

SKRIPSI

**THE IMPLEMENTATION OF PEER TUTORING STRATEGY
TO IMPROVE ENGLISH SPEAKING SKILL AT
THE SECOND GRADE STUDENTS OF SENIOR HIGH SCHOOL
3 PAREPARE**



By

HARDIYANTI PATANGNGARI

Reg Num. 14.1300.177

PAREPARE

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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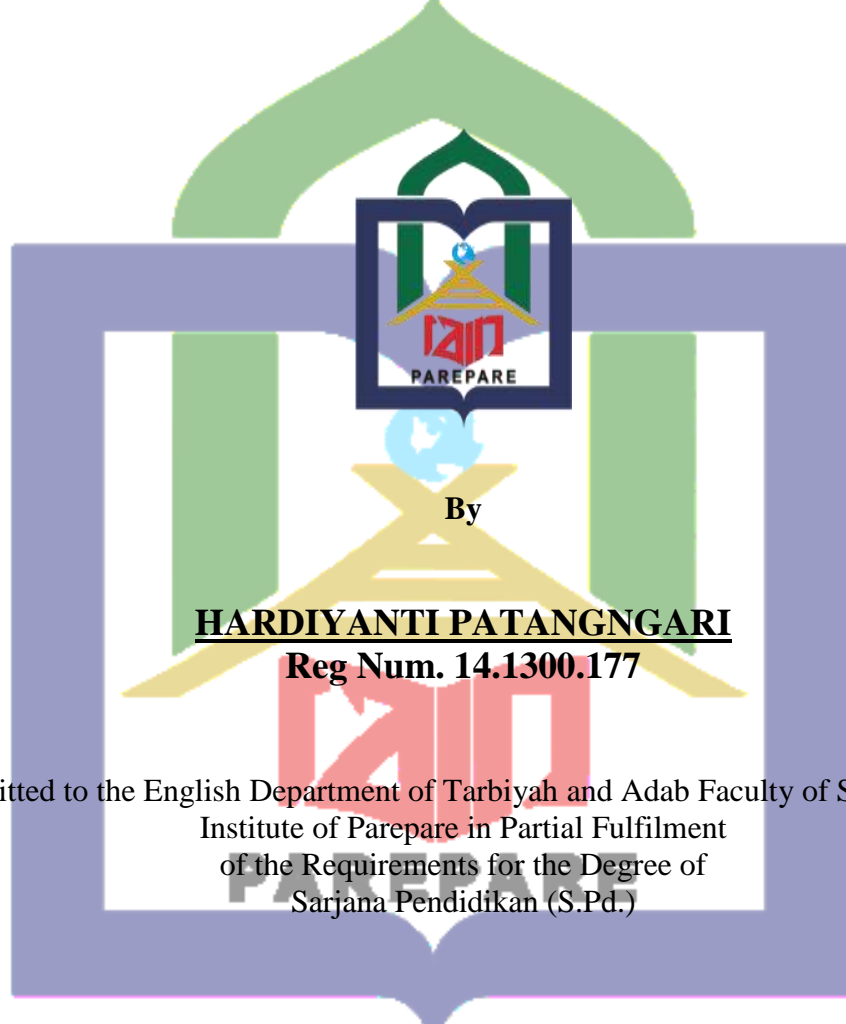


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By

HARDIYANTI PATANGNGARI

Reg Num. 14.1300.177

Submitted to the English Department of Tarbiyah and Adab Faculty of State Islamic
Institute of Parepare in Partial Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

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

2018

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Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Department

Submitted by

HARDIYANTI PATANGNGARI

Reg Num. 14.1300.177

to

PAREPARE

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TARBIYAH AND ADAB DEPARMETNT
STATE ISLAMIC INSTITUTE (IAIN)
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2018

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3 PAREPARE**

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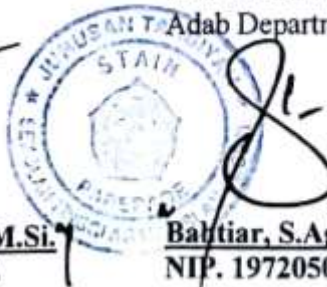
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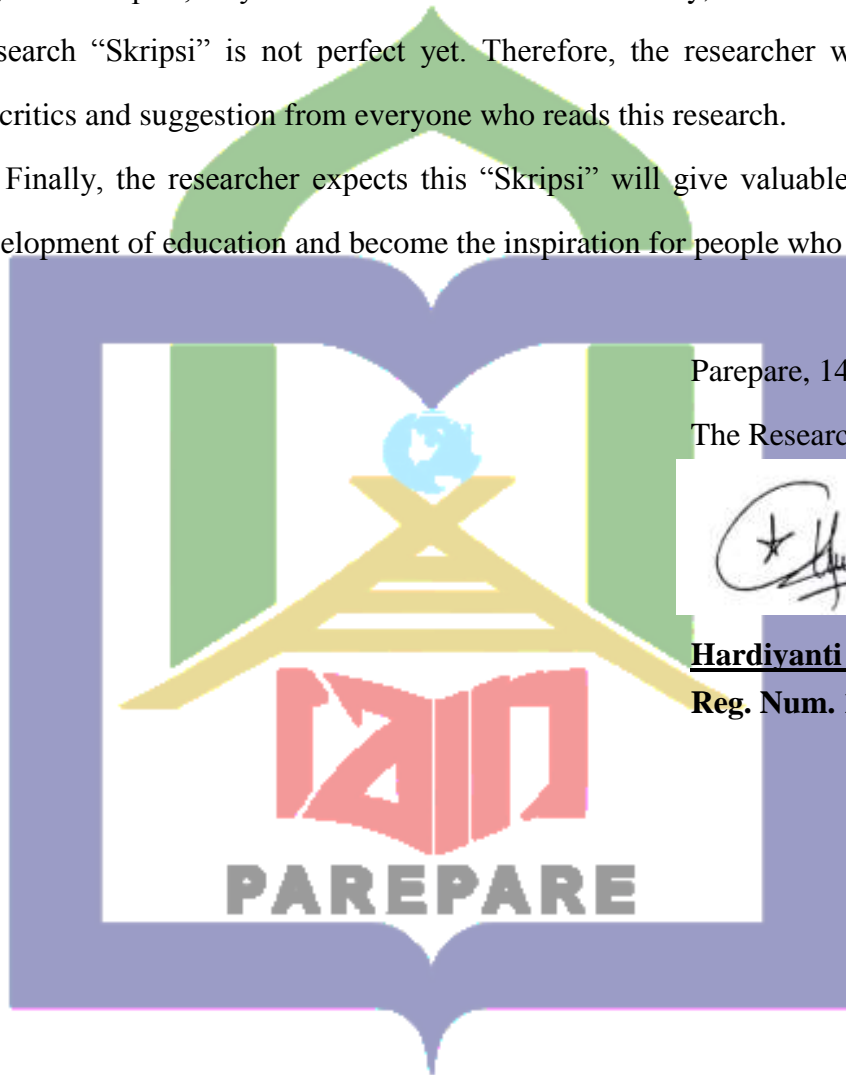
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Improve English Speaking Skill at the Second Grade
Students of Senior High School 3 Parepare

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

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ABSTRACT

Hardiyanti Patangngari. *The Implementation of Peer Tutoring Strategy to Improve English Speaking Skill at the Second Grade Students of Senior High School 3 Parepare, English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by Hj. Nurhamdah and Abdul Haris Sunubi).

The purpose of this research was to find out the effectiveness of peer tutoring strategy in improving students' speaking skill at the second grade students of Senior High School 3 Parepare. The results of the research are useful for the teachers and the students because they will get a new strategy that is effective to be used in English learning process specially in improving speaking.

The subject of this research was XI IPA 1 class which is consisted of 24 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 tutoring strategy can improve students' speaking skill or not.

The result of this research indicates that there was an improvement of the students' speaking skills. It was showed in the students' mean score of post-test (64.8) that was greater than pre-test (24.4). Even, for the level significant (p) 5% and $df = 23$, and the value of table is 1.714, while the value of t-test is 4.47. It means that, the t-test value is greater than t-table ($4.47 \geq 1.714$). Thus, it can be concluded that the students' speaking skill is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: *Speaking Skill and Peer Tutoring Strategy.*

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CHAPTER I

INTRODUCTION

1.1 Background

In this globalization era, people demand to master more than one language. Language as a tool for communication is very important in our lives. By having good communication skill, we will not left behind. Communication in foreign language is a bridge to get information, knowledge and culture from all over the world. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian.

Even though English does not have the largest number of native speakers in this world, it has the widest reach of any language spoken today. Both native and second-language speakers of English are found on every continent, and English has become the lingua franca in many fields, including business, politics, science, technology, and entertainment, to name a few. English is the working language of many international organizations, like NATO and the European Union, and it's the language of global advertising. It is also the most-used language of the internet, accounting for more than half of all websites. For many people, learning English is a way to get access to a broader range of information, connections, and opportunities. The importance of English is clear.¹

English learning is a special accomplishment. Millions of people learn language, but a little of them succeed in mastering it. The first obvious reason is that

¹Effortlessenglishclub.com, "Importance of English – Learn to Speak English Powerfully with Effortless English,". <https://effortlessenglishclub.com/importance-of-english>, (Accessed on April 4th, 2018).

learner of foreign language had had experience with another language. Native language structure is the first obstacle of learning new language. The beginner in a foreign language has over learned his first language that it is hard for him to say the same things in a different way.²

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 English in their schools.

One of the skills which is 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 Kaharuddin that the amount of knowledge in the world wills 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 of students still need some supplements to support them in studying English. As found the researcher's observation in the process of teaching and learning English in Senior

²H.Douglas Brown, *Principle of language Learning and Teaching* (New York: Prentice Hall Regents Englewood Cliffs, 1994), p. 35.

³Burhanuddin Arafah and A. Kaharuddin Bahar, *The Art of Developing Speaking As a Performance* (Yogyakarta: TrustMedia Publishing, 2015), p. 3.

High School 3 Parepare, similar problems in speaking skill were also faced by the students. They still face difficulty to express their ideas orally in English because they lack of vocabularies and did not have self-confident. 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 core subjects, like math, English, science and social studies. However, even if the student doesn't want help from high schoolers in other subjects, help is available through teachers after school.⁴ Peer tutoring improve self-confidence and communication skills – As you teach and share with your peers, you will unknowingly develop self-confidence and communications skills. These are very useful traits to have as you go on to work.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 through speaking by using Peer Tutoring Strategy. Speaking by using Peer Tutoring Strategy is one of way to improve the students' speaking skills and increase students' confidence. Peer tutoring is able to make the students speaking more active in providing a wide range of feedback, create a fun learning environment and provide positive role models and emotional support.

⁴*Michelle Beahm* "Oak Harbor peer tutoring program helping struggling students study"
<https://crossroadsoflearning.com/journal/?s=peer+tutoring>, (Accessed on July 12th 2018).

⁵Singapore Tuition Teacher "How to improve your Physics – Peer tutoring"
<http://physictuition.blogspot.com/search?q=peer+tutoring>, (Accessed on July 12th 2018).

In implementing Peer Tutoring Strategy is able to break down social barriers and create new friendship among the students. Based on the explanation above the researcher interest to find out whether the Peer Tutoring Strategy can be implementing to teach speaking. The researcher decides to determine the title of her research “The Implementation of Peer Tutoring Strategy to Improve English Speaking Skill at the Second Grade of Senior High School 3 Parepare”.

1.2 Research Question

Regarding with the background above the researcher would like to formulate the problem statement as follow:

- 1.2.1 Is Peer Tutoring Strategy able to improve speaking skills at the second grade of Senior High School 3 Parepare?
- 1.2.2 How does Peer Tutoring Strategy improve speaking skill at the second grade of Senior High School 3 Parepare?

1.3 Objective of the Research

The objectives of research which is formulated are to know that lightening the learning climate as follows:

- 1.3.1 To know whether Peer Tutoring Strategy is able to improve speaking skills at the second grade of Senior High School 3 Parepare.
- 1.3.2 To find out that the way Peer Tutoring Strategy improves speaking skill at the second grade of Senior High School 3 Parepare.

1.4 Significance 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 tutoring to improve students' speaking skills.
- 1.4.2 To the student, the student will feel new experience in learning English and student can share one another.
- 1.4.3 To other researcher, it can inspire them to improve Peer Tutoring Strategy and it can be useful as a reference to conduct a similar research that deals with the same strategy.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Findings

A couple of researchers have performed studies in accordance with the researchers are as follow:

A research “A case study of peer tutoring program in higher education” by Chen, Ching and Liu, Chan-Cheng, They found that peer tutoring was successfully implemented for university student at National Formosa University in Taiwan during academic years 2007-2009. There were 12 tutors providing peer tutoring service, through a Teaching Excellent Project at the dormitory learning resources center (LRC). For the past 3 years, the project has proven to be a true success; tutors now not only work closely with tutees, but they also assist the LRC instructor during training and activity integrated and instruction session.

Peer tutoring with skilled and experienced instructors is one way to promote extracurricular education service for university student. It is also a method for improving educational effectiveness whereby tutors work together to implement strategy through a systematic process. The results clearly demonstrate that the reciprocal peer tutoring program has been successful in regard to tutor and tutees' achievement, motivation and attitudes.¹

Nur Afifah in her research concluded that using peer tutoring strategy in learning Mathematic on simple fraction subject can improve learning outcomes in

¹Chen, Ching and Liu, Chan-Cheng, “A case study of peer tutoring program in higher education”. <http://www.aabri.com/manuscripts/11757.pdf>. (Accessed on June 30th, 2018)

disabilities student of class IIIA Kepatihan Surakarta Elementary school academic year 2010/2011.² And the last, Anton Trimara Putra in his research “Class wide peer tutoring can improve the reading comprehension of the tenth grade students of SMK Nasional Pati in academic year 2012/2013” suggested for teacher to use class wide peer tutoring to teach her students, especially in teaching reading.³

Based on the research findings above, the researcher can conclude that peer tutoring is favorable to be put as the strategy in learning. Based on the explanation, the researcher interest to find out whether the Peer Tutoring Strategy can be implementing to teach speaking in High School. The researcher decides to determine the title of her research “The Implementation of Peer Tutoring Strategy to Improve English Speaking Skill at the Second Grade Students of Senior High School 3 Parepare.”

2.2 Some Pertinent Ideas

This section discusses some relevant theories which are related to the study. They are divided into two parts; they are concept of speaking and concept of peer tutoring strategy.

2.2.1 The Concept Speaking

2.2.1.1 Definition of Speaking

There are several definition of speaking, one of them is Speaking in particular language is not an instant skill which can be possessed within one day process. Stephen

²NurAfifah, “Strategi Pembelajaran Tutor Sebaya Untuk Meningkatkan Hasil Belajar Matematika Anak Berkesulitan Belajar kelas IIIa SD Negeri Kepatihan Surakarta Tahun Pelajaran 2010/2011.” (Skripsi; Teacher Training and Education Faculty: Surakarta, 2011), P. 35.

³Anton Trimara Putra, “Improving Reading Comprehension on the Tenth Grade Students of SMK Nasional Pati in the Academic Year 2012/2013 Taught by Using Class Wide Peer Tutoring.” (Skripsi; Faculty of Teacher Training and Education: Kudus 2012), P. ix.

Krashen states that a speaker of a certain language can use the language (competence) for communicative purposes after the speaker goes through either process of acquiring the language or process of learning the language. Acquiring a language which is also known as language acquisition occurs in the speaker 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.⁴ Besides that, speaking is talk to someone about something by using your voice to express your opinion openly.⁵ The researcher assumes that speaking is process of expressing ideas orally.

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 each participant has an intention or a set of intentions that he want.⁶ From Keith and Morrow explanation, the researcher assumes that speaking is 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 process of transferring information orally also an action to transfer idea,

⁴A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: TrustMedia Publishing, 2014), p.1

⁵*Oxford Learners' Pocket Dictionary*, (New York: Fourth Edition Oxford University Press 2008), p. 426

⁶Keith, Morrow, "Influence of Simulation Game"<http://mahmud09-action.blogspot.com/2011/10/influence-of-simulation-game-towrds.htm>. Accessed on May 7th, 2018.

feeling, and information from a person to another in oral communication through the sequence of sound, vocabularies, phrase and sentences that contain meaning.

2.2.1.2 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 features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word 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 skill to keep going when speaking spontaneously’ it is probably best achieved by allowing the air stream of speech to flow then as some of this speech spill 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.⁷

2.2.1.3 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 contour, 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.

⁷Brown, H. Duoghlas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: State University, 2004), p. 14.

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 of some pairs work activity, where learners are “going over” certain form of language.

While the next type is responsive. A good deal of student speech in the classroom is responsive: short replies to 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 an extended form of responsive language. Conversations, for example, may have more of a negotiate nature to them than merely responsive speech. Such conversations could readily be part of group work activity as well.

Beside those types, there is also called interpersonal. The conversation mentioned in the previous chapter was interpersonal dialogue, carried out 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 levels 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.⁸

2.2.2 The Concept of Peer Tutoring Strategy

In this part, the researcher construct in her research about the definition about the definition of peer tutoring strategy, types of peer tutoring strategy, the benefits of peer tutoring strategy as well as the implementation of peer tutoring strategy.

2.2.2.1 Definition of Peer Tutoring

Peer tutoring is a teaching strategy where in students are paired together to practice academic skills and master content. Teachers may use peer tutoring to help accommodate a classroom full of diverse students who need more individualized attention. There are many benefits and challenges of peer tutoring that teachers should consider before implementing such a program in their classrooms.⁹

Peer Tutoring is the system of instruction in which learners help each other and learn by teaching. Also known as ‘Cross-age Tutoring’, ‘Youth Tutoring Youth’, and ‘Each One Teach One’, peer tutoring is one of the most effective methods in promoting

⁸H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*.(Sanfransisco State University:Longman, 2001). p. 266.

⁹Abigail Cook "Teaching Peer Tutoring: Strategies & Techniques." Study.com, <https://study.com/academy/lesson/teaching-peer-tutoring-strategies-techniques.html>, Accessed June 30, 2018.

student-centered learning. The main task of the professional teacher is to facilitate the activity of the non-professionals (student-tutors) as they teach their peers (tutees).¹⁰

Peer tutoring is a kind of peer-mediated, peer-assisted learning, employed problem solving and systematic teaching strategies to help the disabled student. Further, Dineen, Clark and Risley emphasized that opportunities for skill practice and social interaction are particularly meaningful for at-risk students and students with disabilities. The other kind of peer tutoring program: Cross-Age tutoring is a peer tutoring approach that brings together students of different age, with older student assuming the role of tutor and youngest student assuming the role of tutee. Hall & Stegila stated that cross-age tutoring has been successfully applying to student with varying disabilities.¹¹

Peer tutoring is the process between two or more students in a group where one of the students acts as a tutor for the other group-mate(s). Peer tutoring can be applied among students of the same age or students belonging to different age groups. Encouragement of peer tutoring is a useful strategy that can be applied effectively by teachers in many cases in both mono grade and multi grade schools.¹²

By paying attention on several definitions above, the researcher simply infer that peer tutoring strategy is one of the good strategies of student centered learning which can be applied across many academic subject include English.

2.2.2.2 Types of peer tutoring

¹⁰Charlene H.P. Tan, "Peer Tutoring—An Effective Strategy to Promote Student-centred Learning" <http://www.cdtl.nus.edu.sg/link/nov2003/learn2.htm> (accessed on March 30, 2015).

¹¹Hall & Stegila in Chen, Ching and Liu, "*Chang-Chen.A case study of peer tutoring program in higher education.*" The Taiwan Online Journal of Education P. 2.

¹²Multigrade School Education, Peer Tutoring Training Module, <http://www.ellinogermaniki.gr/ep/muse>. Accessed on June 30th, 2018.

Peer tutoring in General Physical Education declared the types of peer tutoring into four main parts as follow:

1. Unidirectional peer tutoring. Unidirectional peer tutoring means that the trained peer tutor teaches the entire time, and the child with a disability remains the student in the pair. This method is effective when working with children with more severe disabilities such as severe autism, intellectual disability, visual impairment, or cerebral palsy. The benefits of this option are that the tutor and student always know their roles, and the peer tutor carries the responsibility throughout the entire program.
2. Bi-directional, or reciprocal, peer tutoring. A child with and a child without a disability form a dyad (pair). Both children take turns at being the tutor while the other serves as the student. The instructor can have these children switch roles for each skill, class, week, or unit. This method is most effective with children with mild disabilities. The main benefit of this approach is that each child has an opportunity to be the teacher and experience leadership opportunities.
3. Class-wide peer tutoring. Class-wide peer tutoring involves breaking the entire class into dyads. Each child participates in reciprocal peer tutoring by providing prompts, error correction, and help to their partner. Class-wide peer tutoring is unique because all children are given task cards to keep them focused on the objectives of the lesson. The tutor takes the task cards and fills in the skills that are mastered by the student. This method is most effective with children with mild disabilities. The main benefit of this approach is that the entire class is involved in the tutoring activity, so no children are singled out because of disability.

4. Cross-age peer tutoring. Cross-age peer tutoring occurs when an older child is chosen to tutor a younger child. This method works best when the peer tutor is interested in working with children with disabilities. A cross-aged peer tutor is more effective than a same-aged peer tutor when the student is very young (below first or second grade) or the disability is more involved (such as severe cerebral palsy, intellectual disability, or autism). The cross-aged peer tutor can be chosen according to willingness, physical skills, and availability. The main benefit of this approach is that the tutor gains valuable teaching experience while the student experiences effective individualized instruction and feedback.¹³

2.2.2.3 The Benefits of Peer Tutoring

Peer tutoring is a system of using students to tutor other students. These programs can operate during normal class time as group activities or outside of class. Peer tutoring offers significantly more potential advantages than disadvantages, provided the tutors are well-prepared and monitored by the school.

2.2.2.3.1 Higher Achievement

Supporters of peer tutoring -- such as the National Education Association -- claim that these programs lead to higher levels of academic achievement. The NEA claims that same-age peer tutors are as equally effective as non same-age tutors. Much of the claimed success of peer tutoring results from the fact that it offers substantially higher amounts of individual attention to learners than traditional classroom

¹³“Types of Peer Tutoring”. Building Healthy Inclusive Communities.com .<http://www.nchpad.org/109/854/Peer~Tutoring~in~General~Physical~Education> (accessed on March 30th, 2018)

instruction. Peer tutoring provides a learning environment where learners can get immediate feedback on their progress.

2.2.2.3.2 Learning by Teaching

The old saying goes like this: "to teach is to learn twice." It suggests that teachers learn by teaching. A study conducted by K.J. Topping for the psychology department at The University of Dundee suggests that the adage is true; peer tutors enhance their own understanding of the material by teaching it to other students. Furthermore, when peer tutors provide tutoring, they are not simply learning the material better, they are also learning how to be teachers.

2.2.2.3.3 Student Confidence and Comfort

Students who receive peer tutoring feel more comfortable receiving instruction from fellow students than adult teachers, according to the Learning and Teaching Resource Centre. Feeling at ease with a peer tutor allows a student to concentrate better on the tasks of the lesson, which can then transfer into higher achievement. Peer tutoring also helps develop personal relationships between the tutor and the student. Each student improves his or her social skill set because unlike traditional instruction, peer tutoring occurs either in one-on-one meetings or in small groups, which requires more focused communication between tutors and students.

2.2.2.3.4 Organization and Training

While peer tutoring can reduce the teacher's burden of responsibility, it can also present a problem in terms of time. Peer tutoring programs require scheduling, and organization and peer tutors must be trained before being given assignments. All of these tasks can fall on the shoulders of the teacher or administration. Peer tutors need

to be monitored and assessed, which takes more time and energy from teachers and the school.¹⁴

There are numerous benefits associated with tutoring. As with any other school program, it is important to note that no two programs are the same. Student, school and community dynamic all contribute to the uniqueness of any given program. In addition, the scope of tutoring can vary widely from school to school. Given these differences, common benefits result from tutoring in nearly any setting. The following list detail the benefits of tutoring in general, as well as benefits to the tutees, the tutors and the teachers.

1. In General, Tutoring

- a. Improves communication skills
 - b. Improve organizational skills
 - c. Improves learning
 - a) For tutee, there is more individual attention, language used is generally “cool”
 - b) For tutor, the understanding of the concept is raised to higher level, rather than superficial level.
1. Improves self-esteem and self-confidence.
 2. Provides positive role models and emotional support
 3. Create opportunity for enrichment
 4. Create the opportunity to “wean” student from educational assistant
 5. Increases mastery of academic skills

2. The Tutees Receive

¹⁴Christopher Cascio, What Are Some Advantages & Disadvantages of Peer Tutoring_ _ Education - Seattle PI, accessed on June 30th, 2018

- a. Individual instruction – lesson are tailored to individual student’ learning style and levels of understanding.
 - b. Instruction free of competition – progress at their own pace.
 - c. Private instruction, apart from whole class instruction.
 - d. Increased praise, feedback, and encouragement over what they might receive from one teacher.
 - e. Closer monitoring (from the teacher and tutor) that maximize time on task.
3. The Tutors Receive
- a. A sense of pride and accomplishment for having helped someone else.
 - b. Increased academic mastery
 - c. A greater sense of dedication to their own instruction, so they can effectively transmit it to the tutees
 - d. Increased self-esteem, confidence, and sense of adequacy as a result of being names a tutor
 - e. A new or increased sense of responsibility and awareness for what teachers must do to transmit knowledge to students
4. Mentor Teacher Receive
- a. Reduced time spent on repetitive work, allowing them to carry out more technical and professional task.
 - b. Increased personal monitoring of individual student progress over the monitoring they must provide during whole class instruction
 - c. Personal gratification in seeing the rewards reaped by both tutor and tutee

- d. Improved skills as they perform monitoring, counseling, evaluation, and record keeping functions in conjunction with the program.¹⁵

After noticing the benefits of peer tutoring above, the researcher is able to state that peer tutoring is an advantageous teaching strategy which is effective, efficient and nice to be applied.

2.2.2.4 The Implementation of Peer Tutoring Strategy

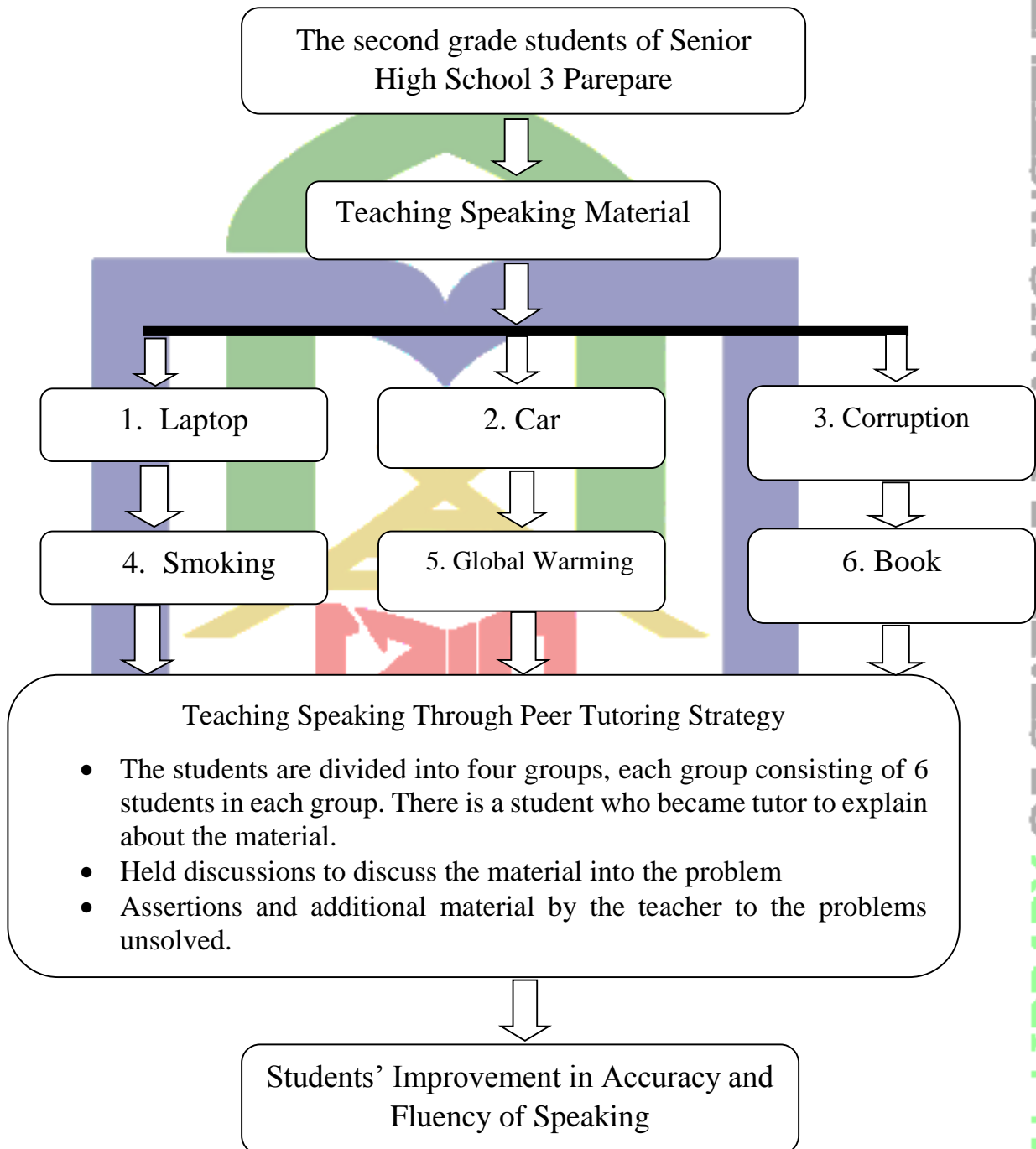
According to Annette M. Tudor in her peer tutoring handbook for tutors and mentor teachers divided the implementation of peer tutoring strategy into six items. They are: 1) Conducting regular meetings between tutors and supervisors as a way of keeping in touch and informing of developments in the program. This also a time for tutors to receive further training as needed. 2) Communicating regularly with school staff and parents. Tap into both groups' skill. Teachers can assist with lesson plans and instructional suggestion. Parents can help to provide program materials and assist with working with individual students. 3) Striving to create a warm, relaxed, and noncompetitive environment for tutoring work pairs to work. 4) Remembering that tutoring can be scheduled during class time, during lunch periods, or before or after school. It is generally felt, however, that the most successful time is during class. 5) Monitoring the tutoring sessions and the program overall. Stop potential problems from becoming actual problem. 6) Making sure to positively reinforce the work of tutors.¹⁶

¹⁵Anette M. Tudor, *Peer Tutoring Handbook for Tutors and Mentor Teachers* (Bristol: Tennessee High School Department of Special Services), P.5-6

¹⁶Anette M. Tudor, *Peer Tutoring Handbook for Tutors and Mentor Teachers*, P.8

2.3. Conceptual Framework

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



The main components above are describe as follow:

2.3.1 Input

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

2.3.2 Process

Process refers to the applying of peer tutoring strategy by sharing ideas through asking and responding question towards the materials. The tutor will hold discussions to discuss the materials into the problem with all the tutees. 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.

2.3.2 Output

Output refers to the improvement of student's speaking skills. After implementing peer tutoring strategy in the classroom the researcher assumes that the students will have 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 self-confident to speak English.

2.4.Hypothesis

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.¹⁷

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

2.4.1. Null Hypothesis (H₀)¹

Peer Tutoring Strategy is not able to improve speaking skills at the second grade students of Senior High School 3 Parepare.

2.4.2. Alternative Hypothesis (H_a)¹

Peer Tutoring Strategy is able to improve speaking skills at the second grade students of Senior High School 3 Parepare.

2.5 Variable and Operational Definition of the Research

2.5.1 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 effect or change the results of a study. Every study has variables as these are needed in order to understand differences.¹⁸ This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

¹⁷Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif* (Cet. 22; Bandung: Alfabeta, 2015), p. 91.

¹⁸Christopher L. Heffner, *Defining Variable* "allpsych.com/researchmethods/definingvariables/" (accessed on May, 7th 2018).

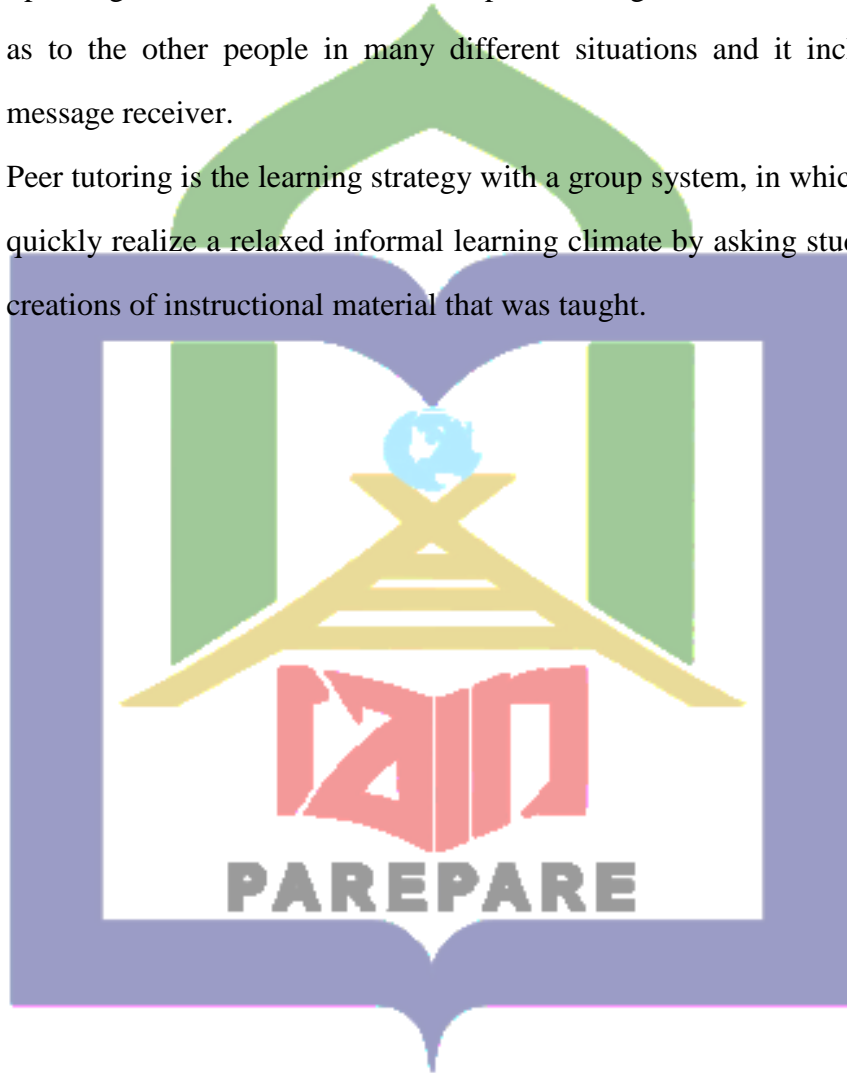
2.5.1.1 The dependent variable is Students' speaking skill.

2.5.1.2 The independent variable is the implementation of Peer Tutoring Strategy.

2.5.2 Operational Definition

2.5.2.1 Speaking is communication tool to express feelings, ideas, and thoughts as well as to the other people in many different situations and it includes sender message receiver.

2.5.2.2 Peer tutoring is the learning strategy with a group system, in which a class can quickly realize a relaxed informal learning climate by asking students use the creations of instructional material that was taught.



CHAPTER III

THE RESEARCH METHOD

In this chapter, the researcher will review the research design, location and duration of the research, population and samples, instrument of the research, procedure of collecting data, as well as technique of data analysis.

3.1 Research Design

The research design of this research was pre-experimental with pre-test and post-test. It aim to know whether applying Peer Tutoring Strategy was able to improve the student's speaking skill 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

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

3.2 Location and Duration of Research

The location of this research took a place at Senior High School 3 Parepare, Parepare City, and South Sulawesi. The researcher used the quantitative research that have several times to collect and analyze data. The researcher used more than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population of the research was the second year students of Senior High School 3 Parepare academic year 2018/2019. There are six classes, XI. IPA 1, XI. IPA 2, XI. IPA 3, XI. IPS 1, XI. IPS 2 and XI. IPS 3. The total of population are 154 students.

Table 3.1 Number of Sample

Class	Total
XI. IPA 1	24 students
XI. IPA 2	27 students
XI. IPA 3	28 students
XI. IPS 1	25 students
XI. IPS 2	25 students
XI. IPS 3	25 students
Total students	154 students

(Source: administration of SMAN 3 Parepare)

3.3.2 Sample

Sample was taken by using cluster sampling technique because it made the researcher easier to find sample from many classes. Only by cluster, all classes at the second grade and took one of the classes as the sample, the class XI. IPA 1 which consisted of 24 students as the sample in this research.

3.4 Instrument of the Research

In collecting data, the researcher gave a speaking test which consists of pre-test and post-test. The pre-test was intended to see students's speaking skill before giving treatment, while the post-test was intended to know the students's improvement in speaking based on the strategy that was given and the researcher used recorder as the aid of these activities.

3.5 Procedure of Collecting Data

The procedures of collecting data in this research, as following:

3.5.1. Pre-test

Pre-test was given before giving the treatment, the researcher would provide one picture with the topic. The students had to explain that picture with the topic by using their own words. The researcher would know the students' speaking skills in pre-test which was given directly before treatment.

3.5.2 Post-test

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

3.6 Treatment

After pre-test the researcher gave a treatment to the students. The researcher would be implementing Peer Tutoring Strategy as a way to improve students' speaking skill. The treatment process would be conducted for six meetings. The strategies were: 1) The researcher divided students into four groups. 2) The researcher chose the tutor for each group purposively. 3) The researcher conducted regular meeting once in 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, Global Warming, and Why Books are Important for Us. 6) The researcher gave hand out of listed expression to facilitate the students in asking and responding the questions relating the material for each treatment. 7) The researcher let the tutor for each group explained the material by their own way and communicatively and then the researcher came to ensure the tutor's role on the right way. 8) After fifteen to twenty minutes the tutor stopped the peer tutoring process and the researcher opened the next session. 9) The next session was making a discussion by sharing their ideas within asking and responding the given material on analytical exposition text. 10) The researcher made sure that all students on the group were engaged fully. 11) Students of each group were required to speak naturally about the topic based on the given question. 12) The tutors were expected to lead and to guide the running process of peer tutoring. 13) After twenty minutes the peer tutoring strategy in the class was stopped and the tutors concluded the given topic with their students. 14) The researcher made sure the positively reinforce the work of tutor. 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 would be collected through the test have been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

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 categories²

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 effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad

²H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (USA, Pearson Education, Inc, 2004), p. 172-173.

	7-8	<p>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>
	9-10	<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>
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	-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.
	9-10	-Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
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:

$$X = \frac{\sum x}{N}$$

In which:

X = Mean score

\sum = 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:

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.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

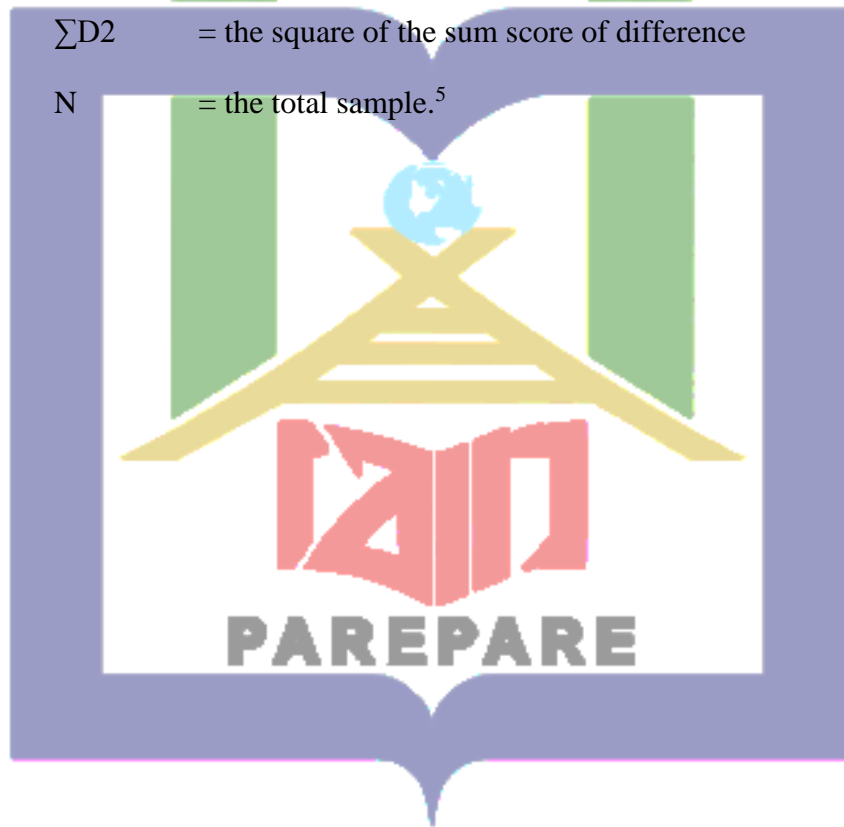
T = test of significance

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

∑D = the sum of the total score

∑D² = 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 students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out that implementing peer tutoring strategy is able to improve students' speaking skill at XI IPA 1 class in Senior High School 3 Parepare.

4.1.1 Students' speaking skill in implementing peer tutoring strategy

This section described the result of data analysis implementing peer tutoring strategy at XI IPA 1 class in Senior High School 3 Parepare.

4.1.1.1 The students' score in pre-test

The researcher gave question to the students' as the pre-test to know the students' speaking skill. 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 skill based on the criteria of speaking skill which are 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	A.NQ	5	5	4	4	18
2	AJ	1	1	1	1	4
3	AF	4	3	3	3	13
4	AH	1	1	1	1	4
5	AM	2	1	1	2	6
6	AP	3	2	4	4	13
7	A.A	3	3	3	3	12
8	AA	1	2	2	1	6
9	AS	1	2	2	1	6
10	ASH	1	1	1	1	4
11	AT	3	3	4	3	13
12	AY	1	2	1	1	5
13	AI	1	1	1	1	4
14	AC	3	3	3	5	14
15	ADAT	4	4	4	4	16
16	AK	2	2	2	2	8
17	CNA	3	3	4	3	13
18	CFS	2	2	3	2	9
19	DCS	2	2	2	2	8
20	DS	3	2	3	3	11
21	EDK	2	2	2	2	8
22	EPBT	2	2	3	3	10
23	FAS	5	5	5	5	20
24	FR	2	2	2	2	8
Total		57	56	61	59	233

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

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

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	A.NQ	40	45	2025	Fair
2	AJ	40	10	100	Very Poor
3	AF	40	33	1089	Poor
4	AH	40	10	100	Very Poor
5	AM	40	15	225	Very Poor
6	AP	40	33	1089	Poor
7	A.A	40	30	900	Poor
8	AA	40	15	225	Very Poor
9	AS	40	15	225	Very Poor
10	ASH	40	10	100	Very Poor
11	AT	40	33	1089	Poor
12	AY	40	13	169	Very Poor
13	AI	40	10	100	Very Poor
14	AC	40	35	1225	Poor
15	ADAT	40	40	1600	Poor
16	AK	40	20	400	Very Poor
17	CNA	40	33	1089	Poor
18	CFS	40	23	529	Very Poor
19	DCS	40	20	400	Very Poor
20	DS	40	28	784	Poor
21	EDK	40	20	400	Very Poor
22	EPBT	40	25	625	Poor
23	FAS	40	50	2500	Fair
24	FR	40	20	400	Very Poor
Total			$\Sigma X=586$	$\Sigma X^2=17388$	

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

From the table above shows about students' speaking score in pre-test. To find out the students' speaking score in pre-test by dividing students' total score with maximum score, after that times with 100. Found on the table above about students' speaking in pre-test we can know the frequency of the classification score by looking 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	8%
4.	Poor	21-40	10	42%
5.	Very poor	0-20	12	50%
Total			24	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 skill before implementing peer tutoring strategy. Most students were on very poor classification with the percentage was 50%. The total score in pre-test was 586. It had shown that the students' speaking skill in pre-test was low, because most of the students got fair, poor and very poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.3.

Mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$\bar{X} = \frac{586}{24}$$

$$\bar{x} = 24.4$$

Thus, the mean score (\bar{X}_1) of pre-test is 24.4

Based on the result of the pre-test, the data showed that the average score of the pre-test is 24.4. From that analyzing. It had shown that almost of the 24 students skill in speaking was still low because most of the students got fair, poor and very poor score. The total score in pre-test was still low. They mostly have 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.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{17388 - \frac{(586)^2}{24}}{24 - 1}}$$

$$SD = \sqrt{\frac{17388 - \frac{343396}{24}}{23}}$$

$$SD = \sqrt{\frac{17388 - 14308}{23}}$$

$$SD = \sqrt{\frac{3080}{23}}$$

$$SD = \sqrt{134}$$

$$SD = 11.58$$

Thus, the standard deviation of pre-test is **11.58**

After determining the mean score (X_1) of pre-test was 24.4 and standard deviation of the pre-test was 11.58. It had shown that the students' speaking skill were in low category.

4.1.1.2 The students score in post-test.

The researcher gave question to the students' as the post-test to know the students' speaking skill. 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 skill based on the criteria of speaking skill which are 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	A.NQ	8	7	8	7	30
2	AJ	7	7	5	5	24
3	AF	8	8	7	6	29
4	AH	8	8	5	6	27
5	AM	6	6	5	4	21
6	AP	6	6	7	7	26
7	A.A	6	6	7	6	25
8	AA	6	6	6	5	23
9	AS	6	6	5	6	23
10	ASH	8	7	6	6	27

11	AT	7	7	7	7	28
12	AY	7	7	5	5	24
13	AI	6	6	5	4	21
14	AC	8	8	8	6	30
15	ADAT	8	8	8	7	31
16	AK	6	6	5	4	21
17	CAN	7	7	6	6	26
18	CFS	8	8	7	6	29
19	DCS	7	7	6	5	25
20	DS	7	7	6	6	26
21	EDK	7	6	6	5	24
22	EPBT	6	6	6	5	23
23	FAS	9	9	9	8	35
24	FR	6	5	5	5	21
Total		168	164	150	137	619

After qualified the students' score in post-test based on the criteria of speaking skill 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.	A.NQ	40	75	5625	Good
2.	AJ	40	60	3600	Fair
3.	AF	40	73	5329	Good
4.	AH	40	68	4624	Good
5.	AM	40	53	2809	Fair
6.	AP	40	65	4225	Good

7.	A.A	40	63	3969	Good
8.	AA	40	58	3364	Fair
9.	AS	40	58	3364	Fair
10.	ASH	40	68	4624	Good
11.	AT	40	70	4900	Good
12.	AY	40	60	3600	Fair
13.	AI	40	53	2809	Fair
14.	AC	40	75	5625	Good
15.	ADAT	40	78	6084	Good
16.	AK	40	53	2809	Fair
17.	CAN	40	65	4225	Good
18.	CFS	40	73	5329	Good
19.	DCS	40	63	3969	Good
20.	DS	40	65	4225	Good
21.	EDK	40	60	3600	Fair
22.	EPBT	40	58	3364	Fair
23.	FAS	40	88	7744	Very Good
24.	FR	40	53	2809	Fair
Total			$\sum X=1555$	$\sum X^2=102625$	

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

From the table above shows about students' speaking score in post-test. To find out the students' speaking score in post-test by dividing students' total score with maximum score, after that times 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 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	1	4%
2.	Good	61-80	13	54%
3.	Fair	41-60	10	42%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			24	100%

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

The table above, showed the result of students' improvement in speaking skill after implementing treatment through peer tutoring strategy. Most students were on good classification with the percentage was 54%. It means that the students' speaking skill had improved through implementing peer tutoring strategy. The total score in post-test was 1555. It proved that there were improving of students' score in post-test. In addition, the result of post-test showed that no students had fail classification.

In this table, the researcher analysed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in implementing peer tutoring strategy speaking skill.

Mean score of the post-test:

$$X = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1555}{24}$$

$$\bar{x} = 64.8$$

Thus, the mean score (\bar{X}_1) of post-test is 64.8

Based on the result of the post-test. The data shows that the mean score of the post-test was 64.8. From that analysing, it could be seen that almost of the 24 students' speaking was good and fair score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{102625 - \frac{(1555)^2}{24}}{24 - 1}}$$

$$SD = \sqrt{\frac{102625 - \frac{2418025}{24}}{23}}$$

$$SD = \sqrt{\frac{102625 - 100751}{23}}$$

$$SD = \sqrt{\frac{1874}{23}}$$

$$SD = \sqrt{81.5}$$

SD = 9.03

Thus, the standard deviation (SD) of post-test is 9.03

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	24.4	11.58
Post-test	64.8	9.03

(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 pre-test was 24.4 (X_1) while the mean score of the post-test increased 64.8 (X_2). The standard deviation of pre-test was 11.58 while the standard deviation of post-test was 9.03

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

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 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	1	0%	4%
2.	Good	61-80	0	13	0%	54%
3.	Fair	41-60	2	10	8%	42%
4.	Poor	21-40	10	0	42%	0%
5.	Very Poor	0-20	12	0	50%	0%
Total			24	24	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 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 post-test that students got good score was higher than percentage in pre-test. It showed that students were able to improve the students' speaking skill after treatment through implementing peer tutoring strategy.

4.1.1.5 t-test value

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

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

NO.	X1	X2	(X1) ²	(X2) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
1	45	75	2025	5625	30	3600
2	10	60	100	3600	50	3500
3	33	73	1089	5329	40	4240
4	10	68	100	4624	58	4524
5	15	53	225	2809	38	2584
6	33	65	1089	4225	32	3136
7	30	63	900	3969	33	3069
8	15	58	225	3364	43	3139
9	15	58	225	3364	43	3139
10	10	68	100	4624	58	4524
11	33	70	1089	4900	43	3811
12	13	60	169	3600	47	3431
13	10	53	100	2809	43	2709
14	35	75	1225	5625	40	4400
15	40	78	1600	6084	38	4484
16	20	53	400	2809	33	2409
17	33	65	1089	4225	32	3136
18	23	73	529	5329	50	4800
19	20	63	400	3969	43	3569
20	28	65	784	4225	37	3441
21	20	60	400	3600	40	3200
22	25	58	625	3364	33	2739
23	50	88	2500	7744	38	5244
24	20	53	400	2809	33	2409
Total	∑X₁=586	∑X₂=1555	∑X₁²=17388	∑X₂²=102625	∑D=975	∑D²=85237

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:

$$D = \frac{\sum D}{N} = \frac{975}{24} = 40.63$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{40.63}{\sqrt{\frac{85237 - \frac{975^2}{24}}{24(24-1)}}$$

$$t = \frac{40.63}{\sqrt{\frac{85237 - \frac{950625}{24}}{24(23)}}$$

$$t = \frac{40.63}{\sqrt{\frac{85237 - 39609.38}{552}}}$$

$$t = \frac{40.63}{\sqrt{\frac{45628.38}{552}}}$$

$$t = \frac{40.63}{\sqrt{82.66}}$$

$$t = \frac{40.63}{9.09}$$

$$t = 4.47$$

Thus, the t-test value is 4.47

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

Table 4.10 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	4.47	1.714

(Data source: Primary data processing)

4.1.3 Hypothesis Testing

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

$$\begin{aligned} Df &= N-1 \\ &= 24-1 \\ &= 23 \end{aligned}$$

For the level, significant (α) 5% and $df = 23$, and the value of the table is 1.714, while the value of t-test 4.47. It means that the t-test value is greater than t-table ($4.47 \geq 1.714$). Thus, it automatically could be concluded that there was significant difference between the students' speaking skill before and after giving treatment through "peer tutoring" strategy at Senior High School 3 Parepare. It

showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) is rejected. So, it can not be denied that “peer tutoring” strategy was able to improve speaking skill at the students of Senior High School 3 Parepare.

4.1.2 The ways of peer tutoring strategy improve speaking skill

Before giving the treatment there was pre-test. In pre-test, the researcher introduced herself and gave explanation about the purpose of the research to make the students understood what the researcher’s aims to do this research. After that, the researcher gave a question about their experience based on the topic and the picture that have been showed to them. Then, the students answer the question which was given by the researcher to know the students’ skill 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 the result, the students’ speaking skill were in very low category of fours aspects of speaking.

In the first meeting on Tuesday, October 9th, 2018, the researcher started the class by greeting. The students responded well and gave their smile and showed their spirit which meant they were willing to learn. Before the researcher gave the material, the researcher divided them into four groups. Next the researcher pointed the tutor in every group. Then, the researcher did not name the tutor as a “tutor” but he called “leader” of the group so that the members felt free to communicate and collaborated seriously with their friend who was chosen become a leader as the tutor.

The researcher explained the procedure of peer tutoring strategy 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 about the strategy. The researcher helped students to pronounce all of the expressions that they would use in the activity. After that, the researcher divided class into four groups. The researcher chose the leader of group purposively who would become the tutor and others would be the tutees. The researcher distributed the material. The given material was analytical exposition text and the topics for this meeting was “Laptop as Student’s Friend”. The researcher gave hand out of listed expression with the meaning, such as: 1) conventionally, students need 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 mobile computer is absolutely useful. The researcher also gave the text to facilitate the students in asking and responding the questions relating the material. Then, the researcher let the tutor for each group explained the material by their own way and communicatively and then the researcher came to ensure the tutor’s role on the right way.

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

On Tuesday, October 16th, 2018, was the second meeting, here the researcher did the same activity with the first meeting but with the different topic. The topic was “Cars should be Banned in the City”. In this occasion, the researcher divided the

students into four groups. In this meeting, there was an improvement in students' speaking skill especially for the tutors. The process of peer tutoring strategy was running well because the tutors had prepared themselves by mastering the text first before they explained to their friends. The researcher did not need to guide the tutors all the time because they had understood their roles. However, several of tutees in each group were not engaged fully in the tutoring process because they were still shy to express their arguments. Several tutees became good listeners while others became good speakers.

The third meeting on Tuesday, October 23rd, 2018, the students were divided into four 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 tutor had a chance to explain the text with their own way and communicatively. It was just same as before but the different way. The different one was the concept of the given material. It was not given from 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 to make the concept of the topic by their own way in their group and handled by the tutors. 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 them to make mind mapping in their mind. Firstly some of the students or the tutees were not sure to do it but after they shared in tutoring, they felt enjoy and finished it well. The tutors were active to explain and the tutees were fond of it.

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

On Tuesday, October 30th, 2018 was the fourth meeting. The researcher gave the topic about “Is Smoking Good for Us?”. As usual, the researcher divided class into groups and chose the tutor. First, the tutor explained about the text to their tutees. Next, after fifteen minutes, the tutor became 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 tutoring process was more active in each group. The researcher did not allow the students or the tutees to be silent in group. At first some of the students were not sure to speak up but after they shared in tutoring, they felt enjoy and explained their arguments well. The tutors were active to explain and the tutees were fond of it.

The students' comprehension had better progress in this meeting. Their comprehension towards the topic improved because they had used to discuss certain topic with their friends. In this meeting all the tutees engaged fully in the tutoring 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 were 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 Tuesday, November 6th, 2018, the students were divided into four 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 tutor had a chance to explain the text with their own way and communicatively.

The students speaking’s skill was getting better than the previous especially about their fluency. The tutors understood their roles very well. After explaining the text to the tutees with the clear explanation, the tutors would become moderator to start the discussion session and immediately all the tutees were so enthusiastic to express their arguments. The tutees 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 surprised, all the tutees in each group were more active to give question 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 Tuesday, November 13th, 2018 was the sixth meeting. The researcher gave the topic about Why Books are Important for Us. As usual, the researcher divided

class into groups and chose the tutor. First, the tutor explained about the text to their tutees. Next, after fifteen minutes, the tutor became moderator to begin the discussion session. The class was very crowded because the topic was really familiar so they could discuss many things about books but the class was still controlled.

The peer tutoring process was running very well as the researcher hoped. There were so many improvement in this last treatment, the improvement was seen in all aspects of speaking. The students' vocabulary increased as the topic about books which was very familiar so they could express arguments without asking their tutors anymore because they could make their own. Next, their comprehension also improved, as the previous meetings they could only express one argument, but in this meeting they could express two until three arguments about the importance of books for each student with the 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 tutoring process, but in this meeting all tutors and tutees 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 to the students with the different way. All the students presented the explanation about the given theme in their own group. All of the tutors became moderator then invited their friends one by one to express their arguments based on the topic. There were some tutors started to present by 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 tutoring strategy. 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 tutoring process was running smoothly without any obstacle and the researcher led and guided process of the tutoring.

In the last, the researcher gave post-test still on November 2018. In this meeting the researcher showed a picture with the topic "Why English is 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.

4.2 Discussion

Based on the result of data analysis, mean of the students' score after having treatment were higher than before giving treatment. Mean score of pre-test was 24.4 meanwhile mean score of post-test was 64.8. Besides, the result of t-test analysis shows that t-test value (4.47) was greater than t-table (1.714). It means that the peer tutoring strategy is able to improve English speaking skill. Another reason based on the students' responses because most students find that the tutoring process is enjoyable.

After conducting the research, the researcher found that the students really looked excited with the implementation of peer tutoring strategy as strategy to be

used in the class. So, they followed the teaching and learning process enthusiastically. According to Charlene in previous chapter that peer tutoring is the system of instruction in which learners help each other and learn by teaching. The existence of tutoring helped to students to understand the material and to express their arguments towards the topic confidentially. Thus, peer tutoring strategy 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 of vocabularies and did not have self-confident. 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 previous chapter, it said that most of students have some problems in expressing their ideas orally. It is proved by the mean score of students' in pre-test which was very poor. But there are some factors that are influenced the students in their speaking skill after they got treatment using peer tutoring strategy.

In the treatment, the researcher designed the tutoring process as good as possible by choosing the tutors and tutees randomly. According to Annette M. Tudor in previous chapter, striving to create a warm, relaxed, and noncompetitive environment for tutoring work pairs to work. Therefore, the researcher in every meetings chose different students to become tutors. Moreover, based on Cook

Abigail's argument in the same chapter, peer tutoring is a teaching strategy where in students are paired together to practice academic skills and master content.

According to Cascio Christopher in previous chapter, he states that peer tutoring offers significantly more potential advantages than disadvantages, provided the tutors are well-prepared and monitored by the school. Firstly, higher achievement. Peer tutoring provides a learning environment where learners can get immediate feedback on their progress. It is proved by the students' progress when they just tend to be silent but then at the second meeting until the last meeting they expressed their arguments well. Secondly, learning by teaching. Peer tutors enhance their own understanding of the material by teaching it to other students. Thus, the tutors had to prepare themselves before explaining the text to their tutees. Furthermore, when peer tutors provide tutoring, they are not simply learning the material better, they are also learning how to be teachers. Thirdly, student confidence and comfort. Students who receive peer tutoring feel more comfortable receiving instruction from fellow students than adult teachers. It was true. The students felt enjoy and fun to discuss a certain topic in each group because peer tutoring occurred in small groups, which requires more focused communication between tutors and students as tutees.

As a result, the researcher can draw conclusion that the implementation of peer tutoring strategy is able to improve English speaking skill at the second grade of Senior High School 3 Parepare. It is supported by statement of Cascio Christopher in 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

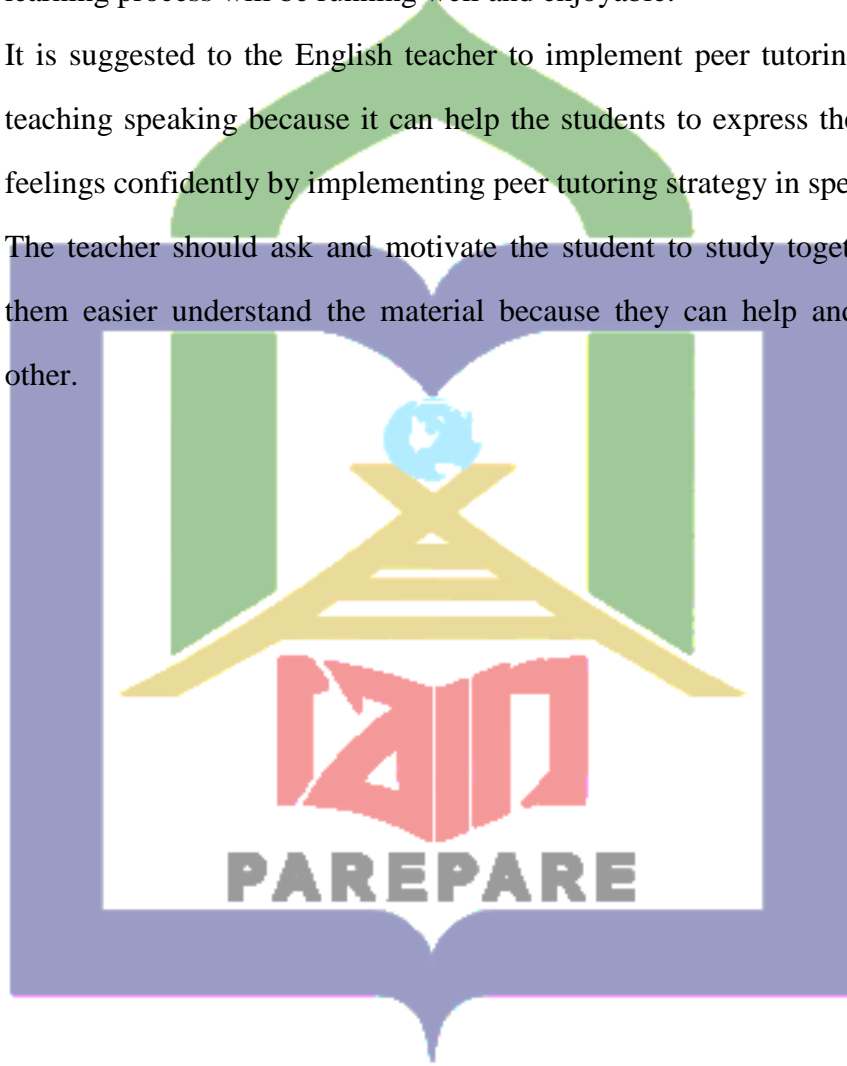
Based on the findings of the study, the researcher put forward following conclusions:

- 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 tutoring" strategy, it was proved by the development of mean score from (24.4) on pre-test to (64.8) on post-test, while the t-test (4.47) was greater than t-table (1.714). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, "peer tutoring" strategy was able to improve 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 skill before and after being taught through "peer tutoring" strategy, it was proved by the students' improvement especially in 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 tutoring strategy well.

5.2 Suggestion

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

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



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Appendix 1 Pre-Test and Post-Test Instrument

Pre-Test Instrument

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!



Post Test Instrument

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



Appendix 2 Students' speaking skill of Pre-test

Name : A. Nuzhulia Qur'ani

Class : XI. IPA 1

Researcher : What is your name?

Student : My name is A. Nuzhulia Qur'ani.

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

Student : Library is a good for student to study about learn and then invite information, about information. The library very colorful and then many books. In the library there, teacher to keep the library.

Researcher : Thank you.

Name : Adil

Class : XI. IPA 1

Researcher : What is your name?

Student : My name is Adil.

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

Student : My opinion about library, library is the room of school used for reading book. And room study for student.

Researcher : Thank you.

Name : Cici Nur Ainun

Class : XI. IPA 1

Researcher : What is your name?

Student : My name is Cici Nur Ainun.

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

Student : My opinion, library is the place or reading book, learning and increase for knowledging. And in library I can borrow some book.

Researcher : Thank you.

Name : Dewi Sarfika

Class : XI. IPA 1

Researcher : What is your name?

Student : My name is Dewi Sarfika you can call me Dedew.

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

Student : Hmm, the library is the place as a student where read and give information. That’s it. Thank you.

Researcher : Thank you.

Name : Fahri Adil Sinohadji

Class : XI. IPA 1

Researcher : What is your name?

Student : My name is Fahri.

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

Student : Library important for student because can make students reading book, borrow book, and in library have many books and that’s book can give many information for student about learn and in library have many fiction book and I think that’s all.

Researcher : Thank you.



Appendix 3 Students' speaking skill of Post-test

Name : A. Nuzhulia Qur'ani

Class : XI IPA 1

Researcher : Ok, please explain to me about "Why English is Important for Us?" with your own words!

Students : My name is A. Nuzhulia Qur'ani.

Now, the time has been changed the English in life and students.

My opinion is English very important because English language international where this language used throughout the world. In addition, in most electronic devices using the English although it was a little.

English very important for life in the time now using electronic devices.

Researcher : Ok, thank you.

Name : Adil

Class : XI IPA 1

Researcher : Ok, please explain to me about "Why English is Important for Us?" with your own words!

Students : My name is Adil.

Because English is an international language of unity in the world. English language is very important for us to learn so we can talk to people, so I think that.

Firstly, I think that in speaking we use Indonesia, it needs to be noted that we also master English so we need to know and learn it.

Secondly, I think that English is very important for the world so it needs to be studied and developed as our communication tool.

English conclusion are the language of communication in the world so we need to learn them.

Researcher : Ok, thank you.

Name : Cici Nur Ainun

Class : XI IPA 1

Researcher : Ok, please explain to me about “Why English is Important for Us?” with your own words!

Students : My name is Cici Nur Ainun.

As many know English people are an international language that can facilitate everyone communicating in the world.

Firstly, English averages the language is very worldwide so that language is no stranger in the rate of many people and facilitate everyone.

Secondly, some people in the world speak in English so that using the language we can understand foreigner talking in speaking easily.

Conclusion, English is very important because all facilitate everyone to communicate to strangers.

Researcher : Ok, thank you.

Name : Dewi Sarfika

Class : XI IPA

Researcher : Ok, please explain to me about “Why English is Important for Us?” with your own words!

Students : My name is Dewi Sarfika.

English is one of the international language which is often used both domestic and foreign.

Firstly, in today's this English very important because in the process of learning is often used.

Secondly, in addition in most electronic devices using the English language so we really need to understand English although it was a little.

Conclusion, English very important for life in the time now using electronic devices and it is the international language world.

Researcher : Ok, thank you.

Name : Fahri Adil Sinohadji

Class : XI IPA 1

Researcher : Ok, please explain to me about “Why English is Important for Us?” with your own words!

Students : My name is Fahri Adil Sinohadji.

People often want to know the best language to learn to get a head in life, many think that learning English, the international language is the best option. Why?

Firstly, English is the language of science, aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job.

Secondly, learning English is important as it gives you access to over half the content on the internet. English is also the language of international communication, the media and the internet. Knowing how to read English will allow you access to billion pages of information, which may not be otherwise available.

The last thing, I will say that English very important for us because that can us get job, access internet, communication with all people in world, help us get information, etc.

So learning English is important for us if we cannot speak English or not learn English we cannot do anything.

Researcher : Ok, thank you.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 01

Sekolah : SMAN 3 Parepare
 Matapelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 1/ 1 (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 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 **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

Strategi : Peer Tutoring Strategy

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 empat kelompok dengan cara menghitung.
- Guru menunjuk satu tutor dalam setiap kelompok.
- Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.
- Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring.
- Selanjutnya, tutor dan tutees 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.
- Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring.
- Para tutor menyimpulkan topik yang telah diberikan dengan tutees 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) 02

Sekolah	: SMAN 3 Parepare
Matapelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPA 1/ 1 (Wajib)
Materi Pokok	: “ <i>Analytical Exposition Text</i> ”
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 **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

Strategi : Peer Tutoring Strategy

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.

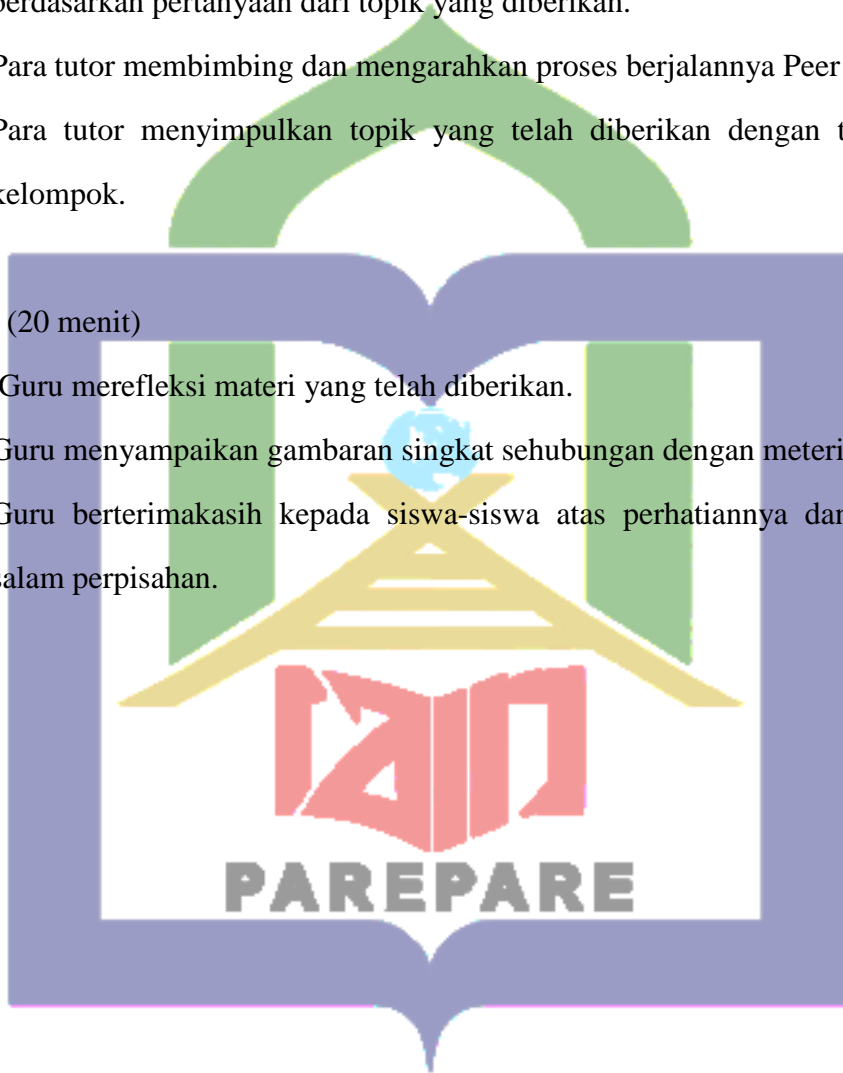
2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam empat kelompok dengan cara menghitung.
- Guru menunjuk satu tutor dalam setiap kelompok.
- Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.
- Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring.

- Selanjutnya, tutor dan tutees 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.
- Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring.
- Para tutor menyimpulkan topik yang telah diberikan dengan tutees 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 1/ 1 (Wajib)
Materi Pokok	: “ <i>Analytical Exposition Text</i> ”
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

Strategi : Peer Tutoring Strategy

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

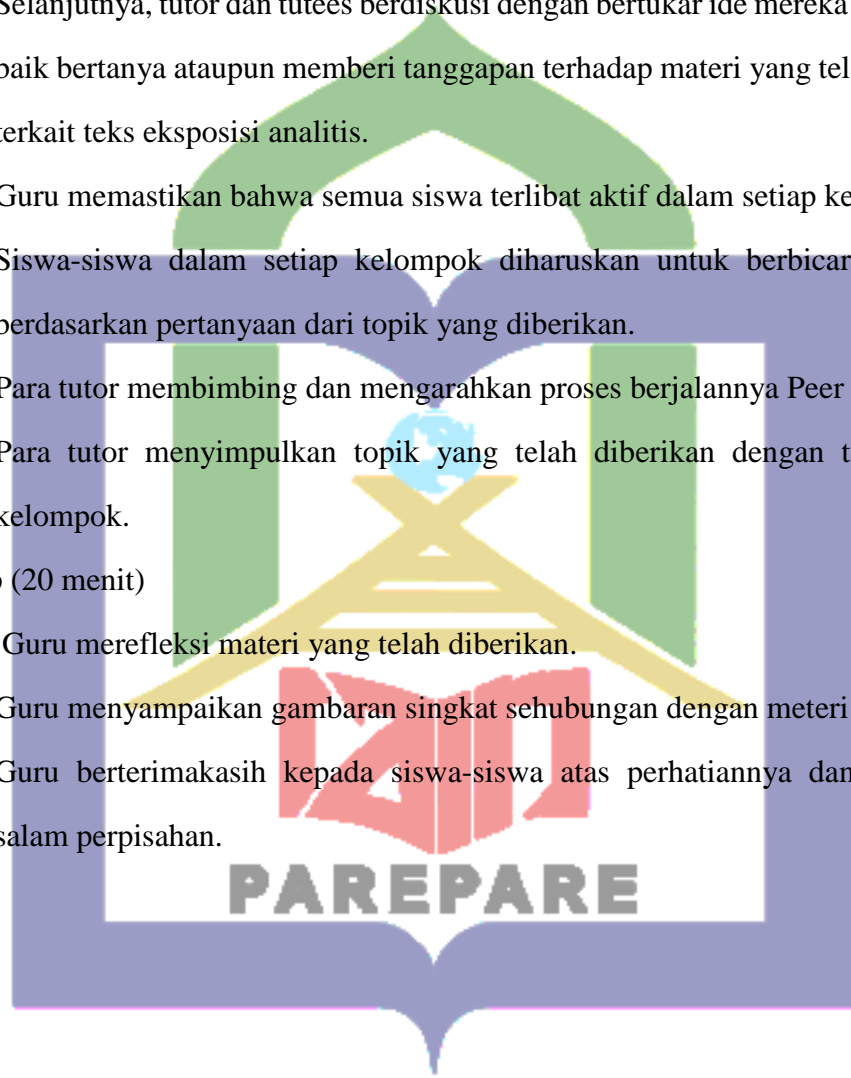
1) Kegiatan Pendahuluan (10 menit)

- 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 empat kelompok dengan cara menghitung.

- Guru menunjuk satu tutor dalam setiap kelompok.
 - Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.
 - Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring.
 - Selanjutnya, tutor dan tutees 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.
 - Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring.
 - Para tutor menyimpulkan topik yang telah diberikan dengan tutees 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 1/ 1 (Wajib)
Materi Pokok	: “ <i>Analytical Exposition Text</i> ”
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

Strategi : Peer Tutoring Strategy

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.

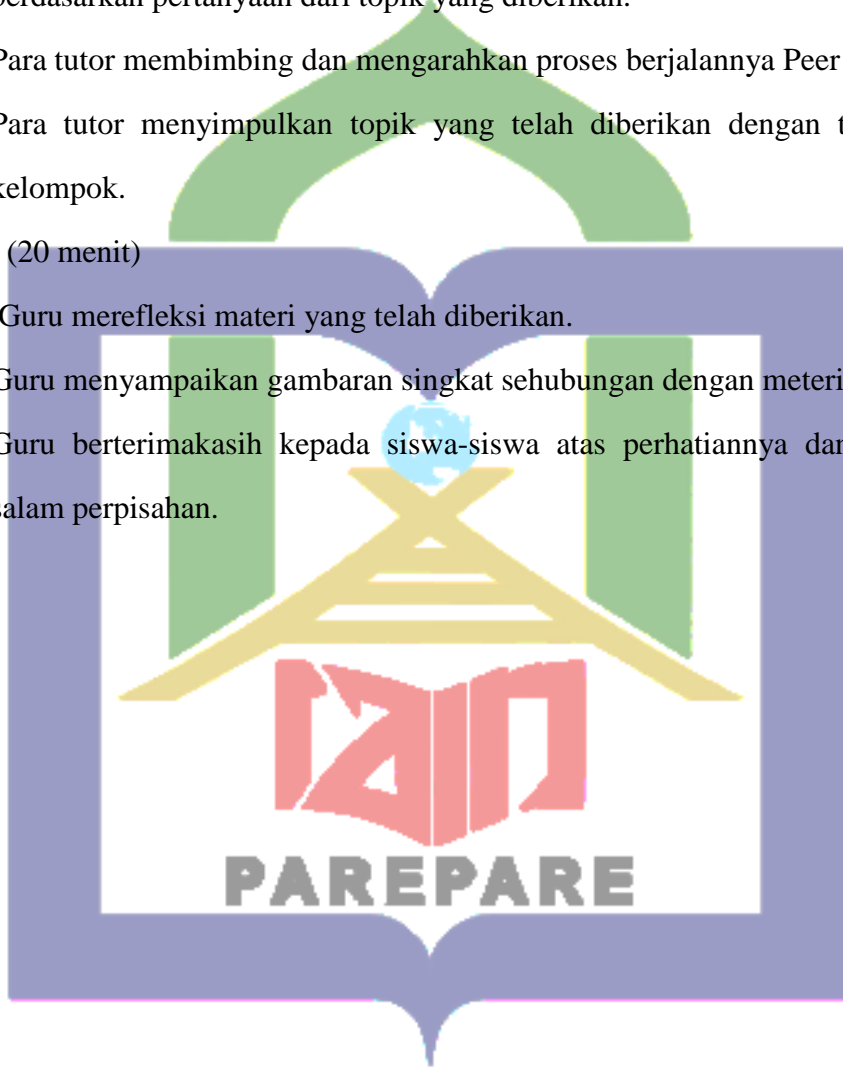
2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam empat kelompok dengan cara menghitung.
- Guru menunjuk satu tutor dalam setiap kelompok.
- Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.
- Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring.

- Selanjutnya, tutor dan tutees 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.
- Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring.
- Para tutor menyimpulkan topik yang telah diberikan dengan tutees 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 1/ 1 (Wajib)
Materi Pokok	: “ <i>Analytical Exposition Text</i> ”
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 Tutoring Strategy

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.

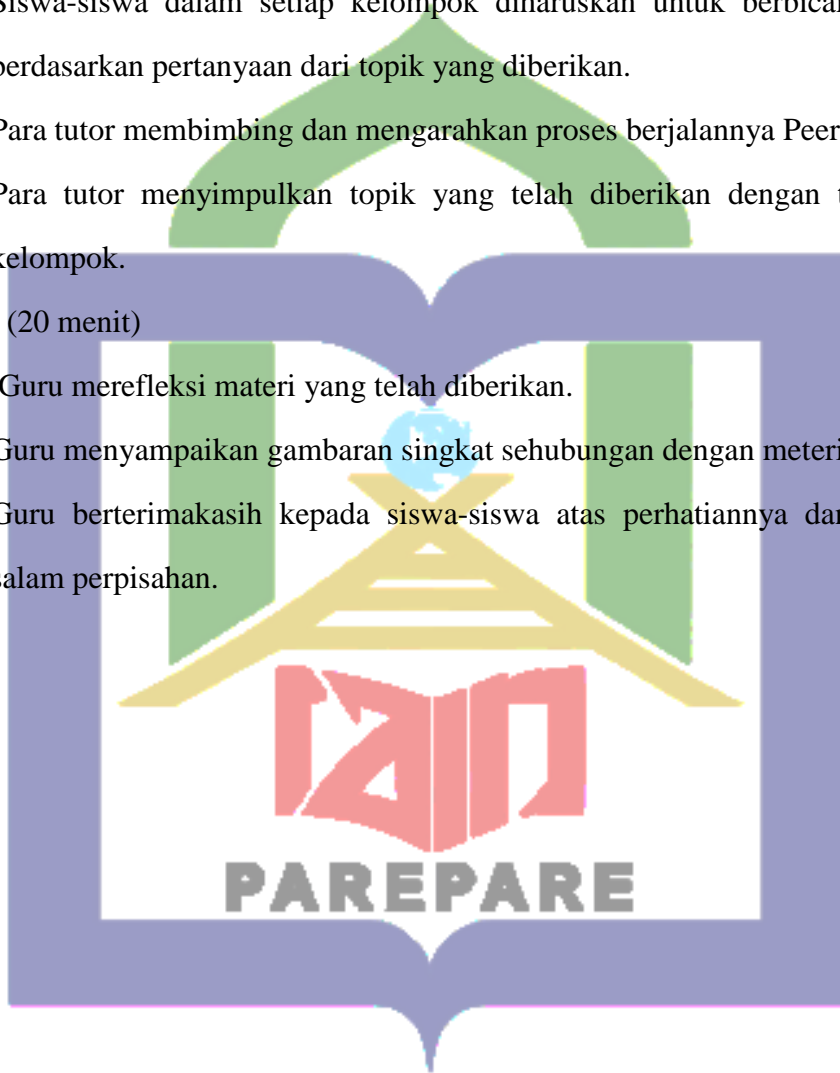
2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam empat kelompok dengan cara menghitung.
- Guru menunjuk satu tutor dalam setiap kelompok.
- Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.

- Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring.
- Selanjutnya, tutor dan tutees 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.
- Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring.
- Para tutor menyimpulkan topik yang telah diberikan dengan tutees 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 1/ 1 (Wajib)
Materi Pokok	: “ <i>Analytical Exposition Text</i> ”
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 Tutoring Strategy

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.

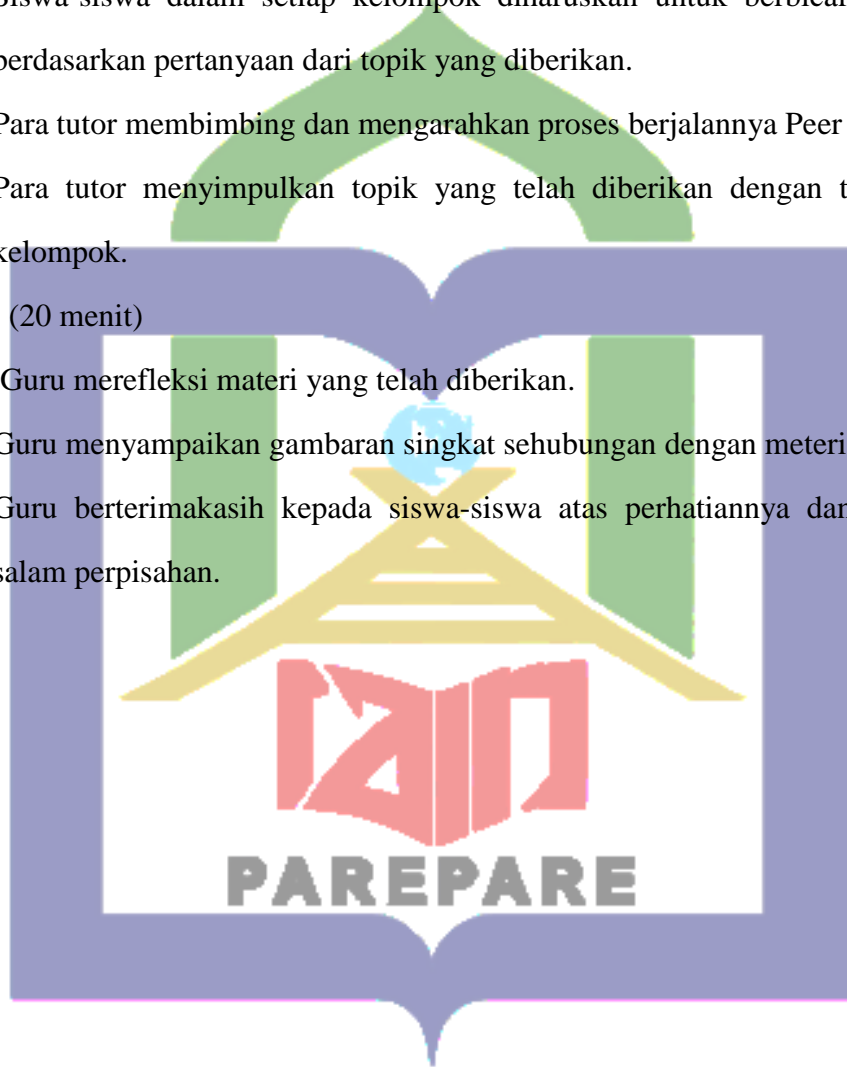
2) Kegiatan Inti (60 menit)

- Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
- Guru membagi siswa ke dalam empat kelompok dengan cara menghitung.
- Guru menunjuk satu tutor dalam setiap kelompok.
- Guru mempersilahkan tutor dari setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif dan kemudian guru datang untuk meyakinkan peran tutor-tutor sudah sesuai.

- Setelah 15 sampai dengan 20 menit, para tutor berhenti melakukan Peer Tutoring.
- Selanjutnya, tutor dan tutees 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.
- Para tutor membimbing dan mengarahkan proses berjalannya Peer Tutoring.
- Para tutor menyimpulkan topik yang telah diberikan dengan tutees 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 Distribution of T-Table

Df	α (level of significance) (<i>one-tailed test</i>)					
	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	1.703	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	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 6 Value of Chi Kuadrat

dk	Taraf significant					
	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

Appendix 7 Documentation











KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
 Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 Po Box 909 Parepare 91100 website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor : B.2358 /In.39/PP.00.9/10/2018
 Lampiran : -
 Hal : Izin Rekomendasi Penelitian

Kepada Yth.
 Kepala Cabang Dinas Pendidikan Wilayah VIII Provinsi Sulawesi Selatan
 di
 Tempat

Assalamu Alaikum Wr.Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri (IAIN) Parepare :

Nama : HARDIYANTI PATANGNGARI
 Tempat/Tgl.Lahir : PALU / 20 FEBRUARI 1995
 NIM : 14.1300.177
 Jurusan/ Prodi : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris
 Alamat : H.LANCA NO.133, KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"THE IMPLEMENTATION OF PEER TUTORING STRATEGY TO IMPROVE ENGLISH SPEAKING SKILL AT THE SECOND GRADE OF SENIOR HIGH SCHOOL 3 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

1 Oktober 2018

A. N. REKTOR
 Pdt. Wakil Rektor Bidang Akademik dan
 Pengembangan Lembaga (APL)

 Muh. Diunado



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

REKOMENDASI

Nomor : 867 / 2018 / CD.WIL.VIII/DISDIK

Tentang

"The Implementation Of Peer Tutoring Strategy To Improve English Speaking Skill At The Second Grade Of Senior High School 3 Parepare "

Yang bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII (Barau, Parepare, Sidrap), menerangkan bahwa :

- Nama : **HARDIYANTI PATANGNGARI**
- Lembaga/Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Parepare
- Program Studi : Tarbiyah dan Adab/Pendidikan Bahasa Inggris

Pada dasarnya kami menyetujui untuk melaksanakan penelitian pada SMA Negeri 3 Parepare, mulai Tanggal 8 Oktober s.d 8 Oktober 2018 dengan mendahului laporan ke sekolah dan hasil penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII.

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 28 September 2018

An. Kepala Cabang Dinas Pendidikan Wilayah VIII
Kasubag. Tara Usaha



MUHAMMAD AKIL,SH.,MM
Pangkat : Pembina
NIP : 19610304 199112 1 001



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT.SMA NEGERI 3 PAREPARE**

Jalan Pendidikan Parepare Telepon (0421) 22836 Kota Parepare - 91132

SURAT KETERANGAN PENELITIAN

Nomor : 070/192/UPT.SMA.03/PRP/DISDIK


Yang bertanda tangan di bawah ini atas nama Kepala UPT. SMA Negeri 3 Parepare menerangkan bahwa:

Nama : HARDIYANTI PATANGNGARI
 Tempat, Tgl Lahir : Palu, 20 Februari 1995
 NIM : 141300177
 Jenis Kelamin : Perempuan
 Program Studi : Bahasa Inggris
 Alamat : Jl. Kapten H. Lanca No. 133 Parepare

Benar yang namanya tersebut diatas telah mengadakan penelitian pada SMA Negeri 3 Parepare dengan Judul Penelitian:

**“THE IMPLEMENTATION OF PEER TUTORING STRATEGY TO IMPROVE
ENGLISH SPEAKING SKILL AT THE SECOND GRADE OF SENIOR HIGH
SCHOOL 3 PAREPARE”**

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 05 November 2018
 Kepala UPT SMA NEGERI 3 Parepare,

DRS. KH. HANIMAD ANSHAR RAHIM, M.Pd
 NIP. 0196607161991031010

CURRICULUM VITAE



The writer, **Hardiyanti Patangngari** was born in Palu on February 20th, 1995. She is the last child from three siblings, she has a brother and a sister from the couple Patangngari and Henni. The writer began her education at Kinder Garten DDI Ujung Baru Parepare and graduated on 2001. In the same year, she continued her study at SDN 3 Parepare and graduated on 2007. Then, she decided to continue her study at SMPN 2 Parepare and finished her Junior High School on 2010. After that, she registered as a student at SMAN 1 Parepare and graduated on 2013. The following year, she enrolled at State Islamic College (STAIN) Parepare but now it is changed become State Islamic Institute (IAIN) Parepare. During her studying at IAIN Parepare, she ever joined in some of organizations namely *Lintasan Imajinasi Bahasa Mahasiswa (LIBAM)*, *Himpunan Pengusaha Muda Perguruan Tinggi (HIPMI-PT) Kota Parepare*, *Karang Taruna Kota Parepare*, as well as *Kelas Inspirasi 3 Kota Parepare*. On 2018, she completed her skripsi with the tittle “**The Implementation of Peer Tutoring Strategy to Improve English Speaking Skill at the Second Grade of Senior High School 3 Parepare**”.