

A THESIS

**IMPROVING SPEAKING SKILL THROUGH PEER TUTORING
AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
OF IAIN PAREPARE**



By

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

2021

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

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English Education Program

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to

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Parepare, 27st May 2021

The Researcher



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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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ABSTRACT

Jumra Wanti: Improving speaking skill through peer tutoring at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) of IAIN Parepare (Survived by Ismail Latief and Nurhamdah)

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

This research is pre-experimental research the population in this study is member of LIBAM. The sample technique used was random sampling so that a sample of 20 students was obtained. The data collection technique used in this study was a test.

The result of this research indicates that there was an improvement of the students' speaking skills. It was showed in the students' mean score of post-test (71.8) that was greater than pre-test (24,7). Even, for the level significant (p) 5% and $df = 19$, and the value of table is 1.729, while the value of t-test is 4.58. It means that, the t-test value is greater than t-table ($4.58 \geq 1.729$). Thus, it can be concluded that the students' speaking skill is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Based on researchers' observation peer tutoring strategy has a very strong influence to improve the members' speaking skill it can see at first meeting of treatment members still shy and awkward. Then second meeting there was improvement in speaking skill especially for the tutors. Next at third meeting All the members got improvement in speaking especially with their vocabularies and at last meeting of treatment the members' comprehension had better progress in this meeting. Their comprehension towards the topic improved because they had used to discuss certain topic with their friends.

Keywords: *Peer Tutoring Strategy, Speaking Skill.*

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CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the important aspects in language learning, because speaking is the important tool for communication. Without speaking skill students will be a dumb. The teacher never knows the purpose of students' mean. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. In the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often follow or precede of various forms of oral production on the part of students. By having more knowledge about language, students have much better chance of understanding and being understood and getting what students want and need from these around them.

Speaking skill is a person's skills to convey their desires and thoughts to anyone through oral, however, speaking skills are difficult to develop if they are not trained continuously and can be done with peers in the class, English teachers, or teachers. Other teachers who can speak English. From the definition above it can be conducted that speaking is one skill that must be mastered by students to send or to receive the information or message, to communicate and soon.

Speaking problems are some problems that make someone lacks of speaking ability. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in

their speaking are linguistics problems (poor in grammar, vocabulary, and pronunciation), physiological problem, lack of self-confidence and anxiety¹.

The students' difficulties in learning speaking are as follows: 1) Problems faced by students in preparation for Speaking English: vocabulary, grammatical phrase or sentence, idea. 2) Problems faced by students in learning speaking English: they took plenty of time to answer and asking question, lack of vocabulary and grammar. 3) Problems faced by students in repeating lesson items after learning to speak English; English and Indonesian are different, they don't like English².

In reality, there are still many students difficult to speak English especially for member LIBAM and still need some supplements to support them to studying English. Most of them cannot speak English well because of some reasons. First, they difficult to communicate their idea to the others, secondly they shy to speak with mispronounce words and they do not have confidence. Finally that caused students lack of vocabulary.

Based on the problem and students' condition above, the researchers assumes that organization needs some improvement to make the situation more interested in learning and teaching English, it can be achieved through speaking by using peer tutoring strategy. Peer tutoring improve self-confidence and communication skill, as you teach and share with your peers you will unknowingly develop self-confidence

¹Dea Aries Fitriani, et al. *A Study On Student's English Speaking Problems In Speaking Performance*. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/11345/10753>. (Accessed on March 9th, 2021).p.4.

²A'am Rifaldi Khunaifi. *Kesulitan-Kesulitan Siswa Dalam Belajar Speaking English*. <http://webcache.googleusercontent.com/search?q=cache:V3rwCq0VHQwJ:journal.umpalangkaraya.ac.id/index.php/anterior/article/download/310/301+&cd=2&hl=id&ct=clnk&gl=id&client=firefox-b-d>. (Accessed on March 9th, 2021).p.7.

and communication skill. These are very useful traits to have as you go on to work³. Peer tutoring is able to make students' speaking more active in providing in wide range of feedback, create a fun learning environment and provide positive role models and emotional support.

Peer tutoring is a kind of strategy to involve two students or more to have activities like tutor and tutees (Topping, 1996). It helps students to learn better and more quickly because peer tutoring provides students to have more opportunities to discuss about kinds of learning they want and they need, more opportunities to have and ask questions without being embarrassed in front of the class so that they can talk and practice bravely without any fear⁴. Peer-teaching method is a method for delivering subject material with the peers' help⁵.

In state Islamic institute (IAIN) Parepare there is an organization namely Lintasan Imajinasi Bahasa Mahasiswa which is improve and support English and Arabic skill of its members. Researchers have made observations on English learning process on LIBAM's members especially in target language that must be achieved by members LIBAM that will examine is interactive. Which the member sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social

³Singapore Tuition Teacher. *How to improve your Physics – Peer Tutoring*. <http://physictuation.blogspot.com/search?q=peer+tutoring>, (Accessed on February 23th 2021)

⁴ Paulina. *Peer Tutoring Technique: Helping Students Reducing Fear In Improving Speaking Ability*. https://journal.umg.ac.id/index.php/2Fdidaktika=AOvVaw3EHb2O_2W2uwYYzKKGia4d. (Accessed on March 9th, 2021). p.4.

⁵Khusniyah. *Enhancing Speaking Skills Through Peer-Teaching Method: A Review in EFL Context*. <https://khusniyah-enhancing-speaking-skills-through-peer-teaching-method-a-review-in-EFL-context.pdf&usg=AOvVaw1jCW0JxwreUgo-BETycHeT>. (Accessed on March 9th, 2021). p.4.

relationship. Also in teaching speaking and found that some of LIBAM's member unmotivated and difficult to learn. They think English is difficult to learn because most of them don't know how to express what they want to say and some of the instructor don't use variation strategy. In teaching and learning English it need to apply many technique and strategy to improve the learners' skills. One of the strategy is peer tutoring strategy, in implementing tutoring strategy it able can break social barriers and create friendship among the students.

Based on the explanation above, the researcher is interested to conduct a research about "Improving Speaking Skill Through Peer Tutoring At Lintasan Imajinasi Bahasa Mahasiswa (Libam) of IAIN Parepare".

B. Research Question

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

- a. Is peer tutoring strategy able to improve speaking skills of member at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare?
- b. How does Peer Tutoring strategy improve speaking skill of member at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare?

C. Objective of the Research

Related to the problem statement above, the objectives of the research are:

- a. To know that peer tutoring strategy is able to improve speaking skills at member of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM).
- b. To find out that the way peer tutoring strategy improves speaking skill of member at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM).

D. Significance of the Research

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

- a. For the researcher, to add more knowledge about discourse study especially about this research.
- b. For students, it helped students to increase speaking ability and their interest to be more active in teaching learning process.
- c. For the teacher, the result of the study can be used as an alternative teaching technique to improve students' speaking ability.
- d. For the next researcher, the result of this research can be used as previous research in his/her research.
- e. English department, the result of this research study will be an input of English material.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research

A. Previous Research Findings

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

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

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

achievement, motivation and attitudes.⁶

Kadek Lisna Dewi Saraswati, in her research that using peer tutoring strategy in storytelling can improve students' learning outcomes at seventh grade of SMPN 4 Sawan. Therefore, the use of this learning model can not only improve skills, cooperation, and also social relations between students and teachers in the classroom, but also can improve students' academic skills. In a sense, students' cognitive abilities are also an important concern for teachers, so that this learning model is used, to improve learning innovation even better⁷.

And the last, Dian Fitri Nurullah in her research “Meningkatkan Kemampuan Berbicara Melalui Model Pembelajaran Peer Tutoring of SMPN1 Sekongkang”, said the application of the peer tutoring method can be relied upon as a learning method to improve speaking skills⁸.

Based on the research findings above, the researcher can conclude that peer tutoring is favorable to be put as the strategy in learning. Based on the explanation, the researcher interest to find out whether the Peer Tutoring Strategy can be implementing to teach speaking in organization. The researcher decides to determine the title of her research “The Implementation of Peer Tutoring Strategy to Improve

⁶Chen, Ching and Liu, Chan-Cheng, “A Case Study Of Peer Tutoring Program In Higher Education. <http://www.aabri.com/manuscripts/11757.pdf>. (Accesed on February 24th, 2021).

⁷KadekLisnaDewiSaraswati, “Penerapan Model Pembelajaran Tutor Sebaya Untuk Meningkatkan Kemampuan Mendongeng Siswa Kelas VIIIG SMP N 2 Sawan”. <file:///C:/Users/Se7en/AppData/Local/Temp/30-11583-1-SM.pdf>. (Accesed on February 24th, 2021). p.7

⁸Dian FitriNurullah, “Meningkatkan Kemampuan Berbicara Melalui Model Pembelajaran Peer Tutoring of SMPN 1 Sekongkang”. <file:///C:/Users/Se7en/AppData/Local/Temp/75-186-1-SM.pdf>. (Accesed on February 24th, 2021). p.7.

English Speaking Skill at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) of IAIN Parepare”.

B. Some Pertinent Ideas

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

1. The Concept of Speaking

a. Definition of Speaking

There are several definition of speaking, one of them is Speaking in particular language is not an instant skill which understandable within one day process. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open- ended, and evolving⁹.

Keith and Morrow, speaking ability is an activity to produce utterances in oral communication, this activity is involving two or more people, in which the participants are both speaker and hearer have to react in what they hear and make¹⁰. Besides that, speaking is talk to someone about something by using your voice to express your opinion openly¹¹.

⁹Brown, 1994; Burns & Joyce, 1997 (area.dge.mec.pt/gramatica/whatspeakingis.htm, accessed on 24th February, 2021.

¹⁰Keith, Morrow, “*Influence of Simulation Game*” <http://mahmud09-action.blogspot.com/2011/10/influence-of-simulation-game-towrds.htm>. Accessed on February 24th, 2021.

¹¹Oxford Learners’ *Pocket Dictionary*, (New York: Fourth Edition Oxford University Press 2008), p. 426

In other hand Clark and Clark define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Spratt points out that using speech to convey meaning to others is involved in speaking¹².

From the definition above the researcher assumed that speaking is a tool to communicate with other and to express the idea, mind, and feeling in oral communication.

b. The Elements of Speaking

There are some elements of speaking skill that the students should consider in speaking according to Brown, as follows:

- 1) Pronunciation, includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.
- 2) Accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. The speaker should articulate words clearly, grammatically, and phonologically correct.
- 3) Fluency, considered to be ‘the skill to keep going when speaking spontaneously’ it is probably best achieved by allowing the air stream of speech to flow then as some of this speech spill over beyond comprehensibility. The speaker should utter the words naturally.

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.11

- 4) Comprehension, in brief speaking requires that not only knowing how to produce it well but also understanding when, what, and why to produce the language¹³.

c. Types of Speaking

Brown further states that there are some basic types of speaking as in the following taxonomy:

The first is imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

The second type is intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

While next type is responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small, talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

The fourth type is interactive. The difference between responsive and interactive speaking skill is in the length and complexity of the interaction. Which

¹³ Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: State University, 2004)

sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

And the last type is extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together¹⁴.

2. The Concept of Peer Tutoring Strategy

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

a. The Definition of Peer Tutoring

Learning resources do not have to be teachers, learning resources can be other people who are not teachers, but friends from a higher class, classmates or their families at home. Learning resources that are not teachers, but come from people who are smarter are called tutors¹⁵.

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

¹⁴Brown, H. Douglas. *Language Assessment: Principle and Classroom Practices*. (New York: Pearson Education, 2004).

¹⁵Dian FitriNurullah, "Meningkatkan Kemampuan Berbicara Melalui Model Pembelajaran Peer Tutoring of SMPN 1 Sekongkang". <file:///C:/Users/Se7en/AppData/Local/Temp/75-186-1-SM.pdf>. (Accessed on February 24th, 2021). p.8.

should consider before implementing such a program in their classrooms¹⁶.

Peer tutoring is the system of instruction in which learners help each other and learn by teaching. Also known as ‘Cross-age tutoring’, ‘Youth Tutoring Youth’, and ‘Each One Teach One’, peer tutoring is one of the most effective methods in promoting student-centered learning. The main task of the professional teacher is to facilitate the activity of the non- professionals (student-tutors) as they teach their peers (tutees)¹⁷.

Peer tutoring is a kind of peer-mediated, peer-assisted learning, employed problem solving and systematic teaching strategies to help the disabled student. Further, Dineen, Clark and Risley emphasized that opportunities for skill practice and social interaction are particularly meaningful for at-risk students and students with disabilities. The other kind of peer tutoring program: Cross-Age tutoring is a peer tutoring approach that brings together students of different age, with older student assuming the role of tutor and youngest student assuming the role of tutee. Hall & Stegila stated that cross-age tutoring has been successfully applying to student with varying disabilities¹⁸.

Peer tutoring is the process between two or more students in a group where one of the students acts as a tutor for the other group-mate(s). Peer tutoring can be applied among students of the same age or students belonging to different age

¹⁶Abigail Cook "Teaching Peer Tutoring: Strategies & Technique." Study.com, <https://study.com/academy/lesson/teaching-peer-tutoring-strategies-techniques.html>, Accessed 24th February, 2021.

¹⁷Charlene H.P. Tan, "Peer Tutoring-An Effective Strategy to Promote Student-Centered Learning". [Hhttp://www.cdlt.nus.edu.sg/link/nov2003/htm](http://www.cdlt.nus.edu.sg/link/nov2003/htm). Accessed 24th February, 2021.

¹⁸Hall & 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.

groups. Encouragement of peer tutoring is a useful strategy that can be applied effectively by teachers in many cases in both mono grade and multi grade schools¹⁹.

By paying attention on the definitions above, the researcher simply infer that peer tutoring is one student become tutor for the other students also one of the nice strategies of student centered learning which can be applied across many academic subject include English.

b. Types of peer tutoring

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

- 1) Unidirectional peer tutoring. Unidirectional peer tutoring means that the trained peer tutor teaches the entire time, and the child with a disability remains the student in the pair. This method is effective when working with children with more severe disabilities such as severe autism, intellectual disability, visual impairment, or cerebral palsy. The benefits of this option are that the tutor and student always know their roles, and the peer tutor carries the responsibility throughout the entire program.
- 2) Bi-directional, or reciprocal, peer tutoring. A child with and a child without a disability form a dyad (pair). Both children take turns at being the tutor while the other serves as the student. The instructor can have these children switch roles for each skill, class, week, or unit. This method is most effective with children with mild

¹⁹Multigrade School Education, *Peer Tutoring Training Modul*. <http://www.ellinogermaniki.gr/ep/muse>. Accessed 24th February, 2021.

disabilities. The main benefit of this approach is that each child has an opportunity to be the teacher and experience leadership opportunities.

- 3) Class-wide peer tutoring. Class-wide peer tutoring involves breaking the entire class into dyads. Each child participates in reciprocal peer tutoring by providing prompts, error correction, and help to their partner. Class wide peer tutoring is unique because all children are given task cards to keep them focused on the objectives of the lesson. The tutor takes the task cards and fills in the skills that are mastered by the student. This method is most effective with children with mild disabilities. The main benefit of this approach is that the entire class is involved in the tutoring activity, so no children are singled out because of disability.
- 4) Cross-age peer tutoring. Cross-age peer tutoring occurs when an older child is chosen to tutor a younger child. This method works best when the peer tutor is interested in working with children with disabilities. A cross- aged peer tutor is more effective than a same-aged peer tutor when the student is very young (below first or second grade) or the disability is more involved (such as severe cerebral palsy, intellectual disability, or autism). The cross-aged peer tutor can be chosen according to willingness, physical skills, and availability. The main benefit of this approach is that the tutor gains valuable teaching experience while the student experiences effective

individualized instruction and feedback²⁰.

c. The Benefits of Peer Tutoring

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

1) In General Tutoring

- a. Improve communication skills
- b. Improve organizational skills
- c. Improve self-esteem and self-confidence.
- d. Provides positive role models and emotional support
- e. Create opportunity for enrichment
- f. Create the opportunity to “wean” student from educational assistant
- g. Increases mastery of academic skills
- h. Improves student’s attitudes toward school: reduces dropout rates, truancies, and tardiest.
- i. Breaks down social barriers and creates new friendship.

2) The Tutees Receive

²⁰Types of Peer Tutoring”. Building Healthy InclusiveCommunities.com .<http://www.nchpad.org/109/854/Peer~Tutoring~in~General~Physical~Education>. Accessed 24th February, 2021

- a. Individual instruction - lesson are tailored to individual student' learning style and levels of understanding.
 - b. Instruction free of competition - progress at their own pace.
 - c. Private instruction, apart from whole class instruction.
 - d. Increased praise, feedback, and encouragement over what they might receive from one teacher.
 - e. Closer monitoring (from the teacher and tutor) that maximize time on task.
 - f. Skill demonstrated instead of just verbalized.
 - g. Companionship.
- 3) The Tutors Receive
- a. A sense of pride and accomplishment for having helped someone else.
 - b. Increased academic mastery.
 - c. A greater sense of dedication to their own instruction, so they can effectively transmit it to the tutees.
 - d. Increased self-esteem, confidence, and sense of adequacy as a result of being names a tutor.
 - e. A new or increased sense of responsibility and awareness for what teachers must do to transmit knowledge to students.
 - f. Empathy for tutees for whom learning may be much more of a struggle.
- 4) Mentor Teacher Receive
- a. Reduced time spent on repetitive work, allowing them to carry out more technical and professional task.

- b. Increased personal monitoring of individual student progress over the monitoring they must provide during whole class instruction.
- c. Personal gratification in seeing the rewards reaped by both tutor and tutee.
- d. Improved skills as they perform monitoring, counseling, evaluation, and record keeping functions in conjunction with the program²¹.

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

d. The Implementation of Peer Tutoring Strategy

According to Annette M. Tudor in her peer tutoring handbook for tutors and mentor teachers divided the implementation of peer tutoring strategy into six items. They are:

Conducting regular meetings between tutors and supervisors as a way of keeping in touch and informing of developments in the program. This also a time for tutors to receive further training as needed.

Communicating regularly with school staff and parents. Tap into both groups' skill. Teachers can assist with lesson plans and instructional suggestion. Parents can help to provide program materials and assist with working with individual students.

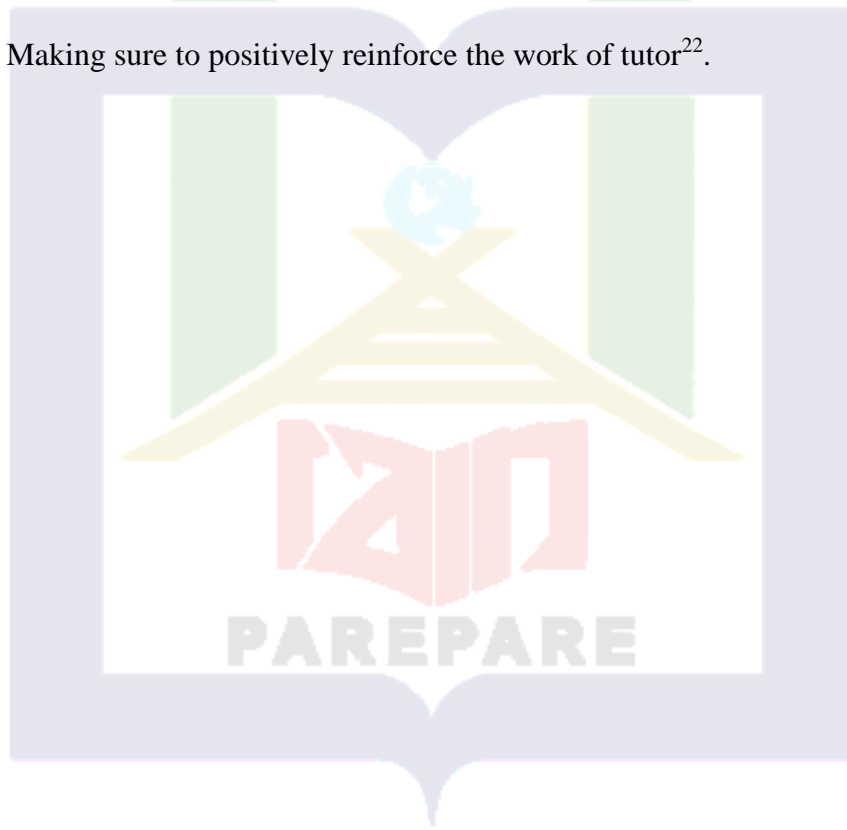
²¹Anette M. Tudor, *Peer Tutoring Handbook for Tutors and Mentor Teachers*. (Bristol: Tennessee High School Department of Special Service), P.5-6

Striving to create a warm, relaxed, and noncompetitive environment for tutoring work pairs to work.

Remembering that tutoring can be scheduled during class time, during lunch periods, or before or after school. It is generally felt, however, that the most successful time is during class.

Monitoring the tutoring sessions and the program overall. Stop potential problems from becoming actual problem.

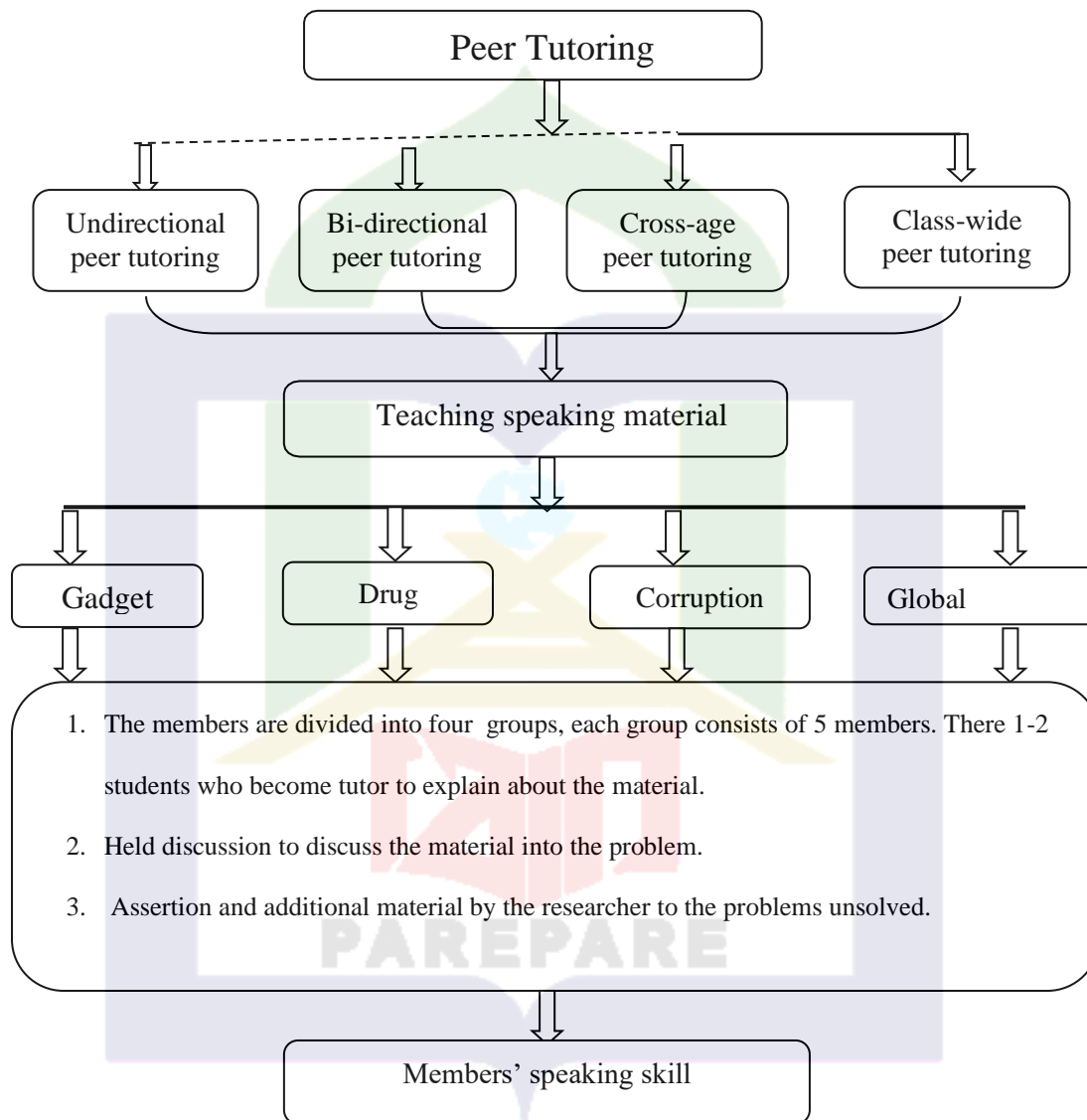
Making sure to positively reinforce the work of tutor²².



²² Ibid P.8

C. Conceptual Framework

Conceptual framework underlying this research will be given in the following diagram:



D. Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, moreover the hypothesis need the research process to examine the data²³.

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

1. Null Hypothesis (H₀)₁

Peer tutoring strategy is not able to improve speaking skills at member of LIBAM IAIN Parepare.

2. Alternative Hypothesis (H_a)₁

Peer tutoring strategy is able to improve speaking skills at member of member of LIBAM IAIN Parepare.

E. Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can effect or change the results of a study. Every study has variables as these are needed in order to understand differences²⁴. This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

The dependent variable: Members of LIBAM speaking skills. Dependent

²³Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif* (Cet. 22, Bandung: Alfabeta, 2015), P.91.

²⁴Christopher L. Heffner, *Defining Variable*
 "allpsych.com/researchmethods/definingvariables/" (Accessed on 1th, March 2021)

variable (X) is a variable that is influenced by independent variable. Dependent variable of this research is the improvement of speaking skills of the member LIBAM IAIN Parepare.

The independent variable: The application of peer tutoring strategy
Independent variable (X) is a variable which influences or causes an effect to dependent variable. Independent variable of the research is teaching through peer tutoring strategy which consists of 4 groups where one group is covered by 5 students of the member LIBAM IAIN Parepare through the given material in descriptive text and expression related asking and responding question. The researcher gives topics of descriptive text were gadget, drugs, corruption and global warming.

F. Operational Definition

1. Interactive. Which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.
2. Class-wide peer tutoring. Class-wide peer tutoring involves breaking the entire class into dyads. Each child participates in reciprocal peer tutoring by providing prompts, error correction, and help to their partner. Class wide peer tutoring is unique because all children are given task cards to keep them focused on the objectives of the lesson. The tutor takes the task cards and fills in the skills that are mastered by the student. This method is most effective with children with mild disabilities. The main benefit of this approach is that the entire class is involved in the tutoring activity, so no children are singled out because of disability.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

In this research, the method applied a pre-experimental method with one group pre-test and post-test design, this is presented as follow:

$$E= O1 X O2$$

Where:

E : Experimental Group

O1 : Pre-test

X : Treatment

O2 : Post test²⁵.

B. Location and Duration of Research

During this study process, the location of this research dwelt at LIBAM Parepare city, South Sulawesi. The researcher use the mix method research that have several times to collect and analyze data.

C. Population and Sample

Population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be varied source of research data²⁶.

²⁵Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)* (Bandung: Alfabeta, 2010), p. 110-111.

²⁶ Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual*

1. Population

The population of this research is the members of LIBAM IAIN Parepare in 2020. It has consisted 20 members. The researcher's reason took this organization to be population and sample because it has some students which have different majors, the researcher is also one of LIBAM's member. Therefore, the researcher knew all situations there.

2. Sample

The researcher used total sampling in this research. The sample of this research is consisted 20 members.

3.1 The total of libam members 2020

No	Department	Total
1	Akuntansi Lembaga Keuangan Syariah	4
2	Bahasa dan Sastra Arab	1
3	Hukum Ekonomi Syariah	1
4	Bimbingan Konseling Islam	1
5	Komunikasi dan Penyiaran Islam	1
6	Manajemen Pendidikan Islam	1
7	Pariwisata Syariah	1
8	Pendidikan Agama Islam	1
9	Pendidikan Bahasa Arab	2
10	Pendidikan Bahasa Inggris	3
11	Perbankan Syariah	2
12	Akuntansi Syariah	2
	Total	20

D. Instrument of the Research

1. Test

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

2. Fillnote Observation

The researcher used observation in collecting data because observation is a data collection method in which the researcher records information as they witnessed it during the study. The purpose of this technique to make the researcher easy in getting and can see, listen, feel the information directly. Through observation, the researcher learns about the behavior and the meaning of that behavior. The researcher used checklist observation.

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 students have to explain that picture with the topic by using their own words. The researcher will know the students' speaking skills in pre-test which was given directly before treatment.

2. Post-test

After treatment, the researcher gave the students post-test to improve students' speaking skill. 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. Treatment

After pre-test the researcher gave a treatment to the students. The researcher will implement Peer Tutoring Strategy as way to improve students' speaking skill. The treatment process would be conducted for six meetings. The strategies were:

- 1) The researcher divided students into four groups.
- 2) The researcher chose the tutor for each group purposively. The smarter students' in each group.
- 3) The researcher conducted regular meeting twice in a week.
- 4) The researcher distributed the material.
- 5) The given material is analytical exposition text and the topics were: gadget, drugs, corruption and global warming.
- 6) The researcher gave hand out of listed expression to facilitate the students in asking and responding the questions relating the material for each treatment.
- 7) The researcher let the tutor for each group explain the material by their own way and communicatively and then the researcher come to ensure the

tutor's role on the right way.

- 8) After fifteen to twenty minutes the tutor stop the peer tutoring process and the researcher open the next session.
- 9) The next session was made a discussion by sharing their ideas within asking and responding the given material on analytical exposition text.
- 10) The researcher made sure that all students on the group were engaged fully.
- 11) Students of each group required to speak naturally about the topic based on the given question.
- 12) The tutor is expected to lead and to guide the running process of peer tutoring.
- 13) After twenty minutes the peer tutoring strategy in the class was stopped and the tutors concluded the given topic with their students.
- 14) The researcher made sure the positively reinforce the work of tutor.
- 15) The researcher evaluated the material in general class.
- 16) The researcher and the students concluded the study at the meeting.
- 17) This activity run until the last meeting.

G. Technique of Data Analysis

The data was collected through the test have been analyzed by using quanlitative and 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 categories²⁷.

Vocabulary	1-2	Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	7-8	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	9-10	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	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	3-4	Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as

²⁷H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (USA, Pearson Education, Inc, 2004), p. 172-173.

	5-6	work, family and autobiographical information. Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	7-8	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	9-10	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1-2	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	3-4	Accent is intelligible though often quite faulty.
	5-6	Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.
	7-8	Errors in pronunciation are quite rare
	9-10	Equivalent to and fully accepted by educated native speakers.
Comprehension	1-2	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	3-4	Can get the give of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
	5-6	Comprehension is quite complete at a normal rate of

	7-8	speech. Can understand any conversation within the range of his experience.
	9-10	Equivalent to that an educated native speaker

2. The Classification of the Students' Score

Table 3.3 The classification students' score²⁸

Classification	Score
Excellent	86-100
Good	71-85
Fairy	56-70
Poor	41-55
Very Poor	≤40

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

²⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005), p.245

x = Mean score

Σ = Total score

N = the total number of students²⁹.

- b. 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 sample³⁰.

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

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

Where:

T = Test of significance

D = The mean score of difference ($X_2 - X_1$)

²⁹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara, 2009), p.298.

³⁰ Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p.43

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

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

N = The total sample³¹.

4. Fillnote Observation

Fillnote observation is a data collection method in which the researcher records information as they witnessed it during the study. This researcher used qualitative method. The data from fillnote observation analysed qualitatively.



³¹Gay L.R. *Educational Research, Competencies for Analysis and Application second edition* (Columbus: Charles E Merrill Company, 1981), p.331.

BAB IV

FINDINGS AND DISCUSSIONS

A. Findings

The finding of this research consists of the classification of students' pre-test and post-test and the way peer tutoring improved members' speaking skill. It aimed to find out the answer of the research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out to research question that implementing peer tutoring strategy is able to improve members' speaking skill at LIBAM IAIN Parepare. And the result of fillnote observation, it aimed to find out to research question how peer tutoring strategy improve members' speaking skill at LIBAM IAIN Parepare.

1. Students' speaking skill in implementing peer tutoring strategy

This section described the result of data analysis implementing peer tutoring strategy at LIBAM.

a. The students' score in pre-test

The researcher gave topic to the members as the pre-test to know the members' speaking skill. Every member got the topic and explain it then the researcher found out the result of members' 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' speaking score in pre-test based on speaking skill

No	Name	Department	Vocab	Comprehension	Fluency	Pronunciation	Score
1	SA	PBI	4	3	4	4	15
2	S.A	PBI	4	2	3	3	12
3	WH	PBA	1	1	1	1	4
4	MFM	ALKS	5	5	5	5	20
5	FH	AS	3	2	2	2	9
6	PW	PBI	1	2	2	1	6
7	DS	BKI	1	2	2	1	6
8	LN	HES	1	1	1	1	4
9	YR	ALKS	1	1	1	3	6
10	RH	PS	2	1	2	1	6
11	EJ	MPI	1	1	1	1	4
12	A.DI	KPI	3	3	3	4	13
13	NR	PBA	2	2	1	1	6
14	SR	PWS	1	1	1	2	5
15	NS	BSA	2	1	1	1	5
16	FM	PS	2	1	1	2	6
17	NS	PAI	3	4	4	3	14
18	SW	ALKS	3	4	5	3	15
19	VA	ALKS	2	2	2	3	9
20	SB	AS	4	5	4	3	16
Total			46	44	46	45	181

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

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

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	SA	40	38	1444	Poor
2	S.A	40	30	900	Poor
3	WH	40	10	100	Very Poor
4	MFM	40	50	2500	Fairy
5	FH	40	23	529	Poor
6	PW	40	15	225	Very Poor
7	DS	40	15	225	Very Poor
8	LN	40	10	100	Very Poor
9	YR	40	15	225	Very Poor
10	RH	40	15	225	Very Poor
11	EJ	40	10	100	Very Poor
12	A.DI	40	33	1089	Poor
13	NR	40	15	225	Very Poor
14	SR	40	13	169	Very Poor
15	NS	40	13	169	Very Poor
16	FM	40	15	225	Very Poor
17	NS	40	35	1225	Poor
18	SW	40	38	1444	Poor
19	VA	40	23	529	Poor
20	SB	40	40	1600	Poor
Total			$\sum X = 494$	$\sum X^2 = 13248$	

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

From the table above shows about members' speaking score in pre-test. To find out the members' speaking score in pre-test by dividing members' total score with maximum score, after that times with 100. Found on the table above about members' speaking in pre-test we can know frequency of the clasification score by looking the following table:

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

No	Clasification	Score	Frequency Of Pre-Test	Frequency Of Pre-test
1	Very Good	81-100	0	0%
2	Good	61-80	0	0%
3	Fair	41-60	1	5%
4	Poor	21-40	8	40%
5	Very Poor	0-20	11	55%
	Total		20	100%

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

As the explanation in the table above, the everage score of students' prior speaking skill before implementing peer tutoring strategy. Most student were on very poor clasification with the precentage was 55%. The total score in pre-test was 494. It had shown that the students speaking skill in pre-test was low, because most of the students got fair, poor and very poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.3. Mean score of pre-test:

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

$$X = \frac{494}{20}$$

$$X = 24.7$$

Thus, the mean score (X_I) of pre-test is 24.7.

Based on the result of the pre-test. The data showed that the average score of the pre-test is 24.7. From that analyzing, it had shown that almost of the 20 students skill in speaking was still low because most of the students got fair, poor and very poor score. The total score in pre-test was still low. The mostly have low score in pronunciation and comprehension. They spoke with errors in pronunciation and they lack of understanding of the topic given.

The standard deviation of post-test:

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

$$SD = \sqrt{\frac{13032 - \frac{(494)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{13032 - \frac{244036}{20}}{19}}$$

$$SD = \sqrt{\frac{13032 - 12201}{19}}$$

$$SD = \sqrt{\frac{831}{19}}$$

$$SD = \sqrt{44}$$

$$SD = 6.63$$

Thus, the standard deviation of pre-test is 6.63.

After determining the mean score (X_1) of pre-test was 24.7 and standard deviation of the pre-test was 6.63. It had shown that students' speaking skill were in low category.

b. Students' score in post-test

The researcher gave topic to the members as the post-test to know the members' speaking skill. Every member got the topic and explain it then the researcher found out the result of members' 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 4.4 the students' speaking skill in post-test based on speaking skill

No	Name	Department	Vocab	Comprehension	Fluency	Pronunciation	Score
1	SA	PBI	8	7	7	7	29
2	S.A	PBI	8	7	8	7	30
3	WH	PBA	7	6	6	5	24
4	MFM	ALKS	8	9	9	9	35
5	FH	AS	8	8	8	7	31
6	PW	PBI	7	8	8	7	30
7	DS	BKI	8	8	7	8	31
8	LN	HES	7	6	7	7	27
9	YR	ALKS	7	8	8	8	31
10	RH	PS	8	8	7	7	30
11	EJ	MPI	7	6	7	6	26

12	A.DI	KPI	9	9	9	9	36
13	NR	PBA	7	8	7	7	29
14	SR	PWS	7	8	7	6	28
15	NS	BSA	6	6	5	6	23
16	FM	PS	7	8	6	6	27
17	NS	PAI	8	7	7	7	29
18	SW	ALKS	5	5	6	7	23
19	VA	ALKS	5	6	6	5	22
20	SB	AS	7	9	7	8	31
	Total		144	147	142	139	572

(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, comprehension, and pronunciation. The following table below is to know students speaking score in post-test.

Table 4.5 the students' score in post-test

No	Name	Post-test of Student (X2)			
		Max Score	Total Score (X2)	(X2) ²	Clasification
1	SA	40	73	5329	Good
2	S.A	40	75	5625	Good
3	WH	40	60	3600	Fairy
4	MFM	40	88	7744	Excellent
5	FH	40	78	6084	Good
6	PW	40	75	5625	Good
7	DS	40	78	6084	Good
8	LN	40	68	4624	Fairy
9	YR	40	78	6084	Good
10	RH	40	75	5625	Good

11	EJ	40	65	4225	Fairy
12	A.DI	40	90	8100	Excellent
13	NR	40	73	5329	Good
14	SR	40	70	4900	Fairy
15	NS	40	58	3364	Fairy
16	FM	40	68	4624	Fairy
17	NS	40	73	5329	Good
18	SW	40	58	3364	Fairy
19	VA	40	55	3025	Fairy
20	SB	40	78	6084	Good
Total			$\Sigma X = 1436$	$\Sigma X^2 = 104768$	

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

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

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

No	Clasification	Score	Frequency Of Post-Test	Frequency Of Post-test
1	Very Good	81-100	2	10%
2	Good	61-80	10	50%
3	Fair	41-60	8	40%
4	Poor	21-40	0	%
5	Very Poor	0-20	0	%
Total			20	100%

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

The table above, showed the result of students' improvement in speaking skill after implementing treatment through peer tutoring strategy. Most students were on good classification with the percentage was 50%. It means that the students' speaking skill had improved through implementing peer tutoring strategy. The total score in post-test was 1436. It proved that there were improving of students' score in post-test. In addition, the result of post-test showed that no students had fail classification.

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

Mean score of the post-test:

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

$$X = \frac{1436}{20}$$

$$X = 71.8$$

Thus, the mean score (X_1) of post-test is 71.8

Based on the result of the post-test. The data shows that the mean score of the post-test was 71.8. From that analysing, it could be seen that almost of the 20 students' speaking was good and fair score.

The standard deviation of post-test

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

$$SD = \sqrt{\frac{104768 - \frac{(1436)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{104768 - \frac{2062096}{20}}{19}}$$

$$SD = \sqrt{\frac{104768 - 103104}{19}}$$

$$SD = \sqrt{\frac{1664}{19}}$$

$$SD = \sqrt{88}$$

$$SD = 9.38$$

Thus, the standard deviation (SD) of post-test is 9.38

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

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

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

Test	Mean Score	Standard Deviation (SD)
Pre-test	24.7	6.63
Post-test	71.8	9.38

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

The data in table 4.7 showed that the mean score of pre-test was 24.7 (X1) while the mean score of the post-test increased 71.8 (X2). The standard deviation of pre-test was 6.64 while the standard deviation of post-test was 9.38.

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

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

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

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

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Very Good	81-100	0	2	0%	10%
2	Good	61-80	0	10	0%	50%
3	Fair	41-60	1	8	5%	40%
4	Poor	21-40	8	0	40%	0%
5	Very Poor	0-20	11	0	55%	0%
Total			20	20	100%	100%

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

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

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	38	73	1444	5329	35	3885
2	30	75	900	5625	45	4725
3	10	60	100	3600	50	3500
4	50	88	2500	7744	38	5244
5	23	78	529	6084	55	5555
6	15	75	225	5625	60	5400
7	15	78	225	6084	63	5859
8	10	68	100	4624	58	4524
9	15	78	225	6084	63	5859
10	15	75	225	5625	60	5400
11	10	65	100	4225	55	4125
12	33	90	1089	8100	57	7011
13	15	73	225	5329	58	5104
14	13	70	169	4900	57	4731
15	13	58	169	3364	45	3195
16	15	68	225	4624	53	4399
17	35	73	1225	5329	38	4104
18	38	58	1444	3364	20	1920
19	23	55	529	3025	32	2496
20	40	78	1600	6084	38	4484
Total	∑X₁=456	∑X₂=1436	∑X₁²=13248	∑X₂²=104768	∑D=980	∑D²=91520

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:

$$D = \frac{\sum D}{N} = \frac{980}{20} = 49$$

The calculating the t-test value

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

$$t = \frac{49}{\sqrt{\frac{91520 - \frac{(980)^2}{20}}{20(20-1)}}$$

$$t = \frac{49}{\sqrt{\frac{91520 - \frac{960400}{20}}{20(19)}}$$

$$t = \frac{49}{\sqrt{\frac{91520 - 48020}{380}}}$$

$$t = \frac{49}{\frac{\sqrt{43500}}{380}}$$

$$t = \frac{49}{\sqrt{114}}$$

$$t = \frac{49}{10,68}$$

$$t = 4.58$$

Thus, the t-test value is 4.58.

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

Table 4.10 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	4.58	1.729

(Data source: Primary data processing)

f. Hypothesis Testing

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

$$\begin{aligned}
 Df &= N-1 \\
 &= 20-1 \\
 &= 19
 \end{aligned}$$

For the level, significant (α) 5% and $df = 19$, and the value of the t-table is 1.729, while the value of t-test 4.58. It means that the t-test value is greater than t-table ($4.58 \geq 1.729$). Thus, it automatically could be concluded that there was significant difference between the students' speaking skill before and after giving treatment through "peer tutoring" strategy at LIBAM IAIN Parepare. It showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) is rejected. So, it can not be denied that "peer tutoring" strategy was able to improve speaking skill at the member of LIBAM IAIN Parepare.

2. The ways of peer tutoring strategy improve speaking skill

Before giving the treatment there was pre-test on Wednesday 5th, 2021. In pre-test, the researcher introduced herself and gave explanation about the purpose of the research to make the members understood what the

researcher's aims to do this research. After that, the researcher gave a topic about their experience based on the topic. Then, the members start to speak which was given by the researcher to know the members' skill in speaking. The researcher recorded the members answer to make easier evaluate the aspects of members' speaking which are vocabulary, pronunciation, fluency, and comprehension. As the result, the students' speaking skill were in very low category of fours aspects of speaking.

In the first meeting on Thursday, May 6th, 2021, the researcher started the class by greeting. The members responded well and gave their smile and showed their spirit which meant they were willing to learn. Before the researcher gave the material, the researcher divided them into four groups. Next the researcher pointed the tutor in every group. Then the members felt free to communicate and collaborated seriously with their friend who was chosen become a leader as the tutor.

The researcher explained the procedure of peer tutoring strategy and gave an example about it. After explaining the example, then it was the members' turn to do the same activity to ensure that they understood about the strategy. The researcher helped members to pronounce all of the expressions that they would use in the activity. After that, the researcher divided class into four groups. The researcher chose the leader of group purposively who would become the tutor and others would be the tutees. The researcher distributed the material. The given material was analytical exposition text and the topics for this meeting was "Gadget". The researcher also gave the text to facilitate the students in asking and responding the

questions relating the material. Then, the researcher let the tutor for each group explained the material by their own way and communicatively and then the researcher came to ensure the tutor's role on the right way.

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

On Friday, May 7th 2021, was the second meeting, here the researcher did the same activity with the first meeting but with the different topic. The topic was "Avoid the drugs". In this occasion, the researcher divided the students into four groups. In this meeting, there was an improvement in members' speaking skill especially for the tutors. The process of peer tutoring strategy was running well because the tutors had prepared themselves by mastering the text first before they explained to their friends. The researcher did not need to guide the tutors all the time because they had understood their roles. However, several of tutees in each group were not engaged fully in the tutoring process because they were still shy to express their arguments. Several tutees became good listeners while others became good speakers.

The third meeting on Thursday, May 20th 2021, the members were divided into four groups. Each group consisted of five students. Same as the previous meeting, the researcher gave a topic and the topic in this meeting

was about Corruption and Indonesia. Each tutor had a chance to explain the text with their own way and communicatively. It was just same as before but different way.

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

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

The fourth meeting. On Friday, May 21th 2021 The researcher gave the topic about “Global Warming”. As usual, the researcher divided class into groups and chose the tutor. First, the tutor explained about the text to their tutees. Next, after fifteen minutes, the tutor became moderator to begin

the discussion session. The class was very crowded because the topic was really familiar so they could discuss many things about global warming but the class was still controlled. The tutoring process was more active in each group. The researcher did not allow the students or the tutees to be silent in group. At first some of the students were not sure to speak up but after they shared in tutoring, they felt enjoy and explained their arguments well. The tutors were active to explain and the tutees were fond of it.

The members' comprehension had better progress in this meeting. Their comprehension towards the topic improved because they had used to discuss certain topic with their friends. In this meeting all the tutees engaged fully in the tutoring process. They explained the topic by using the expressions that commonly used to state thesis, arguments and conclusion as given in previous meetings. The content of their arguments were getting better as well because at first they could only express one sentence but in this meeting they could make a good argument.

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

The peer tutoring process was running very well as the researcher hoped. There were so many improvement in this last treatment, the

improvement was seen in all aspects of speaking. The students' fluency increased as the topic about global warming which was very familiar so they could express arguments without asking their tutors anymore because they could make their own. Next, their comprehension also improved, as the previous meetings they could only express one argument, but in this meeting they could express two until three arguments about the global warming for each member with the good arrangement. Not only vocabulary and comprehension, their fluency and pronunciation also improved. Comparing with the first meeting most of the students were shy to speak because they were afraid if they have missed pronunciation and awkward to apply the tutoring process, but in this meeting all tutors and tutees were so confident to express their arguments towards the topic because they have prepared themselves well.

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

In the last, the researcher gave post-test still on Saturday, May 22nd 2021. In this meeting the researcher gave the topic "Why is learning English important?" then, the students explained their arguments with their

own words. Most of the students could speak more than one paragraph. It aimed to know the students' speaking skill after doing the treatment. The researcher took the recording of the students to make easier gave a score of speaking aspects because the researcher had to focus on four aspects.

B. Discussion

Based on the result of data analysis, mean of the students' score after having treatment were higher than before giving treatment. Mean score of pre-test was 22.8 meanwhile mean score of post-test was 71.8. Besides, the result of t-test analysis shows that t-test value (4.58) was greater than t-table (1.729). It means that the peer tutoring strategy is able to improve English speaking skill. Another reason based on the members' responses because most students find that the tutoring process is enjoyable.

After conducting the research, the researcher found that the students really looked excited with the implementation of peer tutoring strategy as strategy to be used in the class. So, they followed the teaching and learning process enthusiastically.

According to Charlene in previous chapter that peer tutoring is the system of instruction in which learners help each other and learn by teaching. The existence of tutoring helped to students to understand the material and to express their arguments towards the topic confidentially. Thus, peer tutoring strategy would not be very difficult for the students because they could share one another in a group.

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

peer tutoring strategy.

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

Moreover, based on Cook Abigail's argument in the same chapter, peer tutoring is a teaching strategy where in students are paired together to practice academic skills and master content. Teacher may use peer tutoring to help accommodate a classroom full of diverse students who need more individualized attention. There are many benefits and challenges of peer tutoring that teachers should consider before implementing such a program in their classroom.

While according to Hall & Stegilas' statement in the same chapter, peer tutoring is the system of instruction in which learners help each other and learn by teaching. Also known as cross age peer tutoring, youth tutoring youth, and each one teach one, peer tutoring is one of the most effective methods in promoting student-centered learning.

As a result, the researcher drew conclusion that the implementation of peer tutoring strategy is able to improve English speaking skill at LIBAM IAIN Parepare. It is supported by statement of Charlene in previous chapter.

BAB V

CONCLUSSION AND SUGGESTION

A. Conclusion

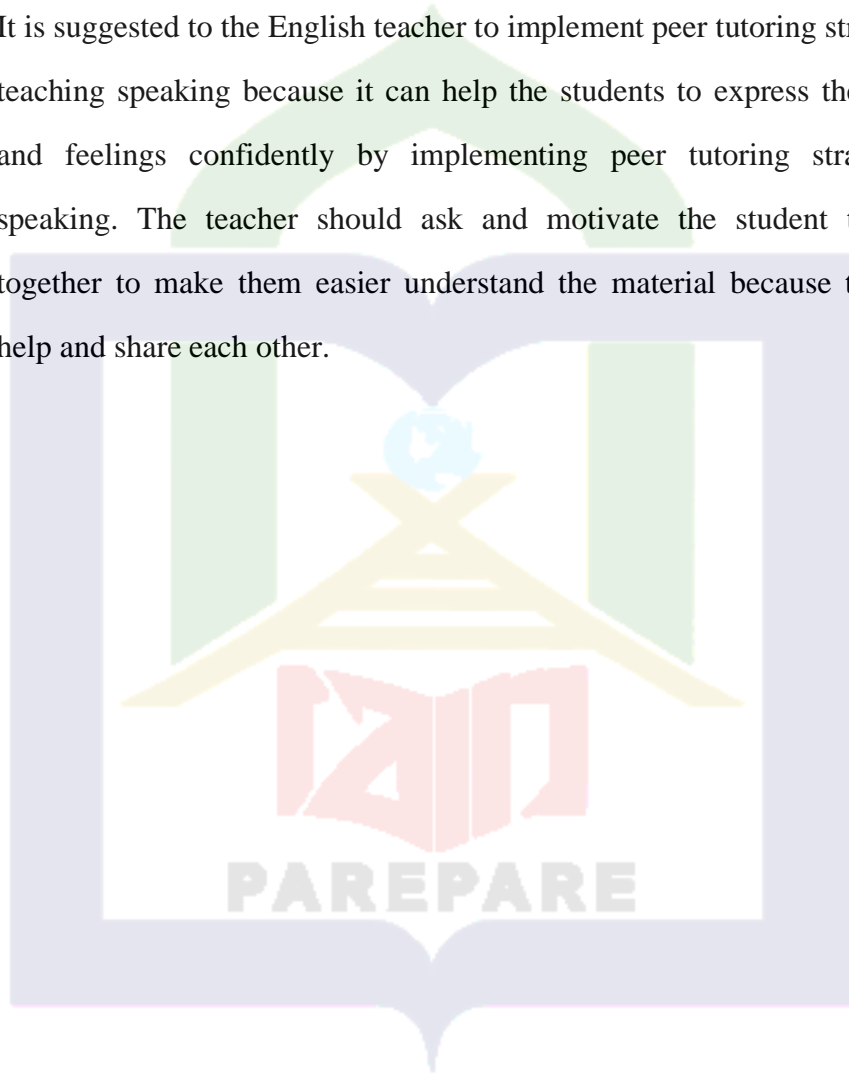
Based on the findings of the study, the researcher put forward following conclusions:

1. The research of data analysis test showed that there is a significant difference between members' speaking skill before and after being taught through peer tutoring, it was proved by the development of mean score from 24.7 on pre-test to 71.8 on post test, while t-test 4.58 was greater than t-table 1.729. It means that the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, peer tutoring strategy was able to improve speaking skill of LIBAMs' member.
2. The reserach showed that there is a significant difference between the members'speaking skill before and after being taught through peer turoting strategy, it was proved by the members' improvement especially in vocabulary and comprehension. Comparing the first meeting and the last meeting that member tended to keep silent, shy and awkward to express their ideas at the beginning of the meeting, but in the next meeting member were more active and confident in expressing their ideas orally because they did peer tutoring strategy well.

B. Suggestion

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

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



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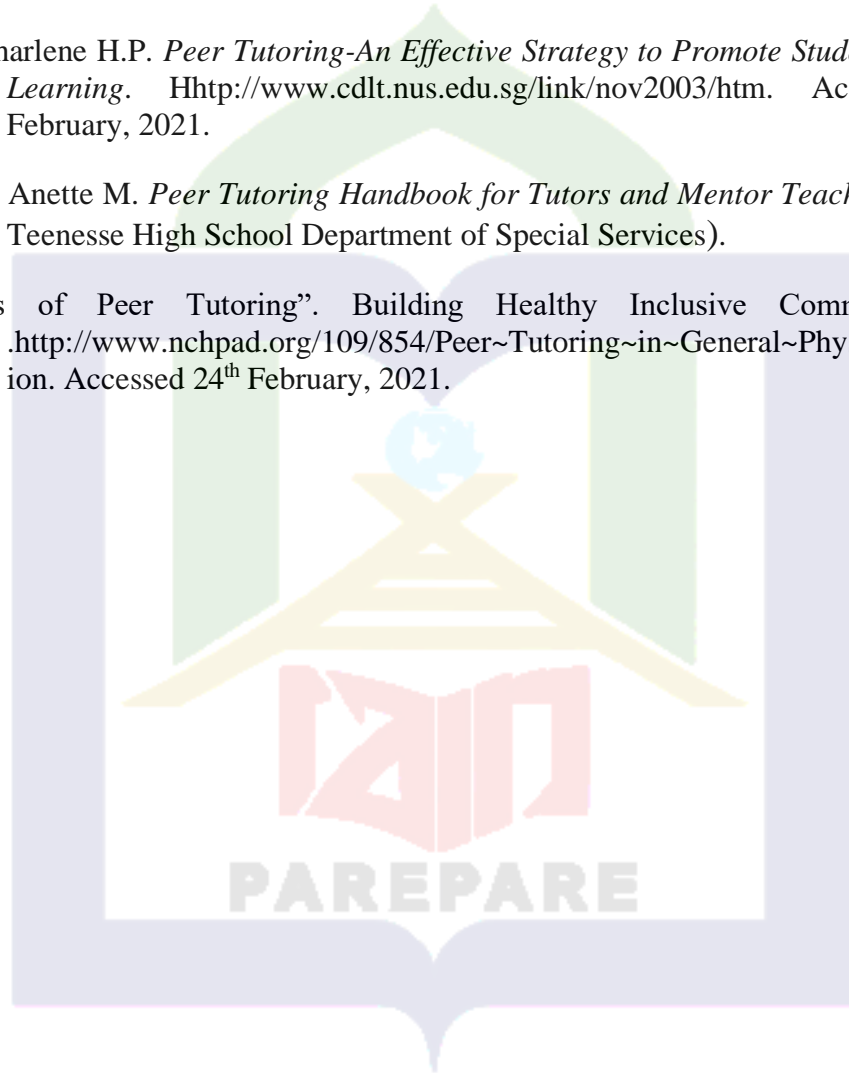
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

A. Pre-Test Instrument

The researcher will instruct the members to explain a topic about “The Importance of Book” for three minutes and the researcher will record it to know their ability in speaking orally. Please explain to me about “The Importance of Book” with your own words!

Topic template:

“The Importance of Book”

1. Opening (30-45 seconds)
2. Discussion of the topic (60-90 seconds)
3. Additional statement and closing (30-45 seconds)

B. Post Test Instrument

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

Topic template:

“Why is Learning English Important?”

1. Opening (30-45 seconds)

2. Discussion of the topic (60-90 seconds)
3. Additional statement and closing (30-45 seconds)

Aspects that need to be used in the speaking assessment are

- a. Fluency
- b. Accuracy
- c. Content
- d. Pronunciation

Parepare, 10 April 2021

Mengetahui
Pembimbing Utama

Pembimbing Pendamping



Drs. Ismail Latief, M.M
NIP. 196312071987031003

Hj. Nurhamdah. S. Ag., M.Pd
NIP. 197311161998032007

Fillnote Checklist

Meeting	Four Components Of Speaking			
	Vocab	Comprehension	Fluency	Pronunciation
I	-	-	-	-
II	-	-	-	-
III	✓	-	-	-
IV	-	✓	-	-
V	-	-	✓	✓
VI	✓	✓	✓	✓

Based on researchers' observation peer tutoring strategy has a very strong influence to improve the members' speaking skill it can see at first meeting of treatment members still shy and awkward. Then second meeting there was improvement in speaking skill especially for the tutors. Next at third meeting All the members got improvement in speaking especially with their vocabularies and at last meeting of treatment the members' comprehension had better progress in this meeting. Their comprehension towards the topic improved because they had used to discuss certain topic with their friends.

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2815 TAHUN 2020
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 2020;
- 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-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.
- MEMUTUSKAN**
- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk saudara; 1. Drs. Ismail Latif, M.M
2. Hj. Nurhamdah, S.Ag., M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Jumra Wanti
NIM : 17.1300.121
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Speaking Skill Through Peer Tutoring at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) of IAIN Parepare
- c. 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;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 30 Desember 2020





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1136/In.39.5.1/PP.00.9/04/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Jumra Wanti
Tempat/Tgl. Lahir : Ramba Tikala, 26 Maret 1999
NIM : 17.1300.121
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Ramba Tikala, Kec. Larompong, Kab. Luwu

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"Improving Speaking Skill Through Peer Tutoring At Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Of IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 27 April 2021

Muh. Dahlan Thalib





LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Sekretariat: Jl. Amal Bakti No. 8 Soreang Kota Parepare, hp: 085240965696, email: libam.iainppa@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 49/LIBAM/In.39/PR/VI/2021

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:


Nama : Jumra Wanti
Nim : 17.1300.121
Jurusan : Tarbiyah
Prodi : Pendidikan Bahasa Inggris
Tempat/tgl.Lahir : Ramba Tikala/26 Maret 1999
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
Alamat : Ramba Tikala Kec. Larompong Kab. Luwu

Benar-benar telah melakukan penelitian dengan judul **"IMPROVING SPEAKING SKILL THROUGH PEER TUTORING AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) OF IAIN PAREPARE"** Pada tanggal 03 Mei-03 Juni 2021 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 10 Juni 2021

Mengetahui,-
Ketua LIBAM IAIN Parepare,-


MUHAMMAD IRSAN
NRA. 17.19.33



CURRICULUM VITAE



Jumra Wanti, the writer was born on 26th March 1999 in Ramba Tikala, Luwu and South Sulawesi. She is the fourth child from six children in her family, her father's name is Abd. Hakim and Her mother's name Siratong. 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 2004-2010 in SD Negeri 549 Ramba Tikala, and graduated on 2010.

At the same year she study in Smp Islam Nur El-Haq and finished on 2013, then continued her study in MA Al-Mustaqim and graduated on 2016. After graduated, she decided to continued her study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program and completed her study with the title "Improving Speaking Skill Through Peer Tutoring at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) of IAIN Parepare"

