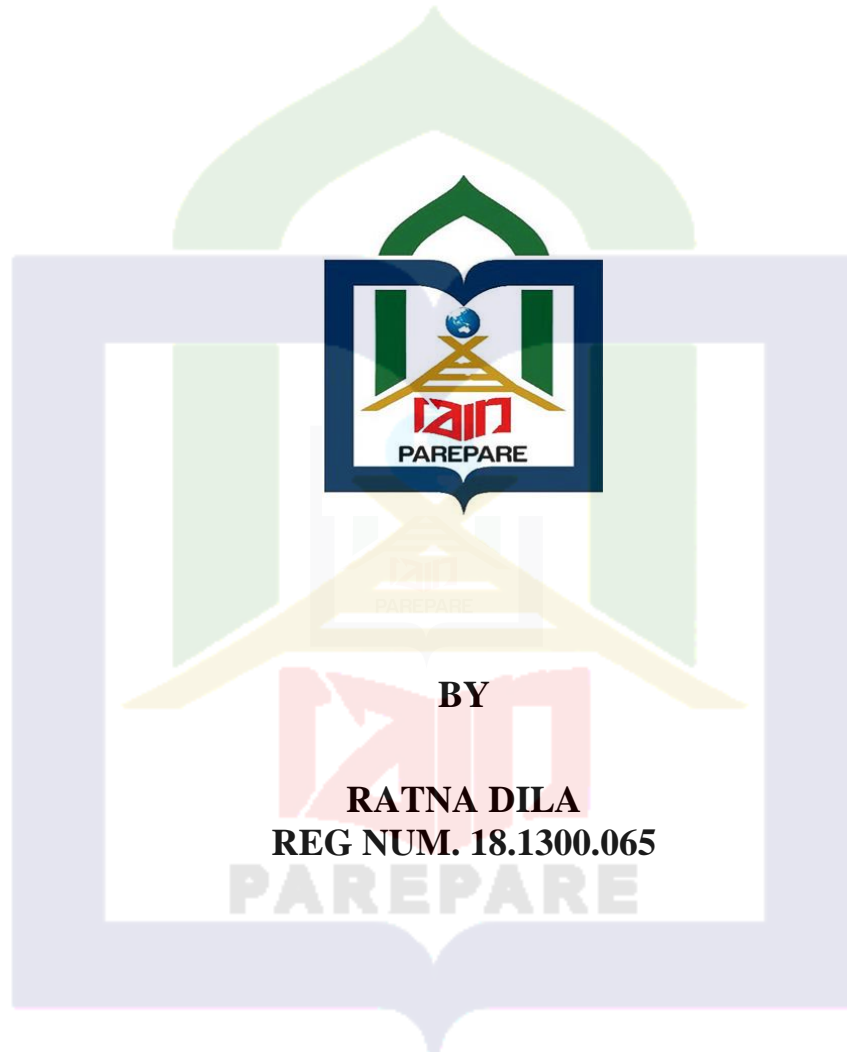


A THESIS

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
PEER TEACHING STRATEGY AT THE ELEVENTH
GRADE OF MA DDI LOMBO'NA KAB. MAJENE**



BY

RATNA DILA

REG NUM. 18.1300.065

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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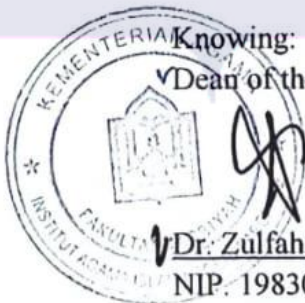
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وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

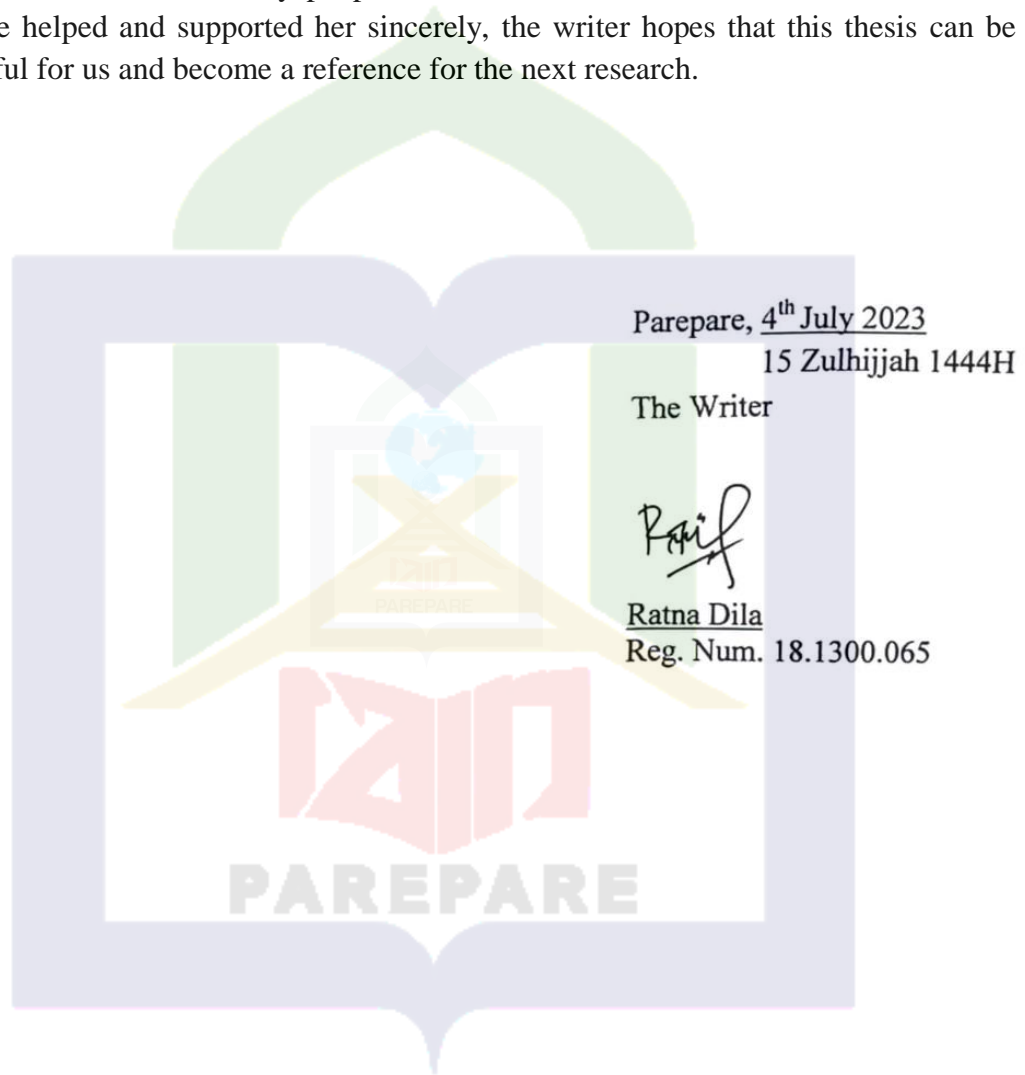
Alhamdulillah Rabbil ‘Alamin all praise belongs to Allah SWT. The highest and the master of the universe while the creator of the everything in the world who still lend the writer good health, blessing, mercy so she can finish her thesis. Entitled: Improving Students’ Speaking Skill Through Peer Teaching Strategy at the Eleventh Grade of MA DDI Lombo’na Kab. Majene. Shalawat and Salam to our prophet Muhammad SAW. As the leaders, the best role models for us, who have guided us from uneducated people to educated people or in other words from bad morals to good morals.

This thesis not merely the writer own work because of having greatly improved by some great people around the writer who suggested and guided by giving comments and advise to make it better. The writer realizes that writing contains a few errors, even though she tried to do her best. The writer spent a lot of time writing this paper. She expects that it will useful information and give new knowledge for anyone who read it. During the period of conducting the research and writing this paper, the writer got many valuable contribution from a number of people in order to complete it. Therefore, the writer would like to express her sincere thanks and appreciation to:

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DECLARATION OF THE AUTHENTIC OF THE THESIS

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

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ABSTRACT

Ratna Dila. *Improving Student' Speaking Skill through Peer Teaching Strategy at the Eleventh Grade of MA DDI Lombo'na Kab. Majene* (Supervised by Abdul Haris Sunubi and Mujahidah).

The purpose of this study was to find out the improving of the students' speaking skill by using peer teaching strategy at MA DDI Lombo'na. The peer teaching strategy is a cooperative learning strategy in which mutual respect and understanding are fostered among students who work together. This research results will have benefit for teachers and students because they will get new strategy to use in teaching, especially in improving speaking skills.

This research was a pre-experimental study with a pre-test and post-test design. The population of this research is the students' of MA DDI Lombo'na, while the sample is the XI A grade students, and the total sample are 17 students, that taken by purposive sampling. The instrument of this research is test. This test divided by two namely pre-test and post-test. The purpose of this test to measure the students speaking skill before and after treatment, and to find out whether the application of peer teaching strategy can improve students' speaking skills or not.

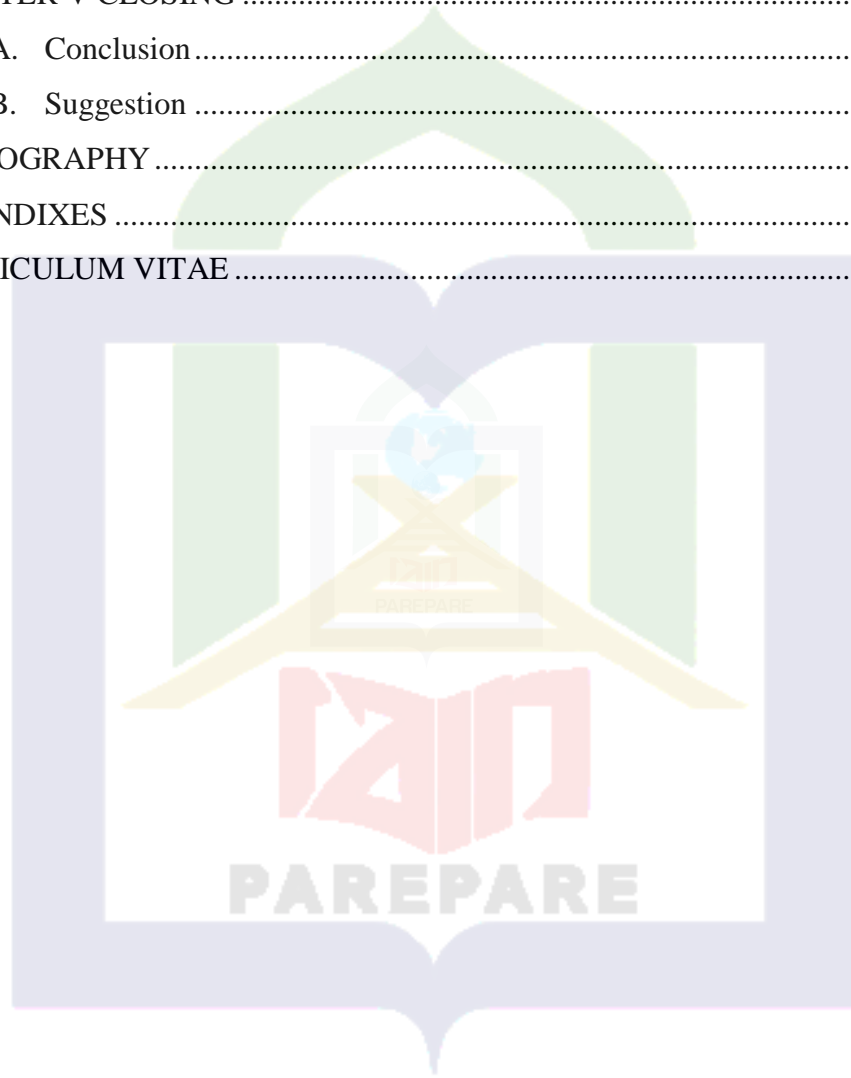
The results of this research show that, there is an improvement of students' speaking skill by using peer teaching strategy. This result indicated that there is the difference between the result of pre-test and post-test. The result pre-test is (30) while the result of post-test (66,8). While a significant level (p) of 5% and $df = 16$, the t -table value is 1.746, and t -test value is 3.16. It means that, the value of the t -test is greater than the t -table ($3.16 \geq 1.746$). So, it can be concluded that the students' speaking ability was significantly better after receiving the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that the students speaking skill is able to improve by using peer teaching strategy.

Keywords: *Peer Teaching Strategy, Speaking Skill.*

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CHAPTER I

INTRODUCTION

A. Background

Language is the way of human to communicate with one another. Because without language humans will not have the option to collaborate with individuals around them. Similarly, in the globe of education Speaking is an important aspect of learning because without speaking skills students will become stupid and teachers or people around them will not know the meaning of what students' words. By having more language knowledge, students will easily understand and get what they want and need from the things around them. Speaking is an important aspect of language learning, because speaking is an important communication tool.

Speaking skill is a language ability in pronouncing articulation sounds or saying words to express, express opinion, convey ideas, thoughts, and ideas and feeling to others. However, speaking skills will be difficult to develop without continuous practice and can be carried out under the guidance of an English teacher, with classmates in class and other teachers who can speak English. The relationship between these two modes of appearance is so strongly applied in conversation, by knowing a language that many students can understand and easily obtaining what students want and need from the environment. From the above understanding it tends to be inferred that talking is an expertise that should be dominated by understudies to give or get data or directives for discussion.

Speaking skills important because they are used in interacting with other people. In speaking, people give messages to listeners. The speaker is the one who gives the message and the listener is the one who receives the message. In conversation the speakers and listener must work together to avoid misunderstandings between them during the conversation.¹

In addition to speaking skill, of course speaking cannot be separated from problems in speaking. Speech problems are problems that make a person less able to speak. These problems can be an obstacle for students in improving their speaking skills. The reasons that students experience problems in speaking are linguistic problems (poor in grammar, vocabulary, and pronunciation), physiological problems, lack of confidence and anxiety.² In addition to problems in speaking, students also experience difficulties in learning to speak, including 1) The problems students face in preparing to speak English are vocabulary, grammatical phrases or sentences, and ideas. 2) The problems that students face in learning to speak English they need a lot of time to answer and ask questions in conversation the reason is because of the a little grammar and vocabulary. 3) The next problem faced by students is to re-study the subject matter after learning English, while English is different from Indonesian, and students dislike learning English.³

The teaching and learning process involves at least several components, namely: students, teachers, learning objectives, materials, teaching methods, media in the form

¹Akkas, A. 'Meningkatkan Keterampilan Berbicara melalui Strategi Peer Tutoring kepada Anggota Klub Pertemuan Bahasa Inggris'. *LETS: Jurnal Linguistik dan Studi Pengajaran Bahasa Inggris*, 2 (1), 30-38. (2020).

²Dea Aries Fitriani, et al *A Study On Student's English Speaking Problems In Speaking Performance*. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4 (9).

³A'am Rifaldi Khunaifi. *Kesulitan-Kesulitan Siswa Dalam Belajar Speaking English*.

of teaching aids and evaluations. The same thing happened at the MA DDI Lombo'na school, but in learning English many students have difficulty speaking English and they need guidance and motivation to support students in learning. There are still many of them can not speak English well due to several factors. First, they lack vocabulary so it's not easy to express their ideas to their friends, secondly student lack self-confidence so that they are ashamed to speak the wrong words. Based on the conditions and problems above, the researcher assumes that in learning English, especially at MA DDI Lombo'na, some improvements are needed to make students happy to learn and teach English, this will be able to be done by communicating with peer teaching strategies. With peer guidance can increase fearlessness and relational abilities, when understudies educate and give illustrations with their friends without realizing it students will be able to develop confidence and communication skills. With the peer teaching method students can speak more actively in providing a wider response, creating a pleasant learning atmosphere and providing set a good example.

Peer teaching is an activity that involves students having conversations, this activity makes students learn well and quickly because peer teaching gives students the opportunity to ask questions without shame in class so they don't have to worry about speaking and practicing⁴. Peer educating is perhaps of the best strategy in learning to develop students' speaking skills in class. This activity can be an informal activity that can be formalized. Because the peer teaching method is considered capable of solving certain problems.⁵

⁴ Paulina, "Peer Tutoring technique Helping Student Reducting Fear In Improving Speaking Ability" (2017).

⁵Hendri Gunawan, 'Upgrading Speaking Ability through Peer Teaching Technique', Jurnal Of English Education and Linguistics (2020).

In addition, the peer teaching strategy is a method that helps students convey subject matter to their peers. This learning is carried out by students as presenters and other students as recipients of the material. It would be more efficient if those who teach are students who have received special training from the teacher, this is supported by Lim's statement (2014) which states that peer teaching activities are a driving force in learning, because students usually understand better if their friends explain to them.

In addition to the understanding of peer teaching, there are several benefits of implementing the peer teaching method, 1) Peer teaching allows teachers and students to understand material easily. 2) Teachers and other students will gain a broader and deeper understanding of the material. 3) Besides learning to ask useful questions, the teacher also develops social listening skills. 4) Students have the opportunity to study with other students. 5) Allows students to receive help from other friends.⁶

In Majene district, Precisely in Tubo Sendana sub-district, there is a school that stands under the auspices of the ministry of religion, namely Madrasah Aliyah Darud Da'wah wal Irsyad Lombo'na, this school besides focusing on religious lessons, of course cannot be separated from general lessons such as English lessons, namely to improve students' English skills. The writer made observations of students' English learning activities. Where students interact more with peers such as in group work activities to exchange information and share knowledge, as well as to maintain social relationships. In teaching and learning English, of course, it is necessary to use several strategic techniques to improve students' abilities. The strategy is peer

⁶ Khusniyah, "Enhancing Speaking Skills through Peer Teaching Method: A Review in EFL Context". Conference of English Language and Literature (CELL), (2019)

teaching, by implementing a peer teaching strategy it can create intimacy between students. From the description above, the authors are interested in conducting research on “Improving Students’ Speaking Skill Through Peer Teaching Strategy at the eleventh grade of MA DDI Lombo’na Kab. Majene”.

B. Research Question

Regarding with the background above the researcher formulate the research question, is peer teaching strategy able to improve students speaking skill at the eleventh grade of MA DDI Lombo’na Kab. Majene?

C. Objective of the Research

Related to the research question above, the objectives of the research is to know that peer teaching strategy is able to improve students speaking skill at the eleventh grade of MA DDI Lombo’na Kab. Majene.

D. Significance of the Research

In this study, the researcher hopes that the result of this study can be used by researcher, educational institutions, teachers, students, and next researcher for the following purposes:

1. For the researchers, to increase understanding, especially in this study.
2. For the teacher, it can be used as an effective training method to train students' speech skills.
3. For the students, this activity helps students to increase their desire to participate actively in learning activities and improve their speaking skills.
4. For findings of this study can serve as guidelines for future researchers' investigations.

CHAPTER II

LITERATURE REVIEW

A. Some Preview Finding

Several researchers have conducted research in accordance with the objectives of the researcher. There are several theories related to the theory of the researchers are as follows:

A study “Implementing peer teaching to enhance English students’ language learning: Kurdish EFL teachers’ and students perspectives” by Hemn Adil Karim and Aso Ali Mohammed. They found that among students majoring in English at the University of Germian and English teacher at Germian and Raparin Universities. Showed that the participants had a positive perspective on the application of peer teaching in EFL classes to improve students’ learning and language skills. Students welcome this peer teaching model and consider it as important as what they rely on when they can’t understand teacher’s explanation and missed a session, many of them rely on peer teaching when needed, even though they think that the information students get from teacher teaching then uses it in peer teaching.

Peer teaching with experience and a skilled structure is one way to promote education, this peer teaching method is a method to increase the effectiveness of education where tutors work together in implementing strategies through a systematic process. As a result, this model enables student focused teaching to increase student engagement in classroom activities. In this way students can learn through teaching

each other, because students have the same level of ability and learning and the same problems and learning objectives.⁷

Elis Purnama Sari, in his research, " Application of the peer teaching method to improve learning outcomes in Fiqh subjects for class VII Students of Madrasah tsanawiyah An-nur Tangkit Sungai Gelam Muara Jambi", in his research using classroom action research which was analyzed descriptively qualitatively. The results showed that the application of the peer teaching method was able to improve student learning outcomes on the subject of fasting from increasing posttest scores in each cycles.⁸

Kadek Lisna Dewi Saraswati in her research "Penerapan Model Pembelajaran Tutor Sebaya Untuk Meningkatkan Kemampuan Mendongeng Siswa Kelas VIIG SMP N 2 Sawan". So, using this learning strategy is not only able to improve skills in collaboration, and also improve students' academic skills while maintaining social connections between students and teachers in the classroom. As in understudies' mental capacities are likewise a significant worry for educators, so this learning model can be utilized to work on better better.⁹

Nurbianti in her research "Improving Speaking Skills through Peer Teaching Techniques". The researcher applied a quasi- experimental design. Find that students

⁷Hemn Adil Karim, and Aso Ali Mohammed, 'Implementing Peer Teaching to Enhance English Students' Language Learning: Kurdish EFL Teachers' and Students' Perspective', Journal of Garmian University. (2018).

⁸Elis Purnama Sari, 'Application of the peer teaching method to improve learning outcomes in Fiqh subjects for class VII Students of Madrasah tsanawiyah An-nur Tangkit Sungai Gelam Muara Jambi', (2021)

⁹ Kadek Lisna Dewi Saraswati, 'Penerapan Model Pembelajaran Tutor Sebaya Untuk Meningkatkan Kemampuan Mendongeng Siswa Kelas VIIG SMP N 2 Sawan', Jurnal Pendidikan Bahasa dan Sastra Indonesia Unidiksha. (2017)

taught by the peer teaching method get better scores and the peer group method positively affects students' speaking skill.¹⁰

From the various studies above, it can be said that Hemn Adil Karim, and Aso Ali Mohammed apply the peer teaching method to improve students' English learning abilities. Elis Purnama Sari from various study programs uses the Peer teaching method to improve student learning outcomes. Kadek Lisna Dewi Saraswati uses a peer tutoring strategy in storytelling to improve student learning outcomes. Nurbianti used a peer teaching strategy to improve students' speaking skills using a quasi-experimental design method.

Based on this explanation, the researcher is interested in knowing can peer teaching strategies be applied to teaching speaking in peer discussion groups. Researchers choose to determine the title of the study. "Improving Students' Speaking Skill through Peer Teaching Strategy at the Eleventh Grade of MA DDI Lombo'na Kab. Majene".

Some Pertinent Ideas

This section discusses several theories relevant to this research, namely the concept of speaking and the concept of peer teaching strategies.

1. The Concept of Speaking

a. Definition of Speaking

Speaking a certain language is not an instant that can be understood quickly. Therefore it is necessary to understanding of speech, some understanding of speaking is speaking the ability to communicate with people others through the medium of

¹⁰Nurbianti, 'Upgrading Speaking Ability through Peer Teaching Technique', Journal of English education and Linguistics. (2019).

language. Speaking is a form of speech act in the form of the sounds produced by the speech apparatus are accompanied by body movements and facial expressions.¹¹

Spratt define that using speech to convey meaning to others is included in speaking. Meanwhile, Clark and Clark define that communication is related to the there are two main activities in speaking and listening. In talking, individuals express their thoughts and considerations in words, discuss sentiments, discernments, and can be passed on to other people.¹²

Talking is talking to someone about something by using sound to express it opinions in general.¹³ Ability to speak is a productive activity speech orally communication, this activity involves between students, where both are speakers and listeners, must react to what they make and what they listen to.¹⁴

From some of the definitions over, researchers infers that talking is device for speak with others and to offer viewpoints, thoughts and sentiments orally through correspondence.

b. The Elements of Speaking

According to Brown, There are some elements of speaking skills that students must pay attention to in speaking as follows:

¹¹Agus Setyonegoro, "*Hakikat, Alasan, dan Tujuan Berbicara*", pers

¹²Clark and Clark "Psychology and Language" on Prucesia Kumara Silva, *Improving Student's speaking skill through the use of video clips*(Unpublished Thesis State university of Yogyakarta, 2013), p. 426

¹³Oxford Learners' *Pocket Dictionary*, (New York: Fourt Edition Oxford University Press 2008), p. 426

¹⁴Keith, Morrow, "*Influence of Simulation Game*"

1. Pronunciation, including segmental characteristics from vowel, stress, intonation patterns, and consonant. Speaker must be able to speak English properly.
 2. Accuracy, involves use correct grammarly, pronunciation and vocabulary. Speaker must articulate the words correctly, grammar and phonologi correct.
 3. Fluency, the skill to keep talking spontaneously let speech continued while speaking and out of context of understanding and speaker must pronounce natural language.
 4. Comprehension, comprehension includes knowing how to utilize it accurately as well as knowing what, why, and when produce a language.¹⁵
- c. Types of Speaking

There are several basic types of speaking according to Brown:

The first is imitative, speaking is the customary to imitate word or phrase, possibly sentence. While this rate spoken produce is purely phonetic, number, lexical of prosodic, and grammatical traits language can be included in show of criteria.

Second types is intensive. Produce of short stretches of communicated in language intended to exhibit competence in limited linguistic groups, phrases, lexical, or phonological relations.

The third types is responsive speaking, which is a test of interaction and understanding in a limited range of very short conversations, simple talk requests and

¹⁵ Brown, H Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco State University, 2004)

comments. It can be a short answer to a question or comment initiated by the teacher or student. The answer usually enough and effective.

Fourth types is interactive speaking, is a long speaking skill and the complexity of interaction. Sometimes involving many exchanges and many members, association can take two types of conditional language aimed at exchanging interpersonal information aimed at maintain social relations.

And the last type is extensive speaking, includes speech, oral representation, also, narrating, during which the chance for oral collaboration with audience members are exceptionally restricted.¹⁶

2. The Concept of Peer Teaching Strategy

In this section, the focus of the researcher in her research on definition of peer teaching, types of peer teaching, the benefits of peer teaching as well as the implementation of peer teaching.

a. The Definition of Peer Teaching

In the learning process, learning resources do not have to be teachers, learning resources do not have to be teachers, learning resources can be from other people who are not teachers, can be from classmates or their families at home. This activity is called peer teaching.

Peer teaching is a strategy that helps students perform better at understanding various concepts, especially their ability to express their ideas. The peer teaching strategy is effective implemented in learning because this method can bring teachers closer to student, students and other students, and students will be more independent

¹⁶ Brown, H Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco State University, 2004)

in solving the problems they have. In short, the peer teaching method is an effective strategy to help students learn in class because they will be confident, especially when practicing speaking in class. Using peer teaching helps students to be able to interpret, connecting, and combining new information with existing knowledge and obtaining new information.¹⁷

Peer teaching is a learning strategy with a cooperative approach where student act as teachers and other students act as learners. Either the same age or the teacher is older than the learner to help learn at the same level of learning, to develop the ability to listen and concentrate better and understand what is being learned because the explanations are given in more familiar language.¹⁸

Peer teaching is a teaching strategy where students collaborate with one another and learn from teachers. Also known as "everyone teaches one" or "youth and youth teaching tutoring." Peer instructing is a compelling technique for advancing understudy focused learning. Educator on the job the errand of working with understudy exercises as they show their companions. Additionally, Dineen, Clark, and Risley assert that students with disabilities greatly value opportunities for social interaction and skill development. One more sort of friend showing program is the companion mentoring approach which unites understudies, everything being equal, with the more established understudy going about as the guide and the most youthful understudy going about as the tutee.¹⁹

¹⁷Hemn Adil Karim, and Aso Ali Mohammed, *'Implementing Peer Teaching to Enhance English Students' Language Learning: Kurdish EFL Teachers' and Students' Perspective'*, Journal of Garmian University. (2018)

¹⁸Febiyanti, Y.N *'Peer Teaching (Tutor Sebaya) Sebagai Metode Pembelajaran Untuk Melatih siswa Mengajar'*, Edunomic Jurnal Pendidikan Ekonomi. (2014).

¹⁹Hall, 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.

Peer teaching procedure Students are divided into small groups, then each group is given the task of studying and teaching the material to other groups. Students alternate between tutor and tutee in groups. Students work together in groups to achieve goals that depend on group performance.²⁰

By paying attention on the definitions above, the researcher only concludes that peer teaching is learning in which students act as teachers or one students become a tutor for other students. Peer teaching is also one of the students-centered learning strategies that can be applied in many academic subjects including English.

b. Types of peer teaching

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

- 1) Unidirectional peer teaching. Unidirectional peer teaching are peer tutors are who are trained to teach around the clock, and children with disabilities remain students in the pair. This method is effective when working with children with disabilities such as severe autism, intellectual disability, visual impairment, or cerebral palsy. The benefit of this option is that tutors and students are always aware of their role, and peer tutors assume responsibility throughout the program.
- 2) Bi-directional, or reciprocal, peer teaching. A child with a disability with a child without a disability forms a number two (pair). The two children take turns being tutors while the others act as students. Instructors can have these children swap roles for each skill. This method is most effective for children with mild disabilities. The main

²⁰ Hisyam Zaini, Bermawy Munthe, Sekar Ayu Aryani, *Strategi Pembelajaran Aktif* (Center For Teaching Staff Development, 2007)

benefit of this approach is that every child has the opportunity to become a teacher and learn about leadership.

- 3) Class-wide peer teaching. This tutoring involves breaking the entire class into twos. Each child participates in mutual peer tutoring by providing guidance, error correction, and assistance to their partner. Class-wide peer tutoring is unique in that all children are given assignment cards to keep them focused on the lesson objectives. The tutor takes an assignment card and fills in the skills the student has mastered. This method is most effective for children with mild disabilities. The main benefit of this approach is that the whole class is involved in tutoring activities, so that no child is selected because of a disability.
- 4) Cross-age peer teaching. Cross-age peer teaching happens when a more established youngster is chosen to guide a more youthful kid. When peer teachers are interested in working with disabled children, this method works best. Peer instructing across ages are more successful than peer educating of similar age when understudies are extremely youthful. Peer instructing across ages can be chosen by eagerness, actual capacity, and accessibility. The fundamental advantage of this approach is that mentors gain significant showing experience compelling individualized guidance and feedback.²¹

c. The Benefits of Peer Teaching

There are with many advantages with teaching. It is important to

²¹Types of Peer Tutoring “. Building Healthy, Peer Tutoring in General Physical Education.

remember that no two school programs are the same, just as any program is. Each program is unique because of the way students, schools and communities interact with one another. Additionally, tutoring's scope can differ greatly from school to school. Teaching in almost any setting is generally beneficial because of these differences. The advantages of teaching in general, as well as for students, tutors and teachers, are discussed in detail below.

1) In General Teaching

- a. Improve your ability to communication.
- b. Develop organizational abilities.
- c. Enhance self-assurance.
- d. Provide positive good examples and everyday reassurance.
- e. Create opportunities to wean students with education.
- f. Generate opportunities for enrichment.
- g. Improve authority of scholastic abilities.
- h. Enhances students' perspectives on school: reduces tardiness, truancy, and dropout rates.
- i. Reduces distances between individuals and makes new friends.

2) The Benefits for Student

- a. Lessons and one-on-one instruction are individualized for each student based on their learning style and level of comprehension.
- b. Instruction without competition, individual progress.
- c. Individual instruction apart from instruction for the entire class.
- d. More praise, criticism, and encouragement than they might receive from a single instructor.

- e. Closer supervision by the instructor and tutor that maximizes time spent on tasks.
- f. Skill that is demonstrated as opposed to merely verbalized.
- g. Companionship.

3) The Benefits for Tutors

- a. Sense of accomplishment and pride at having helped someone else.
- b. Increasing academic proficiency.
- c. A deeper commitment to their own schooling so they can actually give it to the tutees.
- d. An improved sense of self-worth, confidence, and sufficiency because of being named a mentor.
- e. A new or increased awareness of teachers' responsibilities for imparting knowledge to students.
- f. Understanding of students whose learning difficulties may be significantly greater.

4) The Benefits for Teacher

- a. They are able to complete more technical and professional tasks with less time spent on repetitive tasks.
- b. More personal monitoring of each student's progress than they are required to do during whole-class instruction.
- c. Feeling good about myself when I see the results tutor and student have achieved.
- d. Improved abilities as they collaborate with the program to carry

out tasks like monitoring, counseling, evaluation, and record keeping.²²

The researcher can conclude that peer teaching is a profitable, efficient, and easy-to-implement teaching strategy after observing the aforementioned advantages.

d. The Implementation of Peer Teaching Strategy

According to Annette M. Tudor in the peer tutoring handbook for tutors and mentor teachers, the application of peer teaching strategies is divided into six items. They:

Firstly, hold regular meetings between tutors and supervisors as a way to stay in touch and follow program developments. This meeting is also an opportunity for tutors to receive further training as needed. Second, communicate regularly with school staff and parents, Take advantage of the skills of both groups. Teachers can help with lesson plans and teaching suggestions, parents can help provide program materials and help work with individual students. Third, try to create a warm, relaxed and non-competitive environment to guide colleagues in their work. Fourth, remember that tutoring can be scheduled during class time, at lunch time, before or after school. However, in general the most successful time is during class. Fifth, monitor mentoring sessions and the program as a whole. Stop potential problems from becoming real problems. And the last Ensure to positively reinforce the tutor's work.²³

²²Anette M. tudor, *Peer Tutoring Handbook for Tutors and Mentor Teachers*. (Bristol: Tenesse High School Departement of Special Service), P.5- 6

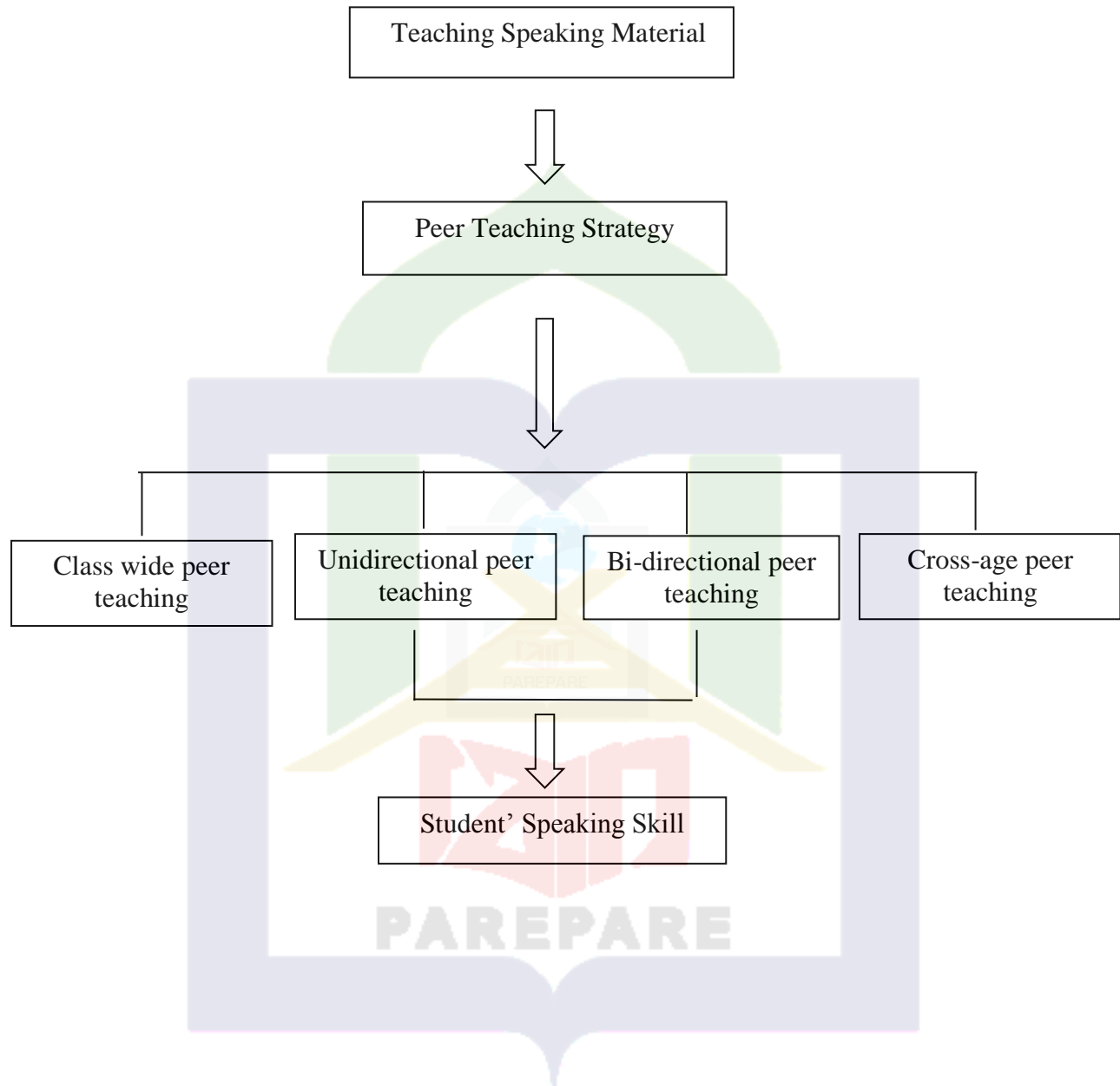
²³Anette M. tudor, *Peer Tutoring Handbook for Tutors and Mentor Teachers*. p. 8

e. Defenisi of Operational Variable

Peer teaching is a learning strategy approach where students act as teachers and other students act as learners. Either at the same age or the teacher is older than the student to help learn art at the same learning level, to develop better listening and concentration skills and understand what is being learned because the explanations are given in a more familiar language, in other words peer teaching is student-centered learning strategies that can be applied in many academic subjects including English.

As in the previous explanation, there are four types of peer teaching, namely: Unidirectional peer teaching, Bi-directional peer teaching, Class-wide peer teaching, and Cross-age peer teaching. but in this study the researcher only used the Unidirectional peer teaching and Bi-directional peer teaching types because the researcher only used one sample as the focus of the research, namely class is a type of strategy that involves all classes, namely classes X, XI, and XII.

B. Conceptual Framework



The main components above are describe as follow:

1. Input

Input refers to the student that are divided into two groups, each group consisting of 8 students in each group there is a student who became tutor who will explain to their friends about the material they have not understand.

2. Process

Process refers to the application of peer teaching strategies by sharing ideas through asking and answer questions about the material. The tutor will have a discussion to discuss the material into the matter with all the tutees. Then, the researcher provide assertions and additional material on unsolved problems to students. At the end of the meeting, the researcher and students conclude the study.

3. Output

Output refers to the improvement of students' speaking skills. After applying peer teaching strategies in the classroom the researcher assumes that students will experience improvement in their speaking skills. Researchers hope that students will not face any difficulties to express their ideas orally in English and they will have self-confidence to speak English.

C. Hypothesis

The hypothesis is a statement and a provisional answer to the research problem that needs to be tested through data collection and data analysis, the formulation of the hypothesis is based on the theory investigated and the conceptual framework that the researcher does.²⁴

²⁴Wina Sanjaya, *Penelitian Pendidikan*, (Jakarta, Prenadamedia Group, 2015), p.196

Based on the previous related literature and the formulation of the problem above, the researcher proposes the following hypothesis:

1. Null Hypothesis (H_0)₁

Peer teaching strategy is not able to improve speaking skill at the eleventh grade of MA DDI Lombo'na.

2. Alternative Hypothesis (H_a)₁

Peer teaching strategy is able to improve speaking skill at the eleventh grade of MA DDI Lombo'na.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the design applied a pre-experimental method with one group pre-test and post-test design, namely one group whose dependent variable is measured (pre-test) then given a stimulus, and the dependent variable is measured again (post-test) without there is a comparison group.²⁵ This is presented as follow:

$$E = O1 \ X \ O2$$

Where :

E : Experimental group

O1 : Pre-test

X : Treatment

O2 : Post test²⁶

B. Location and Duration of Research

This research was conducted at the MA DDI Lombo'na School Majene Regency, while the research time was carried out for 45 days.

²⁵ Bambang Prasetyo, Lina Miftahul Jannah, *Meode Penelitian Kuantitatif*, (Jakarta, Rajawali Pers, 2014), p.161

²⁶ Sugiono, *Metode Penelitian Pendidikan* (Pendekatan Kuantitatif, Kualitatif dan R&D) (Bandung, Alfabeta, 2010), p. 110-111

C. Population and Sample

1. Population

The population of this study eleventh grade students of MA DDI Lombo'na. There are 2 classes as the population in this research, and the number of all students are 33. All the population was illustrated on the table below.

Table 3.1 The total population of eleventh grade students of MA DDI Lombo'na

NO	CLASS	MALE	FEMALE	TOTAL
1	XI A	10	7	17
2	XI B	10	6	16
TOTAL		20	13	33

2. Sample

The sample is often defined as part of the population, if the population is large and it is impossible for researchers to study everything in the population due to several factors, the researcher can use samples taken from that population, and the samples taken must be truly representative.²⁷

The researcher used purposive sampling technique which involve one class for use as experimental class is XI A. total sample are 17 students. There is a reason for the researcher to take this class as a sample, apart from the varying abilities of the students. Also because this class has more students and this class is also a recommendation from the English teacher, the researcher chose class XI A as the sample.

²⁷ Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2012), p. 62

D. Instrument of The Research

The instrument of this research is test. The test was given to measure the students speaking skill. Kind of test namely pre-test and post-test. The pre-test was intended to see the students' speaking ability before being given treatment, while the post-test was intended to determine the students' improvement in speaking. The researcher recorded the students' performance while they practice speaking.

E. Procedure of Collecting Data

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

1. Pre-test

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

2. Treatment

After the pre-test, the researcher gave treatment to the students. The researcher implement peer teaching strategy as a way to improve students' speaking skills. The treatment process would be conducted for six meetings. The strategies were:

a. First Meeting

In the first meeting, the researcher give greeting to the students to open the class. After that, the researcher give motivation to the students before starting the discussion. Next, the researcher give directions to the students what they should do and explain the material. And then, the researcher divide the students into several groups. After that, the researcher choose a tutor for each group. Next, the researcher let the tutor for each group explain the material in their own way, then the researcher

comes to confirm the role of the tutor in the right way. Then, a discussion was held by sharing ideas in asking and responding to the material given in the analytical exposition text. Students from each group are required to speak naturally about the topic based on the questions given. After that, the researcher evaluates the material in class. The last, the researcher give greeting to the students to close the class.

b. Second Meeting

In second meeting the researcher open the class, after that, the researcher give motivation to the students before starting the discussion. Next, the researcher give direction to students what they should do in explaining the material. Then the researcher divide the students into two groups and choose a tutor for each group who lead and guide the peer teaching process. After twenty minutes the peer tutoring strategy in the class was stopped and the tutors concluded the given topic with their students. After that, researchers and students conclude the learning at the meeting. The last, the researcher give greeting to the students to close the class.

c. Third Meeting

In third meeting, the researcher open the class, after that, the researcher provide motivation to students before starting the discussion. After that, the researcher give direction to the students what they should do in explaining the material. Next, the researcher divide the students into two groups and choose a tutor in each group. After that, the researcher allow the tutor to lead and guide the peer teaching process. Next, discussions were held by sharing ideas in asking and responding to the material given in the text. After twenty minutes the peer tutoring strategy in the class was stopped and the tutors concluded the given topic with their students. After that, researchers and students conclude the learning at the meeting.

The last, the researcher give greeting the students to close the class.

d. Fourth Meeting

In the fourth meeting, the researcher open the class, next the researcher provide motivation to students before starting the discussion. Then, the researcher give direction to the students what they should do in explaining the material. After that the researcher divide the students into two groups and choose a tutor in each group. After that, the researcher allow the tutor to lead and guide the peer teaching process. Next, discussions were held by sharing ideas in asking and responding to the material given in the text. After twenty minutes the peer tutoring strategy in the class was stopped and the tutors concluded the given topic with their students. After that, researchers and students conclude the learning at the meeting. Finally, the researcher greet the students in front of the class.

e. Fifth Meeting

In the fifth meeting, the researcher open the class, after that, the researcher provide motivation to students before starting the discussion. After that, the researcher give direction to the students what they should do in explaining the material. Next, the researcher divide the students into two groups and choose a tutor in each group. After that, the researcher allow the tutor to lead and guide the peer teaching process. Next, discussions were held by sharing ideas in asking and responding to the material given in the text. After twenty minutes the peer tutoring strategy in the class was stopped and the tutors concluded the given topic with their students. After that, researchers and students conclude the learning at the meeting. The last, the researcher give greeting the students to close the class.

f. Sixth meeting

In the sixth meeting, the researcher open the class, after that, the researcher provide motivation to students before starting the discussion. After that, the researcher give direction to the students what they should do in explaining the material. Next, the researcher divide the students into two groups and choose a tutor in each group. After that, the researcher allow the tutor to lead and guide the peer teaching process. Next, discussions were held by sharing ideas in asking and responding to the material given in the text. After twenty minutes the peer tutoring strategy in the class was stopped and the tutors concluded the given topic with their students. After that, researchers and students conclude the learning at the meeting. The last, the researcher give greeting the students to close the class.

3. Post-test

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

F. Technique of Data Analysis

The data was collected through the test have been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

1. Scoring Classification

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

Table 3.2: Oral proficiency scoring categories.²⁸

Vocabulary	1-2	<ul style="list-style-type: none"> • Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	<ul style="list-style-type: none"> • Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	<ul style="list-style-type: none"> • 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 enough that he rarely has to grope for a word.
	7-8	<ul style="list-style-type: none"> • Can understand and participate in any conversations within the range of his experience with a high degree of precision of vocabulary.
	9-10	<ul style="list-style-type: none"> • 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.
Fluency	1-2	<ul style="list-style-type: none"> • No specific fluency description. Refer to

²⁸ H. Douglas Brown, *Language Assessment Principles Classroom Practices*, (USA, Pearson Education, Inc, 2004), p.172-173

	3-4	<p>other four language areas for implied level of fluency.</p> <ul style="list-style-type: none"> • 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.
	5-6	<ul style="list-style-type: none"> • Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	7-8	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1-2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Accent is intelligible though often quite faulty.

	5-6	<ul style="list-style-type: none"> • Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.
	7-8	<ul style="list-style-type: none"> • Errors in pronunciation are quite rare.
	9-10	<ul style="list-style-type: none"> • Equivalent to and fully accepted by educated native speakers.
Comprehension	1-2	<ul style="list-style-type: none"> • Within the scope of his very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition, or paraphrase.
	3-4	<ul style="list-style-type: none"> • Can get the give of most conversation of non-technical subjects (i.e. topics that require no specialized knowledge).
	5-6	<ul style="list-style-type: none"> • Comprehension is quite complete at a normal rate of speech.
	7-8	<ul style="list-style-type: none"> • Can understand any conversations within the range of his experience.
	9-10	<ul style="list-style-type: none"> • Equivalent to that an educated native speaker.

2. The Classification of the students' Score

Table 3.3 The classification students' score.²⁹

Classification	Score
Excellent	80-100
Good	66-79
Fairy	56-65
Poor	40-55
Very Poor	30-39

3. Scoring the Students' Speaking of Pre-test and Post-test

Table 3.4 Students scoring of pre-test and post-test

Score =	Students' correct	x100
	The total item	

- a. 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 students.³⁰

²⁹ Daryanto, *Evaluasi Pendidikan* (Jakarta: PT Rineka Cipta, 2005), p.211

³⁰ Suharismi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta Bumi Aksara,2009), p.298.

- b. Calculating the standar deviation by using the following formula:

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

Where:

SD = Standar Deviasi

$\sum X^2$ = Total of all deviations after being squared

N = Total of number of sample.

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

$$P = \frac{F}{N} \cdot 100\%$$

Where:

P = Percentage

F = Frequency

N = Total of number of sample.³¹

- d. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value

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

³¹ Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada ,2006), p.43

Where:

T = Test of significance

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

$\sum D$ = The sum of the total score

$\sum D^2$ = The square of the sum score of differences

N = The total sample³²



³² Gay L.R. *Educational Research, Competencies for Analysis and Application second edition* (Columbus: Charles E Merrill Company, 1981), p.331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the findings of the research and discussions of the research. The findings of the research cover description of the results of data collected through a test that can be discussed in the section below.

A. Findings

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of the research question. The research gave to tests which are pre-test and post-test. Pre-test was given before treatment to know students' speaking skill before doing the treatment. From the result of the post-test, it aimed to find out that implementing peer teaching strategy is able to improve students' speaking skill at MA DDI Lombo'na.

1. Students' Speaking Skill By Using Peer Teaching Strategy

This section described the result of data analysis implementing peer teaching strategy at XI A class in MA DDI Lombo'na.

a. The students' score in pre-test

The researcher gave questions 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 results 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	Fluency	Pronunciation	Comprehension	Score
1	AS	5	5	4	4	18
2	AF	2	1	1	2	6
3	AB	4	3	3	3	13
4	AN	3	2	2	2	9
5	H	4	4	3	4	15
6	M.AJ	4	2	3	4	13
7	M.SS	3	1	1	2	7
8	M	4	3	3	3	13
9	N	4	3	3	4	14
10	NF	5	4	4	4	17
11	R	3	2	2	2	9
12	W	3	1	1	2	7
13	AFY	4	3	3	3	13
14	NIM	5	4	4	4	17
15	A	2	1	1	2	6
16	N	4	3	3	3	13
17	NH	5	4	4	4	17
Total		64	46	45	52	207

(Data source: The students' score in pre-test)

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

Table 4.2 The students' speaking score in pre-test

No	Name	Pre-test of Student (X1)			
		Max Score	Total Score (X1)	$(X1)^2$	Clasification
1	AS	40	45	2025	Poor
2	AF	40	15	225	Very Poor
3	AB	40	32	1024	Very Poor
4	AN	40	22	484	Very Poor
5	H	40	37	1369	Very Poor
6	M.AJ	40	32	1024	Very Poor
7	M.SS	40	17	289	Very Poor
8	M	40	32	1024	Very Poor
9	N	40	35	1225	Very Poor
10	NF	40	42	1764	Poor
11	R	40	22	484	Very Poor
12	W	40	17	289	Very Poor
13	AFY	40	32	1024	Very Poor
14	NIM	40	42	1764	Poor
15	A	40	15	225	Very Poor

16	N	40	32	1024	Very Poor
17	NH	40	42	1764	Poor
Total			$\sum X = 511$	$\sum X^2 = 16027$	

(Data source: The students' speaking score in pre-test)

The table above shows the students' speaking scores in the pre-test. To find out the students' speaking score in the pre-test by dividing the students' total score by the maximum score, then multiply it by 100. In the table above about students' speaking in the pre-test we can find out the frequency of score classification by looking at the following table:

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

No	Classification	Score	Frequency Of Pre-Test	Frequency Of Pre-test
1	Very Good	80-100	0	0%
2	Good	66-79	0	0%
3	Fair	56-65	0	0%
4	Poor	40-55	4	23%
5	Very Poor	0-39	13	77%
Total			17	100%

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

As the explanation in the table above, the average score of students' speaking ability before implementing the peer teaching strategy. Most students are in the very poor classification with a percentage of 100%. The total score in the pre-test was 511. This shows that the students' speaking ability in the pre-test was low, because most

of the students scored very low. The following is the calculation process to find out the mean and standard deviation in the pretest table 4.3

Mean score of the pre-test :

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

$$X = \frac{511}{17}$$

$$X = 30$$

Thus, the mean score (X_1) of pre-test is 30.

Based on pre-test results. The data shows that the average pre-test score is 30 from that analysis. This shows that almost of the 17 students' speaking skills are still low because most students get very poor scores. The total score on the pre-test is still low. Most had low scores in pronunciation and comprehension. They speak with error in pronunciation and they do not understand the topic given.

The standard deviation of pre-test:

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

$$SD = \sqrt{\frac{16027 - \frac{(511)^2}{17}}{17-1}}$$

$$SD = \sqrt{\frac{16027 - \frac{261121}{17}}{16}}$$

$$SD = \sqrt{\frac{15786 - 15360}{16}}$$

$$SD = \sqrt{\frac{426}{16}}$$

$$SD = \sqrt{26}$$

$$SD = 5$$

Thus, the standard deviation of pre-test is 5.

After determining the mean score (X_1) of the pre-test was 30 and the standard deviation of the pre-test was 5 it had shown that students' speaking skills were in the low category.

b. Students' score in post-test

The researcher gave the topic to the students as a post-test to find out the students speaking ability. Each member got a topic and explained it, then the researcher found the results of the students speaking skills based on the criteria of speaking skills, namely fluency, comprehension, vocabulary and pronunciation before giving treatment. The results are shown in the following table.

Table 4.4 The students' score in post-test based on speaking skill

No	Name	Vocabulary	Fluency	Pronunciation	Comprehension	Score
1	AS	9	9	7	7	32
2	AF	7	5	7	7	26
3	AB	7	6	6	6	25
4	AN	7	7	7	6	27

5	H	8	8	6	8	30
6	M.AJ	4	5	6	8	23
7	M.SS	7	4	6	5	23
8	M	7	6	6	5	24
9	N	8	6	6	7	27
10	NF	9	8	8	7	32
11	R	8	6	5	6	25
12	W	7	6	5	5	23
13	AFY	8	6	7	6	27
14	NIM	9	7	8	7	31
15	A	7	6	6	5	24
16	N	8	6	6	7	27
17	NH	8	7	8	8	31
Total		128	108	110	110	457

(Data source: The students' score in post-test)

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

Table 4.5 The students' score in post-test

No	Name	Post-test of Student (X2)			
		Max Score	Total Score (X2)	(X2) ²	Classification
1	AS	40	80	80	Excellent
2	AF	40	55	55	Fairy
3	AB	40	62	62	Fairy
4	AN	40	67	67	Good
5	H	40	75	75	Good
6	M.AJ	40	57	57	Fairy
7	M.SS	40	57	57	Fairy
8	M	40	60	60	Fairy
9	N	40	67	67	Good
10	NF	40	80	80	Excellent
11	R	40	62	62	Fairy
12	W	40	57	57	Fairy
13	AFY	40	67	67	Good
14	NIM	40	77	77	Good
15	A	40	60	60	Fairy
16	N	40	67	67	Good
17	NH	40	77	77	Good

Total	$\Sigma X = 1137$	$\Sigma X^2 = 77099$	
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(Data source: the students' score in post-test)

From the table above shows the students' speaking scores in the post-test. To find out the students' speaking ability scores in the post-test by dividing the students' total scores by the maximum score, then multiplying by 100. Based on the above table regarding students' speaking scores in the post-test we can find out the frequency of classification by looking at the following table:

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

No	Classification	Score	Frequency Of Post-Test	Frequency Of Post-test
1	Excellent	80-100	2	11%
2	Good	66-79	7	42%
3	Fairy	56-65	8	47%
4	Poor	40-55	0	0%
5	Very Poor	0-39	0	%
	Total		17	100%

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

The table above shows the result of improving students' speaking skills after applying treatment through the peer teaching strategy. Most students are in the good classification with a percentage of 47%. This means that the students' speaking skills have improved through the implementation of the peer teaching strategy. The total score on the post-test is 1137. This proves that there is an increase in student scores on the post-test. In addition, the result of the post-test showed that there were no students who failed the classification.

In this table, the researcher analysis 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 teaching strategy speaking skill.

Mean score of the post-test:

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

$$X = \frac{1137}{17}$$

$$X = 66,8$$

Thus, the mean score (X_1) of post-test is 66,8

Based on the results of the post-test. The data shows that the mean score post-test is 66,8. From the analysis, it can be seen that almost 17 students speaking was good and fair score.

The standard deviation of post-test

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

$$SD = \sqrt{\frac{77099 - \frac{(1137)^2}{17}}{17-1}}$$

$$SD = \sqrt{\frac{77099 - \frac{1292769}{17}}{16}}$$

$$SD = \sqrt{\frac{77099 - 76045}{16}}$$

$$SD = \sqrt{\frac{1054}{16}}$$

$$SD = \sqrt{65}$$

$$SD = 8$$

Thus, the standard deviation (SD) of post-test is 8

c. The result of the pre-test and post-test

The researcher compared the results of the pre-test and post-test by calculating the mean score and standard deviation of the test. The result of the pre-test and post-test are presented in the following table to find out the difference in the average 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	30	5
Post-test	66,8	8

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

The data in table 4.7 shows that pre-test mean score is 30 (X1) while the post-test mean score increase to 66,8 (X2). The pre-test standard deviation was 5 whole the post-test standard deviation was 8.

The result for this item is that the mean score post-test is greater than the pre-test mean score. That is, students' speaking skills have increased after

carrying out the learning process using peer teaching strategies.

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

The researcher compared by calculating the percentage classification of student scores, namely excellent, good, fair, poor and very poor. The results of the percentage of pre-test and post-test frequency levels are 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	Excellent	80-100	0	2	0%	11%
2	Good	66-79	0	7	0%	42%
3	Fair	56-65	0	8	0%	47%
4	Poor	40-55	4	0	23%	0%
5	Very Poor	0-39	13	0	77%	0%
Total			17	17	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 teaching strategy.

e. 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(X2-X1)	D(X2-X1) ²
1	45	80	2025	6561	35	4536
2	15	55	225	4225	40	4000
3	32	62	1024	3969	30	2945
4	22	67	484	3364	45	2880
5	37	75	1369	5625	38	4256
6	32	57	1024	3481	25	2457
7	17	57	289	3136	40	2847
8	32	60	1024	3600	28	2576
9	35	67	1225	4624	32	3399
10	42	80	1764	6561	35	4797
11	22	62	484	3481	40	2997
12	17	57	289	3136	40	2847

13	32	67	1024	4624	35	3600
14	42	77	1764	5929	35	4165
15	15	60	225	3136	45	2911
16	32	67	1024	4624	35	3600
17	42	77	1764	6084	35	4320
Total	$\sum X = 511$	$\sum X = 1137$	$\sum X^2 = 16027$	$\sum X^2 = 76160$	$\sum D = 613$	$\sum D^2 = 59133$

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:

$$D = \frac{\sum D}{N} = \frac{613}{17} = 36$$

The calculating the t-test value

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

$$t = \frac{36}{\sqrt{\frac{59133 - \frac{(613)^2}{17}}{17(17-1)}}$$

$$t = \frac{36}{\sqrt{\frac{59133 - \frac{375769}{17}}{17(16)}}$$

$$t = \frac{36}{\sqrt{\frac{59133 - 22104}{272}}}$$

$$t = \frac{36}{\frac{\sqrt{37029}}{272}}$$

$$t = \frac{36}{\sqrt{136}}$$

$$t = \frac{36}{11,36}$$

$$t = 3,16$$

Thus, the t-test value is 3,16.

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. In 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	3,16	1,746

(Data source: Primary data processing)

f. Hypothesis Testing

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

$$Df = N-1$$

$$= 17-1$$

$$= 16$$

For the level, significant (α) 5% and $df = 16$, and the value of the t-table is 1,746, while the value of t-test 3,16. It means that the t-test value is greater than t-table ($3,16 \geq 1,746$). Thus, it automatically could be concluded that there was significant difference between the students' speaking skill before and after giving treatment through "peer teaching" strategy at the eleventh grade of MA DDI Lombo'na. It showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) is rejected. So, it can not be denied that "peer teaching" strategy was able to improve speaking skill at the students' at the eleventh grade of MA DDI Lombo'na Kab. Majene.

B. Discussion

To find out the students' speaking ability, the researcher gave questions to the students as a pre-test. Each student got a question and answered it then the researcher recorded the student's answer. After giving the pre-test to the students, the researcher found the results of the students' speaking skills based on the criteria of speaking skills namely fluency, comprehension, vocabulary and pronunciation. Before giving treatment.

After knowing the students' scores on the pre-test based on the criteria for speaking skills, namely vocabulary, fluency, pronunciation, and comprehension. The researcher accumulated scores to determine students' speaking ability in the pre-test.

After knowing the students' speaking scores on the pre-test. Then determine the frequency of pre-test score classification by dividing the total student score by the maximum score, then multiplying it by 100. Then determine the mean and standard deviation, where the mean is 30 and the standard deviation is 5.

After carrying out the peer teaching strategy for six meetings, the researcher gave the topic to the students as a post-test to determine students' speaking ability. Each member got a topic and explained it, then the researcher found the results of students' speaking skills based on the criteria of speaking skills namely fluency, comprehension, vocabulary and pronunciation before giving treatment.

After knowing the students' scores on the post-test based on the criteria for speaking skills, namely vocabulary, fluency, pronunciation, and comprehension. The researcher accumulated scores to determine students' speaking ability in the post-test. After knowing the students' speaking scores on the post-test. Then determine the frequency of post-test score classification by dividing the total student score by the maximum score, then multiplying it by 100. Then determine the mean and standard deviation, where the mean is 66,8 and the standard deviation is 8.

Next, the researcher compared the results of the pre-test and post-test by calculating the average score and standard deviation of the test. The results of the pre-test and post-test are presented in table 4.7 to find out the difference in the mean score and standard deviation. Then the researcher did the calculation by calculating the percentage classification of student scores, namely Excellent, good, fairly, poor and very poor.

Then the researcher accumulated the pre-test and post-test scores of students' speaking skills. And to see student scores, the T-test is used statistic: To find out D

using the formula so that the T-test value is 3.16 and T-table 1,746. By using a pre-experimental design with a pre-test and post-test design. The data shows that the t-test value is greater than the t-table value. This shows that there is a significant difference between the results of the students' pre-test and post-test.

Based on the result of data analysis, the mean students score after being given treatment was higher than before being given treatment. The mean value of the pre-test is 30 while the mean value of the post-test is 66,8 in addition, the result of the t-test analysis show that the t-test value (3,16) is greater than the t-table value (1,746). That is, the peer teaching strategy is able to improve English speaking skills. Another reason based on students' responses is because most students find the teaching proses fun.

Peer teaching is a strategy that helps students perform better in understanding different concepts, especially their ability to express their ideas. Fitriyani and Yuniseffendri also stated that selecting peer teaching needs to be done and applied in learning because this method can bring teachers closer to students, students and other students, and students will be more independent in solving the problems they have. In short, the peer teaching method is an effective strategy to help students learn in class because they will be confident especially when they practice speaking in class.

After conducting the research, the researcher found that the students looked very excited about implementing the peer teaching strategy as a strategy to be used in class, because this strategy provides an opportunity for each student to act as a teacher for his friends. So, they follow the teaching and learning process is enjoyable.

In addition, the peer teaching procedure is that students gather in groups of two or more carefully to work together. The students are troubled to work together to

evaluate each other, while working towards a group goal. Students alternate between tutor and tutee roles in groups. Students work together in groups to achieve goals that depend on group performance.

In using peer teaching techniques, students believe that they are able to monitor their own learning, be independent from the teacher, and evaluate themselves at work. In the learning process, students are modified in groups to work in pairs. And students are interactive and show greater variation in peer group settings, because they have great opportunities to improve their abilities in learning and are confident and independent.

But the problem is that students still have difficulty expressing their ideas orally in English because they lack vocabulary and lack self-confidence. They tend to be silent when the researcher invites them to interact using English in asking something. The students seem disinterested and have a good attitude towards English. This problem can be attributed not only to students' personal factors but also to the type of teaching materials. Therefore they have problems in answering the tests given by researchers.

Based on the statement of the researcher it is said that most students have problems expressing their ideas verbally. This is evidenced by the average score of students in the pre-test which is very bad. But there are several factors that affect students in their speaking skills after they get treatment with the peer teaching strategy. This is also in accordance with Gordon's statement, that students learn better when they help each other. First, studying together is more beneficial than learning alone because they can exchange ideas, give ideas to others, and correct when wrong. Second, provide a more positive attitude when studying together. Finally, students

become independent in doing assignments because they have to think for themselves and learn from other students.

To speak fluently one must have a rhythm in speaking and the absence of fluency in words. Harmer states that smoothness is the quality or state of fluency. Fluency is a very complex notion that relates to fluency in discourse. This includes considering how sentences are connected, how sentence patterns vary in word order and omitted elements of structure as well as certain aspects of discourse.

According to Charlene in the previous chapter that peer teaching is a teaching system where student help each other and learn by teaching. This is also reinforced by Jon Collingwood's opinion that children acquire knowledge and skills because they associate with other friends. The existence of teaching helps student to understand the material and express their arguments on the topic in secret. Thus, the peer teaching strategy is not too difficult for students because they can share in one group.

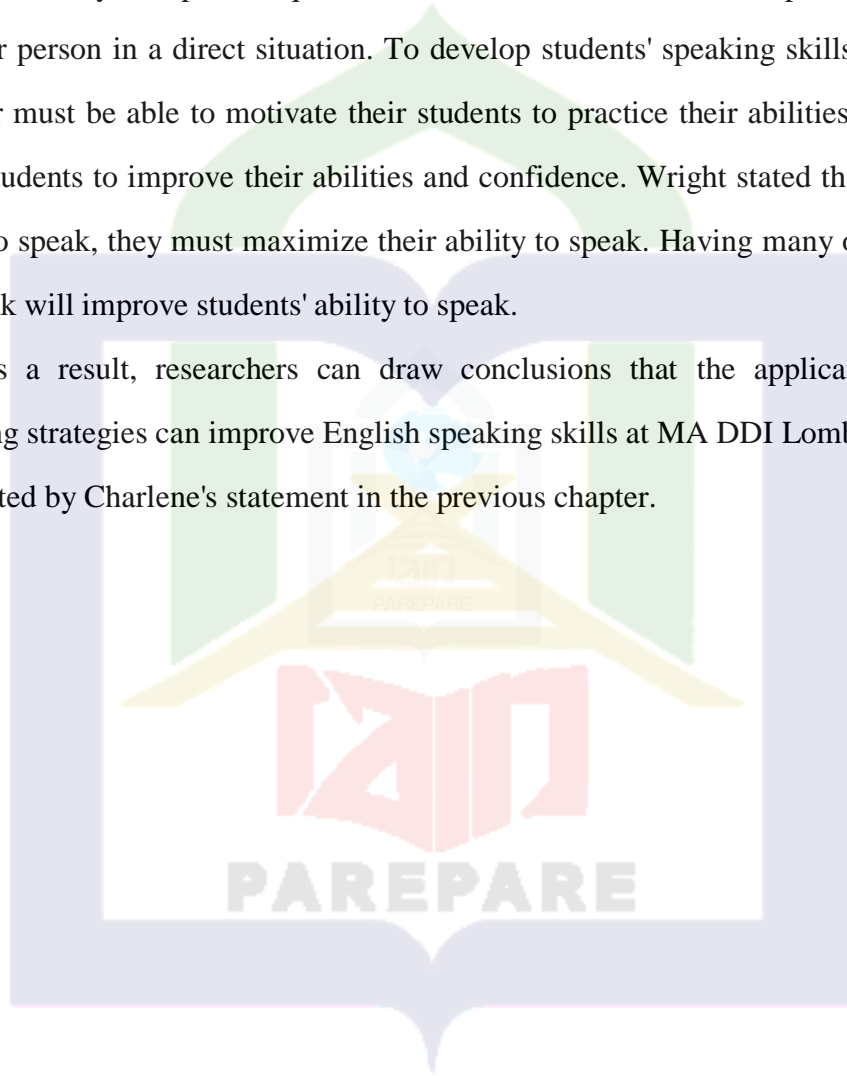
As Cook Abigails argues in the same chapter, peer teaching is a teaching strategy in which students are paired together to practice academic skills and master content. Teachers can use peer tutors to help accommodate classes full of diverse students who need more individual attention. There are many benefits and challenges of peer tutoring that teachers should consider before implementing such a program in their classroom.

In their treatment, the researcher designed the best possible tutoring process by randomly selecting tutors and tutees. According to Annette M. Tudor in the previous chapter, try to create a warm, relaxed and non-competitive environment for tutoring partners to work so that researchers in each meeting choose different students to become tutors. And the opinion of Hisyam Zaini that the best learning method is to

teach others. Therefore, choosing a peer tutor learning model as a learning strategy will greatly assist students in teaching material to their friends.

Pinker argues that we learn to read, and also to speak by speaking. This means that the ability to speak requires direct interaction, where one person speaks to another person in a direct situation. To develop students' speaking skills, a language teacher must be able to motivate their students to practice their abilities and need to train students to improve their abilities and confidence. Wright stated that if students learn to speak, they must maximize their ability to speak. Having many opportunities to speak will improve students' ability to speak.

As a result, researchers can draw conclusions that the application of peer teaching strategies can improve English speaking skills at MA DDI Lombo'na. This is supported by Charlene's statement in the previous chapter.



CHAPTER V

CLOSING

A. Conclusion

Based on the research findings, the researcher proposes the following conclusions:

The data analysis test study showed that there was a significant difference between the students' speaking skills before and after being taught through peer teaching, as evidenced by an increase in the mean score from 30 in the pre-test to 66,8 in the post-test, while the t-test 3,16 is greater than t-table 1.746. This means that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, the peer teaching strategy is able to improve the speaking skill at the students' at the eleventh grade of MA DDI Lombo'na.

B. Suggestion

Based on the research, the researcher provides the following suggestions:

1. The teacher must know many ways to teach English so that the learning process goes well and is fun.
2. It is recommended for English teachers to apply peer teaching strategies in teaching speaking because it can help students express their ideas and feelings confidently by applying peer teaching strategies in speaking. Teachers should ask questions and motivate students to study together to make it easier for them to understand the material because they can help and share with each other.

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APPENDIXES



Appendix 1 Supervisor's Decision Letter


**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 99 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**

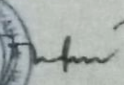

Kesatu : Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd.
2. Mujahidah, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Ratna Dila
NIM : 18.1300.065
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students Speaking Skill Throught Peer Teaching at MTs DDI Lombo'na Kab. Majene

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 10 Januari 2022

Dekan



Appendix 2 Recommendation Letter from The Fakultas Tarbiyah to conduct field

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Alamat : Jl. Amal Bakti No. 08 Sorong Parepare, 91132 ☎ 0421) 21307 Fax 24494
PO Box 909 Parepare 91100, website : www.iainparepare.ac.id, email : mail@iainparepare.ac.id

Nomor : B.040/In.39/FTAR.01/PP.00 9/01/2023 05 Januari 2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Majene
Cq. Badan Kesatuan Bangsa dan Politik & Linmas
di
Kab. Majene

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Ratna Dila
Tempat/Tgl. Lahir : Rawa-rawang, 01 September 1999
NIM : 18.1300.065
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Desa Bonde-bonde, Kec. Tubo Sendana, Kab. Majene,
Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kab. Majene dalam rangka penyusunan skripsi yang berjudul **"Improving Students' Speaking Skills Through Peer Teaching At MA DDI Lombo'na Kab. Majene"**. Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Wakil Dekan I,

W. Bahriar, M.A.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 3 letter of approval from Kesbangpol



PEMERINTAH KABUPATEN MAJENE
BADAN KESATUAN BANGSA DAN POLITIK
 Alamat : Jl. Jend. Imdad Yani No. 105 Deteng-Deteng Majene
 Telp. (0422) 21353 Email : kesbangpol28@gmail.com

REKOMENDASI PENELITIAN
 Nomor : 070/036/1/2023

1. Dasar : 1. Undang-undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4437) sebagaimana telah beberapa kali diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 tentang Perubahan Kedua atas Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 59, Tambahan Lembaran Negara Republik Indonesia Nomor 4844);

2. Peraturan Menteri dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;

3. Peraturan Bupati Majene Nomor 53 Tahun 2018 tentang Perubahan atas Peraturan Bupati Majene Nomor 29 Tahun 2017 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan Kepada Kepala Dinas Perencanaan, Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene;

4. Surat Edaran Bupati Majene Nomor : 800/Org-Peg/38/II/2017

2. Menimbang : 1. Untuk Tertib administrasi dan pengendalian pelaksanaan penelitian dalam rangka kewaspadaan dan perlu dikeluarkan Surat Rekomendasi Penelitian

2. Surat Permohonan Rekomendasi Izin Penelitian Wakil Dekan Bidang 1 Fakultas Tarbiyah/Pendidikan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Parepare Nomor : B.040.In.39.FTAR.01.PP.00.9.01/2023 Tanggal 05 Januari 2023

Badan Kesatuan Bangsa dan Politik Kabupaten Majene, memberikan Rekomendasi kepada :

Nama : **RATNA DILA**
 Nim : 18.1300.065
 Pekerjaan : Mahasiswa IAIN Parepare
 Alamat : Dusun Rawa Rawang Desa Bonde Bonde Kec. Tubo Sendana Kab. Majene.

Untuk melakukan Penelitian di **Madrash Aliyah DDI Lombo'na Kab. Majene** Mulai Tanggal 30 Januari 2023 sampai dengan 28 Februari 2023 dengan Proposal berjudul,

“ IMPROVING STUDENTS’ SPEAKING SKILLS THROUGH PEER TEACHING AT MA DDI LOMBO’NA KABUPATEN MAJENE ”

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui kegiatan penelitian tersebut dengan ketentuan :

1. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
2. Sesudah melaksanakan kegiatan, yang bersangkutan diharapkan melapor kepada Bupati Majene melalui Badan Kesatuan Bangsa dan Politik Kabupaten Majene dengan menyerahkan 1 (satu) eksamplar foto copy hasil kegiatan
3. Surat ini dinyatakan tidak berlaku lagi setelah sampai waktu yang telah ditentukan;

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Majene, 30 Januari 2023
 An. KEPALA BADAN KESBANG DAN POLITIK
 Kepala Bidang Pengembangan Nilai-Nilai Kebangsaan



ABDUL WARIS, SS., MM
 Pangkat : Pembina IV, a
 NIP: 19791201 200502 1 009

Appendix 4 letter of approval from PTSP



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN

Nomor : 038/IP/DPM-PTSP/MM/II/2023

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/128/IV/2020 Tanggal 17 April 2020 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a : RATNA DILA
Pekerjaan : Mahasiswi
N I M : 181300065
Program Study/Jurusan : S1 Pendidikan Bahasa Inggris
Universitas : Universitas Agama Islam Negeri Pare-Pare
Alamat : Dusun Rawa Rawang Desa Bonde Bonde
Kec. Tubo Sendana Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"IMPROVING SUTDENTS' SPEAKING SKILLS THROUGH PEER TEACHING AT MA DDI LOMBO'NA KABUPATEN MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exampilar cofy hasil Penelitian kepada Bupati Majene Cq Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 01-02-2023
Kepala Dinas



Hi. LIES HRAWATI THAHIR, S.Sos, M.AP
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

Appendix 5 Confirmation Letter from MA DDI LOMBO'NA



**MADRASAH ALIYAH
DARUD DA'WAH WAL-IRSYAD (DDI) LOMBO'NA
DESA TUBO TENGAH KEC.TUBO SENDANA KAB.MAJENE
PROVINSI SULAWESI BARAT**

Alamat: Jalan Pesisir Majene - Majene, 1.19.70 Kode Pos 91452 ☎ 0812 923644447

SURAT KETERANGAN

No. :Ma.21.22.09/15/2023

Yang bertanda tangan di bawah ini, kepala Madrasah Aliyah DDI Lombo'na Menerangkan bahwa :

Nama : **RATNA DILA**
NIM : 181300065
Pekerjaan/Instansi : Mahasiswa
Program Study/Jurusan : Sl. Pend.Bhs.Ingggris
Universitas : Intitut Agama Islam Negeri parepare
Semester : IX (sembilan)
Alamat : Desa Bondebonde Kec. Tubo Semdana Kab. Majene

Telah melaksanakan penelitian di Madrasah Aliyah DDI Lombo'na, untuk penyelesaian Skripsi yang berjudul **"IMPROVING STUDENTS SPEAKING SKIL THROUGH PEER TEACHING AT MA. DDI LOMBO'NA KABUPATEN MAJENE"**

Demikian Surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Lombo'na, 24 Februari 2023

Kepala,



Abdullah Shabar, S.Pd.I

Nip.19790102 200710 1 002

Appendix 5 Instrumen Pre-test and Post-test

Pre-Test Instrument and Post-Test Instrument

Pre-Test Instrument

The researcher will instruct the student to explain a picture about “Family” For three minutes and the researcher will record it to know their ability in speaking orally. Please explain to me about “Family” with your own words!



Post Test Instrument

The researcher will instruct the student to explain a picture about “How is the importance of university” for three minutes and the researcher will record it to know their ability in speaking orally. Please explain to me “University” with your own words!



Appendix 6 students' speaking skill of Pre-test

Name : Nurul Fitrah

Class : XI A

Researcher : What is your name?

Student : I'm Nurul Fitrah

Researcher : Ok Fitrah, please explain to me about "Family"

Student : Family is a small relationship consisting of parents and children, and a place to find comfort.

Researcher : Thank you

Name : Muh. Afriza Jamil

Class : XI A

Researcher : What is your name?

Student : my name is Muh Afriza Jamil

Researcher : Ok Afriza, please explain to me about "Family"

Student : Family is a group of people who have relationships. husband, wife and children.

Researcher : Thank you

Name : Ahmad Shabur

Class : XI A

Researcher : What is your name?

Student : my name is Ahmad Shabur

Researcher : Ok Shabur, please explain to me about "Family"

Student : Family is people who live in one house, have blood relationship because marriage, birth, and where character is formed

Researcher : Thank you

Name : Muthmainnah

Class : XI A

Researcher : What is your name?

Student : My name is Muthmainnah

Researcher : Ok Muthmainnah, please explain to me about “Family”

Student : The family is a responsible leader in the family, leading the family and fostering their children in good manners.

Researcher : Thank you

Name : Nur Hikmah

Class : XI A

Researcher : What is your name?

Student : My name is Nur Hikmah

Researcher : Ok Hikmah, please explain to me about “Family”

Student : Family is a relationship that is bound and take care of each other, love each other, and respect each other.

Researcher : Thank you

Appendix 7 students' speaking skills of Post-test

Name : Nurul Fitrah

Class : XI A

Researcher : What is your name?

Student : I'm Nurul Fitrah

Researcher : Ok Fitrah, please explain to me about “University”

Student : University is institutions of higher education and research, awarding undergraduate degrees in various fields. A university that provides undergraduate and postgraduate education.

Researcher : Thank you

Name : Muh. Afriza Jamil

Class : XI A

Researcher : What is your name?

Student : my name is Muh Afriza Jamil

Researcher : Ok Afriza, please explain to me about “University”

Student : A university is a higher education institution consisting of a number of faculties that organize academic education in science, technology and art .

Researcher : Thank you

Name : Ahmad Shabur

Class : XI A

Researcher : What is your name?

Student : My name is Ahmad Shabur

Researcher : Ok Shabur, please explain to me about “University”

Student : University in my opinion, good for those who want to continue their education, to get more knowledge, make lots of friends and of course new learning experiences.

Researcher : Thank you

Name : Muthmainnah

Class : XI A

Researcher : What is your name?

Student : my name is Muthmainnah

Researcher : Ok Muthmainnah, please explain to me about “University”

Student : The university is an advanced college from junior high school, a place to continue education and continue talent in the chosen major.

Researcher : Thank you

Name : Nur Hikmah

Class : XI A

Researcher : What is your name?

Student : my name is Nur Hikmah

Researcher : Ok Hikmah, please explain to me about “University”

Student : University is a higher education institution that organizes academic education and can organize vocational education in various fields of science and technology and if the requirements are met, the university can organize professional education.

Researcher : Thank you



Appendix 8 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Ganjil
Kompetensi Dasar	: 3.4 dan 4.4
Alokasi Waktu	: 2 x 45 menit
Pertemuan ke	: 01
Materi Pokok	: Eksposisi analitis

A. Kompetensi Inti (KI)

KI : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetensi Dasar dan Indikator

3.4 Membedkan fungsi social, 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 topic menjelaskan tentang “Benda” dan daftar ungkapan bahasa Inggris yang diberikan.

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

3.4.3 Peserta didik mampu berkomunikasi dengan kelompoknya.

3.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topic.

C. Tujuan Pembelajaran

Membuat teks eksposisi menyatakan pandangannya tentang satu hal dengan topic Gadget, peserta didik dapat:

1. Memberikan respon terhadap pertanyaan yang merujuk ke topic.
2. Berkomunikasi dengan teman kelompoknya.
3. Menyampaikan idenya sendiri tentang topik.

D. Langkah-langkah Pembelajaran

<p>Media :</p> <ul style="list-style-type: none"> ❖ Worksheet atau lembar kerja (siswa) ❖ Lembar penilaian 	<p>Alat / Bahan :</p> <ul style="list-style-type: none"> ❖ Penggaris, spidol, papan tulis
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E. Metode Pembelajaran

- ❖ Strategy : Peer Teaching Strategy
- ❖ Types : Unidirectional Peer Teaching

F. Materi Pembelajaran

- ❖ Exposisi analitis text about **Asking, Giving, and Refusing Thing.**

Asking

- Can I...? (Bolehkah saya...?)
- Could I...? (Bolehkah saya...?)
- Would you mind if...? (Apa Anda keberatan jika saya...?)

- Do you mind if I...? (Apa Anda keberatan jika saya...?)
- Would you mind...? (Apa Anda keberatan...?)
- It is okay if I...? (Apa tidak apa-apa kalau saya...?)

Giving

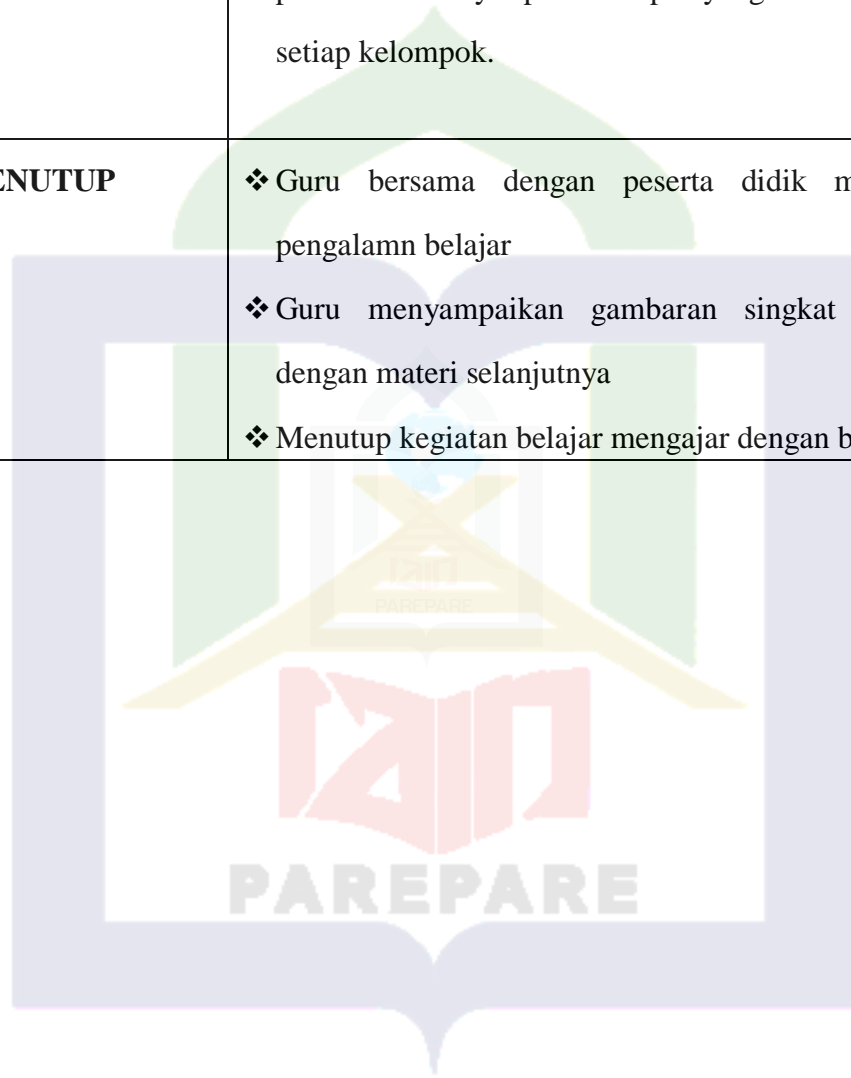
- Sure. (Baiklah)
- Please. (Silahkan)
- Please do it. (Silahkan lakukan saja)
- If you please. (Kalau Anda bersedia, silahkan saja)
- Go ahead. (Silakan lakukan saja)
- No problem. (Tidak masalah)

Refusing

- No, you cannot (Tidak, kamu tidak diperbolehkan)
- I am afraid not (Saya rasa tidak bisa)
- No, that's not allowed (Tidak, itu tidak diizinkan)
- I'm afraid, but you can't (Saya khawatir tapi saya rasa Anda tidak bisa)
- I am sorry, but that's not possible. (Saya minta maaf, tapi itu tidak mungkin)
- No, please don't. (Tidak, tolong jangan)

PENDAHULUAN	<ul style="list-style-type: none"> ❖ Peserta didik memberi salam, dan berdoa ❖ Guru mengecek kehadiran siswa dan memberi motivasi ❖ Guru menyampaikan tujuan pembelajaran dan garis besar materi yang akan dipelajari
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru membagi siswa ke dalam dua kelompok dengan cara menghitung. ❖ Guru menunjuk satu tutor dalam setiap kelompok yang telah di latih dan terbiasa mempersentasikan materi yang menjadi tutor sampai strategy peer teaching selesai jenis kegiatan ini adalah jenis peer teaching unidirectional peer teaching. ❖ Guru mempersilahkan tutor dalam setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif, kemudian guru datang untuk meyakinkan peran tutor sudah sesuai. ❖ Selanjutnya siswa dan tutor berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis. ❖ Guru memberikan tugas, dengan syarat peserta didik yang kesulitan dalam mengerjakan tugas dapat meminta bimbingan kepada teman yang ditunjuk sebagai tutor oleh guru dan memberikan penjelasan materi yang belum dipahami oleh temannya dalam satu kelompok.

	<ul style="list-style-type: none"> ❖ Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok. ❖ Setelah 20 menit strategy peer teaching di hentikan dan para tutor menyimpulkan topic yang telah diberikan di setiap kelompok.
PENUTUP	<ul style="list-style-type: none"> ❖ Guru bersama dengan peserta didik merefleksikan pengalaman belajar ❖ Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya ❖ Menutup kegiatan belajar mengajar dengan berdoa.



RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Ganjil
Kompetensi Dasar	: 3.4 dan 4.4
Alokasi Waktu	: 2 x 45 menit
Pertemuan ke	: 02
Materi Pokok	: Exposisi analitis

G. Kompetensi Inti (KI)

KI : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

H. Kompetensi Dasar dan Indikator

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

Indikator:

3.4.5 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topic menjelaskan tentang “Pendapat” dan daftar ungkapan bahasa Inggris yang diberikan.

3.4.6 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topic.

3.4.7 Peserta didik mampu berkomunikasi dengan kelompoknya.

3.4.8 Peserta didik mampu menyampaikan idenya sendiri tentang topic.

I. Tujuan Pembelajaran

Membuat teks eksposisi menyatakan pandangannya tentang satu hal dengan topic

Gadget, peserta didik dapat:

4. Memberikan respon terhadap pertanyaan yang merujuk ke topic.
5. Berkomunikasi dengan teman kelompoknya.
6. Menyampaikan idenya sendiri tentang topik.

J. Langkah-langkah Pembelajaran

<p>Media :</p> <ul style="list-style-type: none"> ❖ Worksheet atau lembar kerja (siswa) ❖ Lembar penilaian 	<p>Alat / Bahan :</p> <ul style="list-style-type: none"> ❖ Penggaris, spidol, papan tulis
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K. Metode Pembelajaran

- ❖ Strategy : Peer Teaching Strategy
- ❖ Types : Unidirectional Peer Teaching

L. Materi Pembelajaran

- ❖ Exposisi analitis text about **Asking, and Giving Opinion.**

Asking Opinion

- What is your opinion....? (Apa pendapat kamu...?)
- What is your idea? (Apa idemu?)
- What are your thoughts on...? (Apa pendapatmu tentang...?)

- What is your point of view? (Apa sudut pandangmu?)
- How do you think of my idea? (Bagaimana pendapatmu tentang ideku?)
- How do you feel about ...? (Bagaimana perasaanmu tentang...?)
- Do you have any idea? (Apakah kamu memiliki ide...?)

Giving opinion

- I think. (Menurutku..)
- In my opinion. (Menurut pendapatku)
- From my point of view... (Dari sudut pandangku...)
- In my mind... (Menurut pikiranku)
- As for me, I reckon... (Adapun saya rasa...)
- To be honest... (Sejujurnya...)

PENDAHULUAN	<ul style="list-style-type: none"> ❖ Peserta didik memberi salam, dan berdoa ❖ Guru mengecek kehadiran siswa dan memberi motivasi ❖ Guru menyampaikan tujuan pembelajaran dan garis besar materi yang akan dipelajari
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru membagi siswa ke dalam dua kelompok dengan cara menghitung. ❖ Guru menunjuk satu tutor dalam setiap kelompok yang telah di latih dan terbiasa mempersentasikan materi yang menjadi tutor sampai strategy peer teaching selesai jenis kegiatan ini adalah jenis peer teaching unidirectional peer teaching.

	<ul style="list-style-type: none"> ❖ Guru mempersilahkan tutor dalam setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif, kemudian guru datang untuk meyakinkan peran tutor sudah sesuai. ❖ Selanjutnya siswa dan tutor berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis. ❖ Guru memberikan tugas, dengan syarat peserta didik yang kesulitan dalam mengerjakan tugas dapat meminta bimbingan kepada teman yang ditunjuk sebagai tutor oleh guru dan memberikan penjelasan materi yang belum dipahami oleh temannya dalam satu kelompok. ❖ Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok. ❖ Setelah 20 menit strategy peer teaching di hentikan dan para tutor menyimpulkan topic yang telah diberikan di setiap kelompok.
PENUTUP	<ul style="list-style-type: none"> ❖ Guru bersama dengan peserta didik merefleksikan pengalaman belajar ❖ Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya ❖ Menutup kegiatan belajar mengajar dengan berdoa.

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Ganjil
Kompetensi Dasar	: 3.4 dan 4.4
Alokasi Waktu	: 2 x 45 menit
Pertemuan ke	: 03
Materi Pokok	: Exposisi analitis

M. Kompetensi Inti (KI)

KI : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

N. Kompetensi Dasar dan Indikator

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

Indikator:

3.4.9 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topic **Gadget** dan daftar ungkapan bahasa Inggris yang diberikan.

3.4.10 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topic.

3.4.11 Peserta didik mampu berkomunikasi dengan kelompoknya.

3.4.12 Peserta didik mampu menyampaikan idenya sendiri tentang topic.

O. Tujuan Pembelajaran

Membuat teks eksposisi menyatakan pandangannya tentang satu hal dengan topic

Gadget, peserta didik dapat:

7. Memberikan respon terhadap pertanyaan yang merujuk ke topic.
8. Berkomunikasi dengan teman kelompoknya.
9. Menyampaikan idenya sendiri tentang topik.

P. Langkah-langkah Pembelajaran

<p>Media :</p> <ul style="list-style-type: none"> ❖ Worksheet atau lembar kerja (siswa) ❖ Lembar penilaian 	<p>Alat / Bahan :</p> <ul style="list-style-type: none"> ❖ Penggaris, spidol, papan tulis
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Q. Metode Pembelajaran

- ❖ Strategy : Peer Teaching Strategy
- ❖ Types : Unidirectional Peer Teaching

R. Materi Pembelajaran

- ❖ Exposisi analitis text about **Gadget as student's Friends**

Gadget as student's Friends

Gadget is a term that comes from English, which means a small electronic device that has a special function. In Indonesian, gadgets are referred to as "Acang", one of the things that distinguishes gadgets from other electronic devices is the element of "newness".

What is included in the gadget? The types of gadgets, namely, Handphone, is the type of gadget that is most widely used by society today, Laptops or computers which are other types of gadgets that are very often used for various purposes, especially for work, Tablets and iPad, Digital Cameras, and Headsets or Headphones.

The main function perceived by gadget users is as a medium of communication. Gadgets allow users to connect and communicate with each other even though they are not in the same place, expand friendship networks, and of course increase knowledge about technological developments. In addition to the function of the gadget, of course there is a drawback of the gadget, namely there is a radiation effect that can interfere with the health of the user if used continuously without stopping.

Tips for using gadgets properly and correctly, namely by using applications that support your activities, delete applications that are not too important, use them when they are needed, use them in your spare time, use them for sharing, leave the gadget before bed, and remember that gadgets are only tools.

PENDAHULUAN	<ul style="list-style-type: none"> ❖ Peserta didik memberi salam, dan berdoa ❖ Guru mengecek kehadiran siswa dan memberi motivasi ❖ Guru menyampaikan tujuan pembelajaran dan garis besar materi yang akan dipelajari
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru membagi siswa ke dalam dua kelompok dengan cara menghitung. ❖ Guru menunjuk satu tutor dalam setiap kelompok yang

	<p>telah di latih dan terbiasa mempersentasikan materi yang menjadi tutor sampai strategy peer teaching selesai jenis kegiatan ini adalah jenis peer teaching unidirectional peer teaching.</p> <ul style="list-style-type: none"> ❖ Guru mempersilahkan tutor dalam setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif, kemudian guru datang untuk meyakinkan peran tutor sudah sesuai. ❖ Selanjutnya siswa dan tutor berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis. ❖ Guru memberikan tugas, dengan syarat peserta didik yang kesulitan dalam mengerjakan tugas dapat meminta bimbingan kepada teman yang ditunjuk sebagai tutor oleh guru dan memberikan penjelasan materi yang belum dipahami oleh temannya dalam satu kelompok. ❖ Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok. ❖ Setelah 20 menit strategy peer teaching di hentikan dan para tutor menyimpulkan topic yang telah diberikan di setiap kelompok.
PENUTUP	<ul style="list-style-type: none"> ❖ Guru bersama dengan peserta didik merefleksikan

	<p>pengalamn belajar</p> <ul style="list-style-type: none">❖ Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya❖ Menutup kegiatan belajar mengajar dengan berdoa.
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RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Ganjil
Kompetensi Dasar	: 3.4 dan 4.4
Alokasi Waktu	: 2 x 45 menit
Pertemuan ke	: 04
Materi Pokok	: Exposisi analitis

A. Kompetensi Inti (KI)

KI : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetensi Dasar dan indikator

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

Indikator :

9.4.1 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topic **Bullying** dan daftar ungkapan bahasa Inggris yang diberikan.

9.4.2 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topic.

9.4.3 Peserta didik mampu berkomunikasi dengan kelompoknya.

9.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topic.

C. Tujuan Pembelajaran

Membuat teks eksposisi menyatakan pandangannya tentang satu hal dengan topic Gadget, peserta didik dapat:

1. Memberikan respon terhadap pertanyaan yang merujuk ke topic.
2. Berkomunikasi dengan teman kelompoknya.
3. Menyampaikan idenya sendiri tentang topik.

D. Langkah-langkah Pembelajaran

<p>Media :</p> <ul style="list-style-type: none"> ❖ Worksheet atau lembar kerja (siswa) 	<p>Alat / Bahan :</p> <ul style="list-style-type: none"> ❖ Penggaris, spidol, papan tulis
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E. Metode Pembelajaran

- ❖ Strategy : Peer Teaching Strategy
- ❖ Types : Bi-directional Peer Teaching

F. Materi Pembelajaran

- ❖ Exposisi analitis text about **Avoid Bullying Behavior**
Avoid Bullying Behavior

The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia explains that bullying is any form of oppression or violence that is intentionally carried out by one or a group of people who are stronger or more powerful towards another person, with the aim of hurting and carried out continuously. The results of a 2014 study by the National Consortium for the Development of Character Schools stated that almost every school in Indonesia

had cases of bullying, even though it was only verbal and psychological/mental oppression.

As a student, you should recognize the types of bullying. The first type of bullying with direct physical contact includes hitting, pushing, biting, grabbing, extorting, and damaging other people's belongings. Included in the type of verbal bullying. And the third type of direct non-verbal bullying includes actions such as looking cynically, sticking out the tongue, and displaying condescending facial expressions.

What are the effects of bullying? The most common conditions are depression and anxiety disorders. In addition, the effects of bullying on mental health in adolescents and children are feelings of sadness, low self-esteem, loneliness, and loss of interest in things they usually like, as well as changes in sleeping patterns or eating patterns.

PENDAHULUAN	<ul style="list-style-type: none"> ❖ Peserta didik memberi salam, dan berdoa ❖ Guru mengecek kehadiran siswa dan memberi motivasi ❖ Guru menyampaikan tujuan pembelajaran dan garis besar materi yang akan dipelajari
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru membagi siswa ke dalam dua kelompok dengan cara menghitung. ❖ Guru menunjuk dua tutor dalam setiap kelompok yang akan bergantian memaparkan materi selama strategy berlangsung dan siswa lain akan memberikan pendapat masing-masing mengenai materi yang disampaikan tutor,

	<p>jenis ini disebut Bi-directional Peer Teaching.</p> <ul style="list-style-type: none"> ❖ Guru mempersilahkan tutor dalam setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif, kemudian guru datang untuk meyakinkan peran tutor sudah sesuai. ❖ Selanjutnya siswa dan tutor berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis. ❖ Guru memberikan tugas, dengan syarat peserta didik yang kesulitan dalam mengerjakan tugas dapat meminta bimbingan kepada teman yang ditunjuk sebagai tutor oleh guru dan memberikan penjelasan materi yang belum dipahami oleh temannya dalam satu kelompok. ❖ Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok. Setelah 20 menit strategy peer teaching di hentikan dan para tutor menyimpulkan topic yang telah diberikan.
PENUTUP	<ul style="list-style-type: none"> ❖ Guru bersama dengan peserta didik merefleksikan pengalaman belajar ❖ Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya. ❖ Menutup kegiatan belajar mengajar dengan berdoa.

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Ganjil
Kompetensi Dasar	: 3.4 dan 4.4
Alokasi Waktu	: 2 x 45 menit
Pertemuan ke	: 05
Materi Pokok	: Eksposisi analitis

A. Kompetensi Inti (KI)

KI : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetensi Dasar dan Indikator

3.4 Membedakan fungsi social, 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 topic **Smooking** dan daftar ungkapan bahasa Inggris yang diberikan.
- 3.4.2 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topic.

3.4.3 Peserta didik mampu berkomunikasi dengan kelompoknya.

3.4.4 Peserta didik mampu menyampaikan idenya sendiri tentang topic.

C. Tujuan Pembelajaran

Membuat teks eksposisi menyatakan pandangannya tentang satu hal dengan topic

Gadget, peserta didik dapat:

1. Memberikan respon terhadap pertanyaan yang merujuk ke topic.
2. Berkomunikasi dengan teman kelompoknya.
3. Menyampaikan idenya sendiri tentang topik.

D. Langkah-langkah Pembelajaran

<p>Media :</p> <ul style="list-style-type: none"> ❖ Worksheet atau lembar kerja (siswa) 	<p>Alat / Bahan :</p> <ul style="list-style-type: none"> ❖ Penggaris, spidol, papan tulis
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E. Metode Pembelajaran

- ❖ Strategy : Peer Teaching Strategy
- ❖ Types : Bi-directional Peer Teaching

F. Materi Pembelajaran

- ❖ Exposisi analitis text about **The Dangers of Smoking on The Body**

The Dangers of Smoking on The Body

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 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.

PENDAHULUAN	<ul style="list-style-type: none"> ❖ Peserta didik memberi salam, dan berdoa ❖ Guru mengecek kehadiran siswa dan memberi motivasi ❖ Guru menyampaikan tujuan pembelajaran dan garis besar materi yang akan dipelajari
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru membagi siswa ke dalam dua kelompok dengan cara menghitung. ❖ Guru menunjuk dua tutor dalam setiap kelompok yang akan bergantian memaparkan materi selama strategy berlangsung dan siswa lain akan memberikan pendapat masing-masing mengenai materi yang disampaikan tutor, jenis ini disebut Bi-directional Peer Teaching. ❖ Guru mempersilahkan tutor dalam setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif, kemudian guru datang untuk meyakinkan peran tutor sudah sesuai. ❖ Selanjutnya siswa dan tutor berdiskusi dengan bertukar

	<p>ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis.</p> <ul style="list-style-type: none"> ❖ Guru memberikan tugas, dengan syarat peserta didik yang kesulitan dalam mengerjakan tugas dapat meminta bimbingan kepada teman yang ditunjuk sebagai tutor oleh guru dan memberikan penjelasan materi yang belum dipahami oleh temannya dalam satu kelompok. ❖ Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok. Setelah 20 menit strategy peer teaching di hentikan dan para tutor menyimpulkan topic yang telah diberikan.
PENUTUP	<ul style="list-style-type: none"> ❖ Guru bersama dengan peserta didik merefleksikan pengalaman belajar ❖ Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya. ❖ Menutup kegiatan belajar mengajar dengan berdoa.

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ Ganjil
Kompetensi Dasar	: 3.4 dan 4.4
Alokasi Waktu	: 2 x 45 menit
Pertemuan ke	: 06
Materi Pokok	: Eksposisi analitis

A. Kompetensi Inti (KI)

KI : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetensi Dasar dan Indikator

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

Indikator :

- 3.4.2 Peserta didik mampu menyampaikan teks eksposisi analitis dengan topic **Book** dan daftar ungkapan bahasa Inggris yang diberikan.
- 3.4.3 Peserta didik mampu memberikan respon terhadap pertanyaan yang merujuk ke topic.

3.4.4 Peserta didik mampu berkomunikasi dengan kelompoknya.

3.4.5 Peserta didik mampu menyampaikan idenya sendiri tentang topic.

C. Tujuan Pembelajaran

Membuat teks eksposisi menyatakan pandangannya tentang satu hal dengan topic

Gadget, peserta didik dapat:

1. Memberikan respon terhadap pertanyaan yang merujuk ke topic.
2. Berkomunikasi dengan teman kelompoknya.
3. Menyampaikan idenya sendiri tentang topik.

D. Langkah-langkah Pembelajaran

<p>Media :</p> <ul style="list-style-type: none"> ❖ Worksheet atau lembar kerja (siswa) 	<p>Alat / Bahan :</p> <ul style="list-style-type: none"> ❖ Penggaris, spidol, papan tulis
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E. Metode Pembelajaran

- ❖ Strategy : Peer Teaching Strategy
- ❖ Types : Bi-directional Peer Teaching

F. Materi Pembelajaran

- ❖ Exposisi analitis 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.

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.

PENDAHULUAN	<ul style="list-style-type: none"> ❖ Peserta didik memberi salam, dan berdoa ❖ Guru mengecek kehadiran siswa dan memberi motivasi ❖ Guru menyampaikan tujuan pembelajaran dan garis besar materi yang akan dipelajari
KEGIATAN INTI	<ul style="list-style-type: none"> ❖ Guru membagi siswa ke dalam dua kelompok dengan cara menghitung. ❖ Guru menunjuk dua tutor dalam setiap kelompok yang akan bergantian memaparkan materi selama strategy berlangsung dan siswa lain akan memberikan pendapat masing-masing mengenai materi yang disampaikan tutor, jenis ini disebut

	<p>Bi-directional Peer Teaching.</p> <ul style="list-style-type: none"> ❖ Guru mempersilahkan tutor dalam setiap kelompok menjelaskan materi sesuai dengan cara mereka masing-masing dan secara komunikatif, kemudian guru datang untuk meyakinkan peran tutor sudah sesuai. ❖ Selanjutnya siswa dan tutor berdiskusi dengan bertukar ide mereka masing-masing baik bertanya ataupun memberi tanggapan terhadap materi yang telah disampaikan terkait teks eksposisi analitis. ❖ Guru memberikan tugas, dengan syarat peserta didik yang kesulitan dalam mengerjakan tugas dapat meminta bimbingan kepada teman yang ditunjuk sebagai tutor oleh guru dan memberikan penjelasan materi yang belum dipahami oleh temannya dalam satu kelompok. ❖ Guru memastikan bahwa semua siswa terlibat aktif dalam setiap kelompok. ❖ Setelah 20 menit strategy peer teaching di hentikan dan para tutor menyimpulkan topic yang telah diberikan di setiap kelompok.
PENUTUP	<ul style="list-style-type: none"> ❖ Guru bersama dengan peserta didik merefleksikan pengalaman belajar ❖ Guru menyampaikan gambaran singkat sehubungan dengan materi selanjutnya. ❖ Menutup kegiatan belajar mengajar dengan berdoa.

Appendix 9 Score Pre-test and Post-test

Score Pre-test

No	Name	Vocabulary	Fluency	Pronunciation	Comprehension	Score
1	AS	5	5	4	4	18
2	AF	2	1	1	2	6
3	AB	4	3	3	3	13
4	AN	3	2	2	2	9
5	H	4	4	3	4	15
6	M.AJ	4	2	3	4	13
7	M.SS	3	1	1	2	7
8	M	4	3	3	3	13
9	N	4	3	3	4	14
10	NF	5	4	4	4	17
11	R	3	2	2	2	9
12	W	3	1	1	2	7
13	AFY	4	3	3	3	13
14	NIM	5	4	4	4	17
15	A	2	1	1	2	6
16	N	4	3	3	3	13
17	NH	5	4	4	4	17
Total		64	46	45	52	207

No	Name	Pre-test of Student (X1)			
		Max Score	Total Score (X1)	(X1) ²	Clasification
1	AS	40	45	2025	Poor
2	AF	40	15	225	Very Poor
3	AB	40	32	1024	Very Poor
4	AN	40	22	484	Very Poor
5	H	40	37	1369	Very Poor
6	M.AJ	40	32	1024	Very Poor
7	M.SS	40	17	289	Very Poor
8	M	40	32	1024	Very Poor
9	N	40	35	1225	Very Poor
10	NF	40	42	1764	Poor
11	R	40	22	484	Very Poor
12	W	40	17	289	Very Poor
13	AFY	40	32	1024	Very Poor
14	NIM	40	42	1764	Poor
15	A	40	15	225	Very Poor
16	N	40	32	1024	Very Poor
17	NH	40	42	1764	Poor
Total			$\sum X = 511$	$\sum X^2 = 16027$	

Score Post-test

No	Name	Vocabulary	Fluency	Pronunciation	Comprehension	Score
1	AS	9	9	7	7	32
2	AF	7	5	7	7	26
3	AB	7	6	6	6	25
4	AN	7	7	7	6	27
5	H	8	8	6	8	30
6	M.AJ	4	5	6	8	23
7	M.SS	7	4	6	5	23
8	M	7	6	6	5	24
9	N	8	6	6	7	27
10	NF	9	8	8	7	32
11	R	8	6	5	6	25
12	W	7	6	5	5	23
13	AFY	8	6	7	6	27
14	NIM	9	7	8	7	31
15	A	7	6	6	5	24
16	N	8	6	6	7	27
17	NH	8	7	8	8	31
Total		128	108	110	110	457

		Post-test of Student (X2)			
		Max Score	Total Score	$(X2)^2$	Classification

No	Name		(X2)		
1	AS	40	80	80	Excellent
2	AF	40	55	55	Fairy
3	AB	40	62	62	Fairy
4	AN	40	67	67	Good
5	H	40	75	75	Good
6	M.AJ	40	57	57	Fairy
7	M.SS	40	57	57	Fairy
8	M	40	60	60	Fairy
9	N	40	67	67	Good
10	NF	40	80	80	Excellent
11	R	40	62	62	Fairy
12	W	40	57	57	Fairy
13	AFY	40	67	67	Good
14	NIM	40	77	77	Good
15	A	40	60	60	Fairy
16	N	40	67	67	Good
17	NH	40	77	77	Good
Total			$\sum X = 1137$	$\sum X^2 = 77099$	

Appendix 10 Distribution of T-Table

Df	a (level of significance) (one-tailed test)					
	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	4,036
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	2,764	3,169
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	1,319	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 10 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	3,375	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	15,335	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	31,798	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	50,896







PAREPARE

CURRICULUM VITAE



Ratna Dila, the writer was born on 1th September 1999 in Rawang-Rawang, Majene, West Sulawesi. She is the first child from three children in her family, her father's name is Ruslan and her mother's name Rosmawati. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began

Her study on 2006-2012 in SD Negeri 33 Rawa-Rawang, and graduated on 2012. At the same year she study in Smp Negeri 3 Sendana and finished on 2015, then continued her study in MA DDI Lombo'na and graduated on 2018. Then continued hers study Tarbiyah Faculty of IAIN Parepare on 2018 and completed he study with the title "Improving Students' Speaking Skill through Peer Teaching Strategy at The Eleventh Grade of MA DDI Lombo'na"

