkward to apply the peer and self assessment process, but in this meeting, all students were so confident to express their arguments towards the topic because they have prepared themselves well.

About 20 minutes left, the researcher had the evaluation time for the students in a different way. All the students presented an explanation about the given theme in their own group. All of the presenters became moderators then invited their friends one by one to express their arguments based on the topic. There was some presenter started to present themselves to be a good example of their friends. They were explaining their arguments well.

The researcher was so happy about it and she was proud of the students' improvement in speaking at that time. All of the students engaged fully in the process of peer and self-assessment methods. Several of them were so active than before. They always want to speak and express their ideas because they felt so fun and enjoy to discuss a familiar topic with full of friendship atmosphere in the class. Then, the peer and self-assessment process was running smoothly without any obstacle and the researcher-led and guided process of the peer and self-assessment.

In the last, the researcher gave post-test still. In this meeting the researcher showed a picture with the topic "Why Books are Important for Us?" then, the students explained their arguments with their own words. Most of the students could speak more than one paragraph. It aimed to know the students' speaking skill after

doing the treatment. The researcher took the recording of the students to make easier gave a score of speaking aspects because the researcher had to focus on four aspects. In the last, the researcher gave a post-test still. In this meeting the researcher showed a picture with the topic “Why Books are Important for Us?” then, the students explained their arguments with their own words. Most of the students could speak more than one paragraph. It aimed to know the students’ speaking skills after doing the treatment. The researcher took the recording of the students to make it easier to gave a score of speaking aspects because the researcher had to focus on four aspects.

4.2 Discussion

Based on the result of data analysis, the mean of the students’ scores after having treatment was higher than before giving treatment. The mean score of the pre-test was 19.5 meanwhile mean score of the post-test was 64.8. Besides, the result of the t-test analysis shows that the t-test value (1.875) was greater than the t-table (1.703). It means that the peer and self-assessment are able to enhance English speaking skills.

After conducting the research, the researcher found that the students really looked excited about the implementation of peer and self-assessment as a method to be used in the class. So, they followed the teaching and learning process enthusiastically. According to Boud, Self-assessment is the participation of students in assessment criteria or standards to be applied in learning and making decisions about the agreement and the criteria. In other words, Self-assessment is the process by which students have responsibility for evaluating their own learning outcomes. The existence of peer and self-assessment helped students to understand the material and to express their arguments towards the topic confidentially and make them

responsible. Thus, peer and self-assessment method would not be very difficult for the students because they could share one another in a group.

But the problem the students still face difficulty to express their ideas orally in English because they lack vocabulary and did not have self-confidence. They tend to keep silent when the researcher invites them to interact using English in asking something. The students seem to be unmotivated and have favorable attitudes toward English. These problems cannot only be attributed to the students' personal factors but also to the types of teaching the materials. Therefore, they got trouble in answering the test that is given by the researcher.

Based on the statement of the researcher in the previous chapter, it said that most students have some problems expressing their ideas orally. It is proved by the mean score of students in the pre-test which was very poor. But there are some factors that are influenced the students in their speaking skills after they got treatment using peer and self-assessment methods.

In the treatment, the researcher designed the peer and self-assessment process as good as possible by choosing the presenter and audience randomly.

As a result, the researcher can draw the conclusion that the implementation of peer and self-assessment is able to enhance English speaking skill at the second grade of Senior High School 3 Parepare. It is supported by statement Boud in the previous chapter.

CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

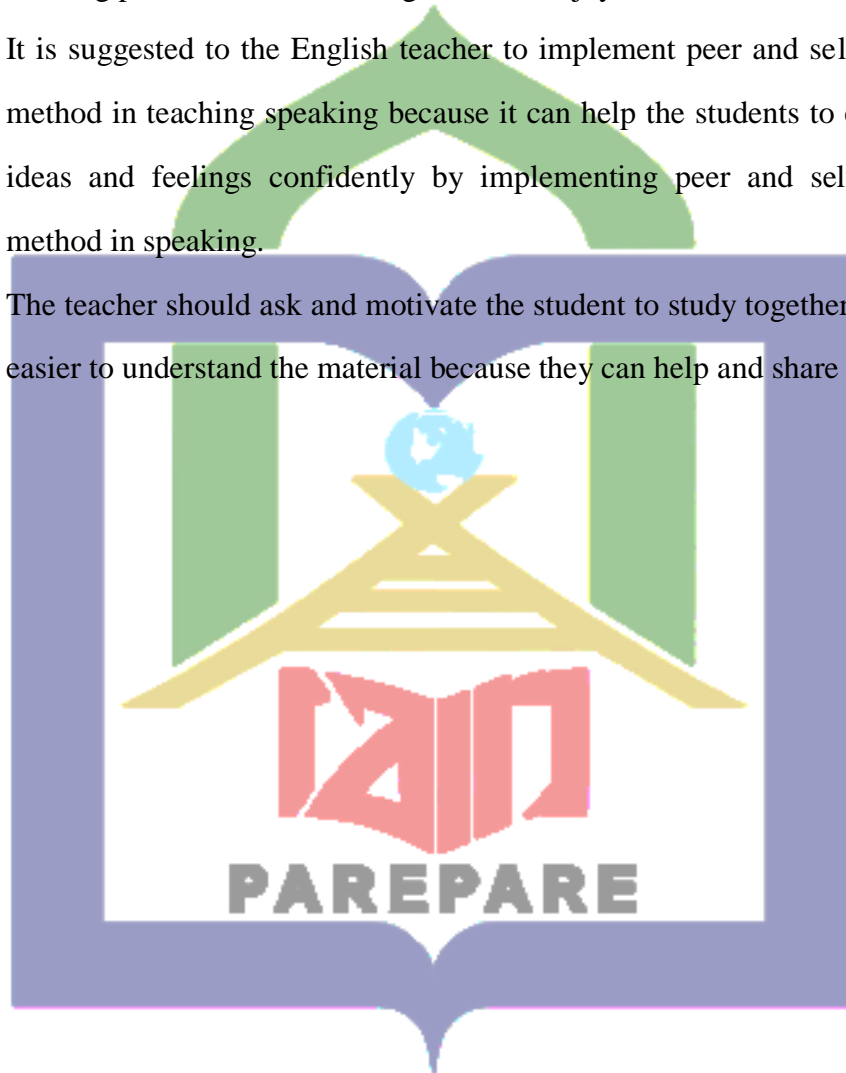
Based on the findings of the study, the researcher put forward the following conclusions:

- 5.1.1 The research of data analysis test showed that there is a significant difference between the students' speaking skill before and after being taught through "peer and self-assessment" method, it was proved by the development of mean score from (10.5) on pre-test to (62.8) on post-test, while the t-test (1.825) was greater than t-table (1.703). It means that the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, the "peer and self-assessment" method was able to enhance the speaking skill of the students of the second grade of Senior High School 3 Parepare.
- 5.1.2 The research showed that there is a significant difference between the students' speaking skills before and after being taught through the "peer and self-assessment" method, it was proved by the students' improvement especially in the vocabulary aspect and also fluency aspect in every meeting. Comparing the first meeting and the last meeting that the students tended to keep silent and were shy to express their ideas at the beginning of the meeting, but in the following meetings, the students were more active and more confident in expressing their ideas orally because they did peer and self-assessment method well.

5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

- 521 The teacher has to know many ways to teach English so that, make the learning process will be running well and enjoyable.
- 522 It is suggested to the English teacher to implement peer and self-assessment method in teaching speaking because it can help the students to express their ideas and feelings confidently by implementing peer and self-assessment method in speaking.
- 523 The teacher should ask and motivate the student to study together to make it easier to understand the material because they can help and share each other.



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Appendix 1 Pre-Test and Post-Test Instrument

	<p align="center"> KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421)2404 </p> <hr/> <p align="center"> VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI </p>
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NAMA MAHASISWA : ZAM-ZAM ADAM
 NIM/ JURUSAN : 15.1300.145/PBI
 FAKULTAS : TARBIYAH
 JUDUL : ENHANCING THE STUDENTS' SPEAKING SKILL
 BY USING PEER AND SELF ASSESSMENT
 METHODS AT CLASS 11 OF SMA 3 PAREPARE

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-tes dan post-test pada kelas penelitian serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

Pre-Test Instrument

Pre-Test

1. The researcher will instruct the students to explain a picture about “The Importance of Library” for three minutes and the researcher will record it to know their ability in speaking orally.

Please explain to me about “The Importance of Library” with your own words!



2. Post Test Instrument

The researcher will ask the students to explain themselves again and instruct the students to explain a picture about “Why is reading a book so important?” for three minutes and the researcher will record it to know their ability in speaking orally. **Please explain to me “Why is reading a book so important?” with your own words!**



Appendix 2 Students' speaking skill of Pre-test

Name : Andi Muntha'Ali Fachrul Syamsul

Class : XI. IPA 1

Researcher : What is your name?

Student : My name is Andi Muntha'Ali Fachrul Syamsul

Resercher : Ok please explain to me about "The Importance of Library" with your own words.

Student : The importance of library is very importance to all because there are many bok in there and we must reading all books and serch about any think.

Name : Sazkia

Class : XI. IPA 1

Researcher : What is your name?

Student : My name is Sazkia

Resercher : Ok please explain to me about "The Importance of Library" with your own words.

Student : in my opinion the Library very importance because there are many books, so people reading the book.

Name : Nurul Amalia

Class : XI. IPA 1

Researcher : What is your name?

Student : My name is Nurul Amalia

Resercher : Ok please explain to me about “The Importance of Library” with your own words.

Student : this picture is Library so importance of library is in library there are many book so, we can findmore impormation from the library because in library we can with many books and than in library we can find many friends because in library there are many people come there to read the book. And we can know each other.



Appendix 3 Students' speaking skill of Post-test

Name : Andi Muntha'Ali Fachrul Syamsul

Class : XI IPA 1

Researcher : Ok, please explain to me “ Why is reading a book so important ?”

Students : My name is Andi Muntha'Ali Fachrul Syamsul

Reading a book so important because by reading a book we can increase our knowledge, reading a book make us know any think, reading a book can increase social intelegen, and reading a book we can easy to understand something.

Researcher : Ok, thank you.

Name : Sazkia

Class : XI IPA 1

Researcher : Ok, please explain to me about “Why is reading a book so important?” with your own words!

Students : My name is sazkia.

According to why is reading a book so important ?,because by reading a book can add aur insight, reading a book also can make us an independentperson in search of knowledge, as well as by reading a book we can impreve vocabulary, and we can practice our skill to think and analyze something,

And my conclusion is readiang a book is the best vitamin for our brain.

Researcher : Ok, thank you.

Name :

Nurul Amalia

Class : XI IPA 1

Researcher : Ok, please explain to me about “Why is reading a book so important?” with your own words!

Students : My name Nurul Amalia

Why is reading a book so important to my mind from time to time there must be some people wondering why reading is important, one of the best reason why reading is important because, by reading a books it can help us to grow our mentally, emosionally and psychologically. Every book gives us a new information, new ideas, and new knowledge. By reading a books we can increases our knowleadge and maks us smarter, the importance of reading that I have just mension are only a common reasons that maybe all of people has known it.

So, I will tell you the uncommon reasons or the detail of the importance of reading a book. The ferst is reading a books help us to find our self every good booksopens up a new thought for the reader. Ehen we read a book semetimes we try to come the emosionals, experiences, and charactersin the books with our self. This not only make us enjoy the book but it also makes us prepare and realize how would we react and teel itthat situations happend.

Researcher : Ok, thank you, nice explanation.

Appendix 4 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) 01

Sekolah : SMAN 3 Parepare
 Mata pelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 3/ 2 (Wajib)
 Materi Pokok : “*Analytical Exposition Text*”
 Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR DAN INDIKATOR

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indikator:

3.4.1 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topik **Laptop as Students' Friends** dan daftar ungkapan bahasa Inggris yang diberikan.

3.4.2 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topik.

3.4.3 Peserta didik mampu berkomunikasi dengan temannya

3.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topik.

C. TUJUAN PEMBELAJARAN

Setelah proses mengamati, menanya, mengumpulkan informasi/mencoba, mengasosiasi, dan mengkomunikasi, peserta didik dapat:

1. Menyampaikan teks eksposisi analitis dengan topik **Laptop as Students' Friends** dan daftar ungkapan bahasa Inggris yang diberikan.
2. Memberikan respon terhadap pertanyaan yang merujuk ke topik.
3. Berkomunikasi dengan kelompoknya.
4. Menyampaikan idenya sendiri tentang topik.

D. MATERI PEMBELAJARAN

□ *Definition*

- Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding.

• *Purpose:*

- To persuade the reader or listener that there is something that, certainly, needs to get attention
- To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

• *Generic Structure*

- **Thesis:** Introduces the topic and shows speaker or writer's position; Outlines of the arguments to be presented.
- **Arguments:** It consists about Point and Elaboration Point, states the main argument. Elaboration: develops and supports each point of argument
- **Reiteration:** (restatement), restates speaker or writer's position
- ❖ Listed Expression
- ❖ Analytical Exposition text about **Laptop as Students' Friends**

Laptop as Student's Friends

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types . Students just need to decide which type they really need.

E. METODE PEMBELAJARAN

Metode : Peer and self assessment method

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media : worksheet

2. Alat : papan tulis dan spidol

Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Ke-1

1) Kegiatan Pendahuluan (10 menit)

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam beberapa kelompok.
- Guru menunjuk satu persatu anggota kelompok untuk berbicara dalam setiap kelompok.
- Guru mempersilahkan satu orang dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk mengamati.
- Setelah 15 sampai dengan 20 menit, para siswa berhenti melakukan Peer and self assessment.
- Selanjutnya, siswa berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.
- Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok.
- Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan.
- Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.
- Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 02

Sekolah : SMAN 3 Parepare
Matapelajaran : Bahasa Inggris
Kelas/Semester : XI IPA 3/2 (Wajib)
Materi Pokok : *“Analytical Exposition Text”*
Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR DAN INDIKATOR

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indikator:

- 3.4.1 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topik **Cars Should be Banned in the City** dan daftar ungkapan bahasa Inggris yang diberikan.
- 3.4.2 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topik.
- 3.4.3 Peserta didik mampu berkomunikasi dengan kelompoknya.
- 3.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topik.

C. TUJUAN PEMBELAJARAN

Setelah proses mengamati, menanya, mengumpulkan informasi/mencoba, mengasosiasi, dan mengkomunikasi, peserta didik dapat:

1. Menyampaikan teks eksposisi analitis dengan topik **Cars Should be Banned in the City** dan daftar ungkapan bahasa Inggris yang diberikan.
2. Memberikan respon terhadap pertanyaan yang merujuk ke topik.
3. Berkomunikasi dengan kelompoknya.
4. Menyampaikan idenya sendiri tentang topik.

D. MATERI PEMBELAJARAN

- ❖ Listed Expression
- ❖ Analytical Exposition text about **Cars Should be Banned in the City**

Cars Should be Banned in the City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

E. METODE PEMBELAJARAN

Metode : Peer and self Assessment Method

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media : work sheet

2. Alat : papan tulis dan spidol

Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN,

Pertemuan Ke-2

1) Kegiatan Pendahuluan (10 menit)

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

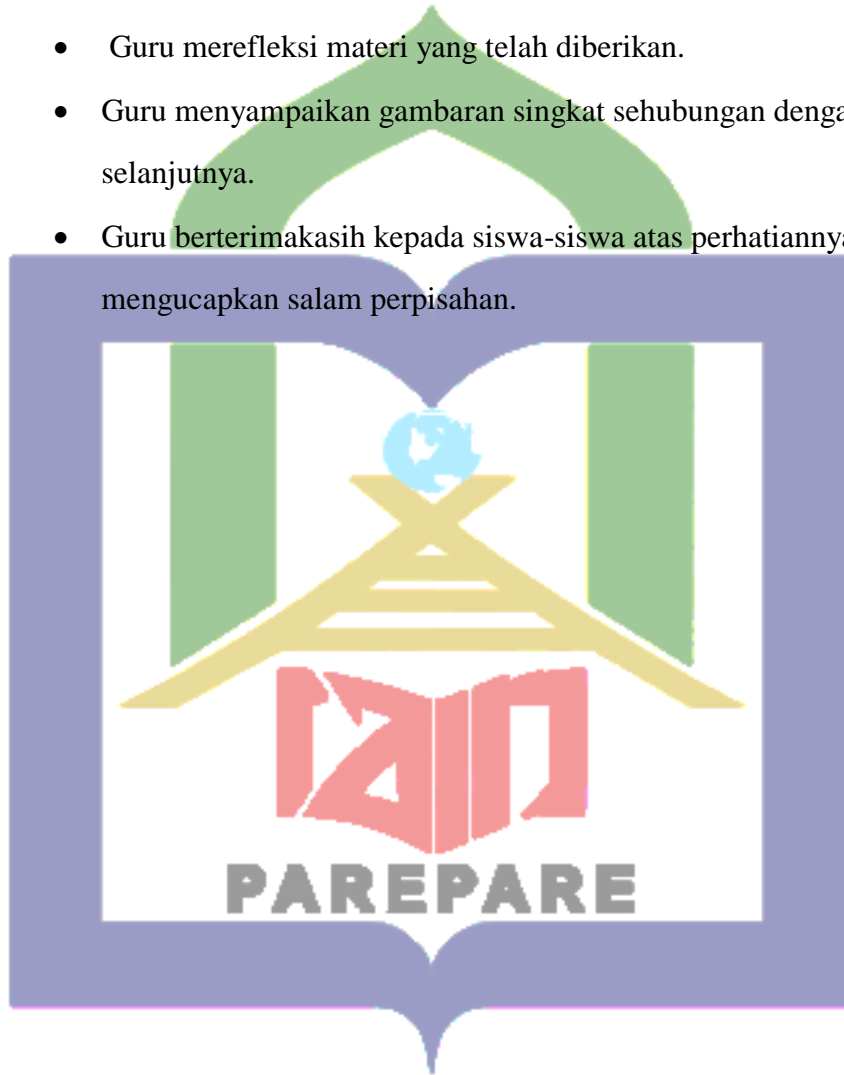
2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam beberapa kelompok.
- Guru mempersilahkan siswa satu persatu dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif.
- Setelah 15 sampai dengan 20 menit, para siswa berhenti melakukan Peer and self assessment.
- Selanjutnya, siswa dalam setiap kelompok berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.
- Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok.
- Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan.

- Guru menyimpulkan topik yang telah diberikan kepada siswa di setiap kelompok.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan.
- Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.
- Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 03

Sekolah : SMAN 3 Parepare
 Matapelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 3/ 2 (Wajib)
 Materi Pokok : *“Analytical Exposition Text”*
 Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR DAN INDIKATOR

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indikator:

3.4.1 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topik **Corruption and Indonesian Culture** dan daftar ungkapan bahasa Inggris yang diberikan.

3.4.2 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topik.

3.4.3 Peserta didik mampu berkomunikasi dengan kelompoknya.

3.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topik.

C. TUJUAN PEMBELAJARAN

Setelah proses mengamati, menanya, mengumpulkan informasi/mencoba, mengasosiasi, dan mengkomunikasi, peserta didik dapat:

- 1) Menyampaikan teks eksposisi analitis dengan topik **Corruption and Indonesian Culture** dan daftar ungkapan bahasa Inggris yang diberikan.
- 2) Memberikan respon terhadap pertanyaan yang merujuk ke topik.
- 3) Berkomunikasi dengan kelompoknya.
- 4) Menyampaikan idenya sendiri tentang topik.

D. MATERI PEMBELAJARAN

- ❖ Listed Expression
- ❖ Analytical Exposition text about **Corruption and Indonesian Culture**

Corruption and Indonesian Culture

Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons.

Most adult Indonesian or foreigners have known and admitted that corruptions happen in many places. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. Manipulations happen everywhere.

The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had bribed the Supreme Court, or called Mahkamah Agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see practices of bribery and other kinds of corruption. Therefore, we can say that corruptions becomes our culture. Do you like it?

The citizens have no goodwill to fight against the corruption. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.

Conclusion Based on the reasons, we can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the Corruptors. Do we still care about the future of this country?

E. METODE PEMBELAJARAN

Metode : Peer and self Assessment Method

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

- 1) **Media** : work sheet
- 2) **Alat** : papan tulis dan spidol

Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Ke-3

1) Kegiatan Pendahuluan (10 menit)

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam beberapa kelompok.
- Guru mempersilahkan siswa satu persatu dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif.

- Setelah 15 sampai dengan 20 menit, para siswa berhenti melakukan Peer and self assessment.
 - Selanjutnya, siswa dalam setiap kelompok berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.
 - Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok.
 - Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan.
 - Guru menyimpulkan topik yang telah diberikan kepada siswa di setiap kelompok.
- 3) Penutup (20 menit)
- Guru merefleksi materi yang telah diberikan.
 - Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.
 - Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 04

Sekolah : SMAN 3 Parepare
 Matapelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 3/ 2 (Wajib)
 Materi Pokok : “*Analytical Exposition Text*”
 Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR DAN INDIKATOR

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indikator:

- 3.4.1 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topik **Is Smoking Good for Us?** dan daftar ungkapan bahasa Inggris yang diberikan.
- 3.4.2 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topik.
- 3.4.3 Peserta didik mampu berkomunikasi dengan kelompoknya.
- 3.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topik.

C. TUJUAN PEMBELAJARAN

Setelah proses mengamati, menanya, mengumpulkan informasi/mencoba, mengasosiasi, dan mengkomunikasi, peserta didik dapat:

- 1) Menyampaikan teks eksposisi analitis dengan topik **Is Smoking Good for Us ?** dan daftar ungkapan bahasa Inggris yang diberikan.
- 2) Memberikan respon terhadap pertanyaan yang merujuk ke topik.
- 3) Berkomunikasi dengan kelompoknya.
- 4) Menyampaikan idenya sendiri tentang topik.

D. MATERI PEMBELAJARAN

- ❖ Listed Expression
- ❖ Analytical Exposition text about **Is Smoking Good for Us?**

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

E. METODE PEMBELAJARAN

Metode : Peer and Self Assessment

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

- 1) **Media** : work sheet
- 2) **Alat** : papan tulis dan spidol

Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Ke-4

- 1) Kegiatan Pendahuluan (10 menit)
 - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
 - Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);

- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam beberapa kelompok.
- Guru mempersilahkan siswa satu persatu dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif.
- Setelah 15 sampai dengan 20 menit, para siswa berhenti melakukan Peer and self assessment.
- Selanjutnya, siswa dalam setiap kelompok berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.
- Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok.
- Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan.
- Guru menyimpulkan topik yang telah diberikan kepada siswa di setiap kelompok.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan.
- Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.
- Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 05

Sekolah : SMAN 3 Parepare
 Matapelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 3/ 2 (Wajib)
 Materi Pokok : “*Analytical Exposition Text*”
 Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR DAN INDIKATOR

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indikator:

- 3.4.1 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topik **Global Warming** dan daftar ungkapan bahasa Inggris yang diberikan.
- 3.4.2 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topik.
- 3.4.3 Peserta didik mampu berkomunikasi dengan kelompoknya.
- 3.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topik.

C. TUJUAN PEMBELAJARAN

Setelah proses mengamati, menanya, mengumpulkan informasi/mencoba, mengasosiasi, dan mengkomunikasi, peserta didik dapat:

- 1) Menyampaikan teks eksposisi analitis dengan topik **Global Warming** dan daftar ungkapan bahasa Inggris yang diberikan.
- 2) Memberikan respon terhadap pertanyaan yang merujuk ke topik.
- 3) Berkomunikasi dengan kelompoknya.
- 4) Menyampaikan idenya sendiri tentang topik.

D. MATERI PEMBELAJARAN

- ❖ Listed Expression
- ❖ Analytical Exposition text about **Global Warming**

Global Warming

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate

change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been a lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generation to follow.

E. METODE PEMBELAJARAN

Strategi : Peer and self Assessment Method

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1) **Media** : kertas

2) **Alat** : papan tulis dan spidol

Sumber Pembelajaran : Buku Bahasa Inggris dan Internet

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Ke-5

1) Kegiatan Pendahuluan (10 menit)

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam beberapa kelompok.
- Guru mempersilahkan siswa satu persatu dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif.
- Setelah 15 sampai dengan 20 menit, para siswa berhenti melakukan Peer and self assessment.

- Selanjutnya, siswa dalam setiap kelompok berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.
- Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok.
- Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan.
- Guru menyimpulkan topik yang telah diberikan kepada siswa di setiap kelompok.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan.
- Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.
- Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 06

Sekolah : SMAN 3 Parepare
 Matapelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 3/ 2 (Wajib)
 Materi Pokok : “*Analytical Exposition Text*”
 Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR DAN INDIKATOR

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indikator:

- 3.4.1 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topik **Why Books are Important for Us?** dan daftar ungkapan bahasa Inggris yang diberikan.
- 3.4.2 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topik.
- 3.4.3 Peserta didik mampu berkomunikasi dengan kelompoknya.
- 3.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topik.

C. TUJUAN PEMBELAJARAN

Setelah proses mengamati, menanya, mengumpulkan informasi/mencoba, mengasosiasi, dan mengkomunikasi, peserta didik dapat:

- 1) Menyampaikan teks eksposisi analitis dengan topik **Why Books are Important for Us?** dan daftar ungkapan bahasa Inggris yang diberikan.
- 2) Memberikan respon terhadap pertanyaan yang merujuk ke topik.
- 3) Berkomunikasi dengan kelompoknya.
- 4) Menyampaikan idenya sendiri tentang topik.

D. MATERI PEMBELAJARAN

- ❖ Listed Expression
- ❖ Analytical Exposition text about **Why Books are Important for Us?**

Why Books are Important for Us?

A wise man once said, “learning without book mean nothing.” In my opinion this statement is true. Why do I say that? This is for several reasons.

Firstly, books are important because they develop the minds of people who read them. Even if you don't agree with what an author has done in a book, you can at least have formed your own ideas on what would have been better. This leads to critical thinking skills. These critical thinking skills are a necessity for the development of cultures.

Secondly, book contains so much more than just the story. They record facts. They review history. Books are the documentations of themes that relate to everyone. You can even learn about a period in history just looking at what books were popular and published during that time. For instance, the classic tales of two cities by Charles dickens is set in the French revolution era.

The last thing I'll say is that books are essential to life because they do not only carry knowledge, but they also entertain us. They entertain us with stories ranging from mystery and drama to comedy, adventures and autobiographies. In other word, you can read book about anything. These possibilities are limitless and that is one of the many lessons you can learn from reading books.

Based on the reason listed above, it is obvious that books have a great influence in our lives. Without book we may learn nothing.

E. METODE PEMBELAJARAN

Strategi : Peer and self Assessment Method

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1) **Media** : work sheet

2) **Alat** : papan tulis dan spidol

Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Ke-6

1) Kegiatan Pendahuluan (10 menit)

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

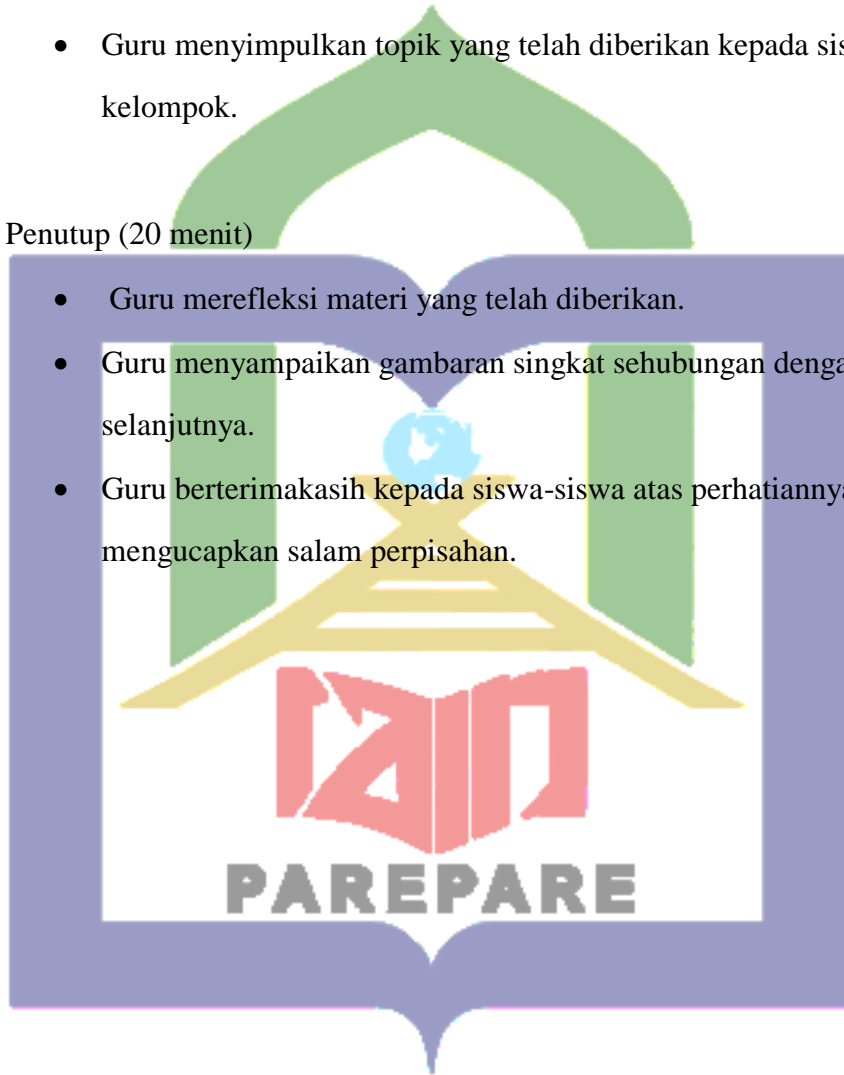
2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam beberapa kelompok.
- Guru mempersilahkan siswa satu persatu dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif.
- Setelah 15 sampai dengan 20 menit, para siswa berhenti melakukan Peer and self assessment.
- Selanjutnya, siswa dalam setiap kelompok berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.

- Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok.
- Siswa-siswa dalam setiap kelompok diharuskan untuk berbicara secara alami berdasarkan pertanyaan dari topik yang diberikan.
- Guru menyimpulkan topik yang telah diberikan kepada siswa di setiap kelompok.

3) Penutup (20 menit)

- Guru merefleksi materi yang telah diberikan.
- Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya.
- Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkan salam perpisahan.



Appendix 5 The date of students XI IPA 1

NOMOR			NAMA PESETRTA DIDIK	L P	Keterangan Hadir						
Urt	Induk	NISN			1	2	3	4	5	6	7
1	183835	0031736638	Akifah Mutiah Rahim								
2	183836	0039551975	A.Muh Mario Husayfa								
3	183837	0038827412	A.MuhMuntha'Ali Syamsul								
4	183838	0032959862	Andi Musdalifa Amirullah								
5	183839	0032419157	Arya Suryadi								
6	183894	0032538396	Aqiyah Nur Rizqy								
7	183841	0032419150	Deah Yanti								
8	183842	0031736470	Della Yanti								
9	183843	004899866	Devi Cornelia Sari								
10	183844	0030911218	Intan Nur Aini								
11	183845	0031736646	M. Sabirin Asikin								
12	183846	0032032583	Muh. Rafli Yusdi								
13	183847	0031457826	Muhammad as'ad Nursaid								
14	183848	0031458016	Muhammad Irfan Tarif								
15	183849	0024914175	Muh Nawfal Atsar Irfan								
16	183850	0032848175	Muh Nurnastyar Achmar								
17	183851	0032538400	Nabila Syairah								
18	183852	0030958379	Nur Azizah Zochrah Yusran								
19	183854	0027606680	Nurhikmah								
20	183855	0032538495	Nurul								
21	183856	0040114357	Nurul Awalia								

Appendix 6 Table 4.1 The students' score in pre-test based on speaking skill

NO	Name	Vocabulary	Comprehension	Fluency	Pronunciation	Score
1	AMR	2	3	2	3	10
2	AMMH	1	1	1	1	4
3	AMFS	5	5	4	4	18
4	AMA	1	2	2	1	6
5	AS	2	1	1	2	6
6	ANR	3	2	3	4	12
7	DY	2	1	2	3	8
8	DP	1	2	2	1	6
9	DCS	1	2	2	1	6
10	INA	1	1	1	1	4
11	MSA	5	5	5	5	20
12	MRY	2	2	1	1	6
13	MAN	1	1	1	1	4
14	MIT	3	4	3	4	14
15	MNAI	2	1	1	2	6
16	MNA	2	1	2	3	8
17	NS	3	2	4	3	12
18	NAZY	2	2	3	1	8
19	NH	2	2	2	2	8
20	NR	2	2	3	1	8
21	NA	1	1	2	2	6
22	NHB	2	2	3	3	10

23	RAF	1	1	1	1	4
24	SH	1	2	1	1	4
25	SNSB	2	1	1	2	6
26	SKA	1	1	1	1	4
27	ZK	1	2	1	2	6
28	MG	1	1	1	1	4
Total		53	53	56	57	218

(Data' Source: the students' score in pre-test)



Appendix 7 Table 4.2: The students' speaking score in pre-test

No.	Name	Pre-Test of Students (X_1)			
		Max Score	Total Score (X_1)	$(X_1)^2$	Classification
1	AMR	40	25	625	Poor
2	AMMH	40	10	100	Very poor
3	AMFS	40	45	2025	Fair
4	AMA	40	15	225	Very poor
5	AS	40	15	225	Very poor
6	ANR	40	30	900	Poor
7	DY	40	20	400	Very poor
8	DP	40	15	225	Very poor
9	DCS	40	15	225	Very poor
10	INA	40	10	100	Very poor
11	MSA	40	50	2500	Fair
12	MRY	40	15	225	Very poor
13	MAN	40	10	100	Very poor
14	MIT	40	35	1225	Poor
15	MNAI	40	15	225	Very poor
16	MNA	40	20	400	Very poor
17	NS	40	30	900	Poor
18	NAZY	40	20	400	Very poor
19	NH	40	20	400	Very poor
20	NR	40	20	400	Very poor

21	NA	40	15	225	Very poor
22	NHB	40	25	625	Poor
23	RAF	40	10	100	Very poor
24	SH	40	10	100	Very poor
25	SNSB	40	15	225	Very poor
26	SKA	40	10	100	Very poor
27	ZK	40	15	225	Very poor
28	MG	40	10	100	Very poor
Total			$\Sigma X=545$	$\Sigma X^2=13525$	

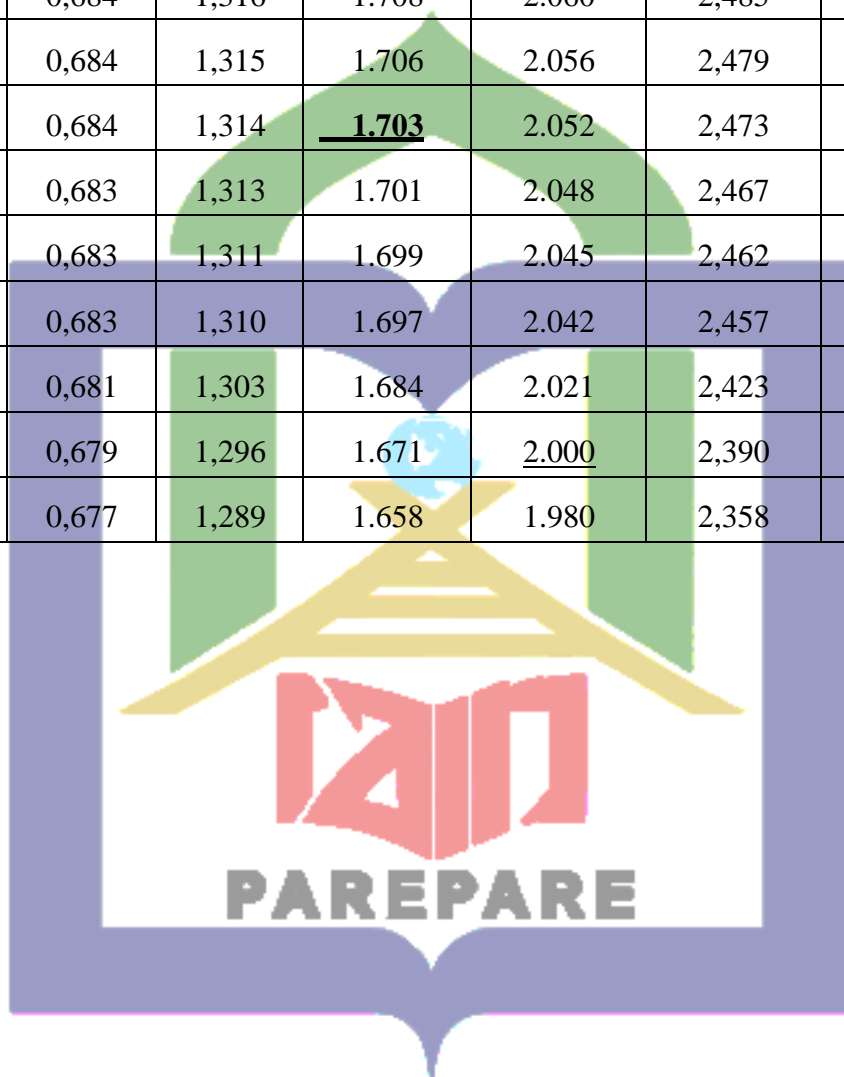
(Data' Source: the students' score in pre-test)



Appendix 8 Distribution of T-Table

	α (level of significance) (<i>one-tailed test</i>)					
Df	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831

22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	<u>1.703</u>	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	<u>2.000</u>	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617



Appendix 9 Value of Chi Kuwaderat

	Taraf significant					
Dk	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.841	6.635
2	1.386	2.408	3.219	4.605	5.991	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.067	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.119	16.985	19.812	22.362	27.688
14	13.339	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.338	19.511	21.615	24.769	27.587	33.409
18	17.338	20.601	22.760	25.989	28.869	34.409
19	18.338	21.689	23.900	27.204	30.144	36.191
20	19.337	22.775	25.038	28.412	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289

23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.196	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.773	50.892



CURRICULUM VITAE



The written, Zam-zam Adam, was born in Bua-bua II on July 30th, 1997. She is the second child from three siblings, she has two brothers from the couple H. Adam (Almarhum) and Hj. Sanni. The written began her education at Elementary School in 2003. Then, she decided to continue her studies at SMPN 1 Mattiro Sompe and finished her Junior High School in 2012. After that, she registered as a student at SMKN 1 Pinrang and graduated in 2015. The same year, she enrolled at State Islamic College (STAIN) Parepare but now it is changed to become State Islamic Institute (IAIN) Parepare. During her studying at IAIN Parepare, she ever joined in some of the organizations namely Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), Pergerakan Mahasiswa Islam Indonesia (PMII) Kota Parepare, Komunitas Jejak Jendela, Kerukunan Mahasiswa Sawitto, Aksi Cepat Tanggap- Masyarakat Relawan Indonesia (ACT-MRI) Korda Parepare, she completed her skripsi with the title “Enhancing the students’ Speaking skill by using Peer and Self Assessment Methods at Class 11 of SMA 3 Parepare”

